

One College Initiative The AugCore Curriculum

Preface

The AugCore Curriculum was designed to reflect both mission and vision. Accordingly its goal statement reads:

The Augsburg Cofre Curriculum is designed to prepare students to become effective, informed, and ethical citizens through their engagement in a curriculum that:

- provides a liberal arts foundation and prootes the acquisition of intellectual and professional skills;
- calls for common inquiry into questions of Christian faith and the search for meaning; and
- cultivates the transformative discovery of, and appreciation for, the student's place of leadership and service in a diverse world—*vocatio* and *caritas*.

As we think about “one” college, it should be noted that the AugCore Curriculum recognizes the different developmental needs of most weekday students, who tend to be closer to the traditional age, and weekend (adult) students through different first-year requirements, especially AugSem and the Engaging Minneapolis requirement.

A College of the ELCA

At the heart of the AugCore Curriculum—and the center of the arch—are two **Search for Meaning** courses that focus on the theme of Vocation. They introduce students to fundamental theological questions and biblical studies as well as introducing students to Judaic and Islamic traditions (REL 100) and eastern and American Indian traditions (REL 200). While affirming Augsburg's Lutheran heritage, they are ecumenical in reaching out to a diverse audience.

In this way they reflect a tradition that prizes the Lutheran themes of freedom and paradox. Non-dogmatic in their claims, they nevertheless assert that critical reflection on what one believes (as well as knows) and the formation of one's beliefs is essential to a college education

It was the hope of the design team that these courses would provide a common experience for all Augsburg students, and that faculty in different disciplines would be able to assume that common intellectual experience among their students.

The keystone course is intended to explicitly bring the theme of Vocation and the student's search for meaning into conversation with the major, especially through Critical Conversations on Vocation. Again, the challenge will continue to be to cultivate those conversations not only among students, or between students and faculty, but also among faculty as we both develop the common understandings of the richness and complexity of "Vocation" in Lutheran tradition—but the complexities that the term acquires in its more secular connotations.

The theme of service is introduced in the AugSem service project, and may be repeated in Engaging Minneapolis and Augsburg Experience.

Liberal Arts Tradition

The AugCore Curriculum suggests at least three approaches to liberal arts tradition(s).

The medieval *trivium* and *quadrivium* are expressed in the skills requirements: the entry skills in math, critical thinking, and writing; the core skills in writing and language; and the graduation of skills of quantitative reasoning, speaking, and writing—with attention to critical thinking explicit in both "designated courses" like REL 100, 200, and 300 and in ENG 111, as well as in LAFs and the major.

The later humanist and nineteenth century liberal arts are reflected in Liberal Arts Foundation requirements. HPE requirements reflect both a classic al notion of liberal education (sound mind in sound body).

Although part of this tradition emphasizes the content/traditional disciplines of the liberal arts, it also stresses the function of the liberal arts—education for responsible citizenship through action—so that a student is ethical and effective as well as informed. An Augsburg education thus unites theory and practice; the liberal and practical, especially through experiential education. The explicit components of the Augsburg Core Curriculum that involve experiential education are the "bookends" Engaging Minneapolis and the Augsburg Experience. Many Keystone courses address professional ethics within the larger context of Vocation.

LAF syllabus statements and learning outcomes further amplify these domains' understanding of the liberal arts (see Attachment 1)

Urban Location

The Augsburg Curriculum makes a commitment to its urban location through the service project in AugSem, but more significantly through the weekday first-year requirement Engaging Minneapolis, in which students explore the resources of the Twin Cities and consider how the city itself can become a classroom.

Although Augsburg's urban location provides the context of some Augsburg Experiences—internships, service learning, and some domestic immersion experiences—it also enlarges the notion of city (civis/polis) by allowing experiences within a professional community (research) and study abroad.

Intentional Commitment to a Diverse Community

The AugCore Curriculum locates the College's commitment to diversity throughout the curriculum—the infusion model of diversity. Within the curriculum, diversity describes content and pedagogy as well as the learners who comprise the community. It can be seen as a skill, ranging from critical thinking to interpersonal skills.

The Diversity Collaborative has prepared a “grid” of “big questions” that can help frame specific learning outcomes (see attachment 2). Components of the curriculum charged with explicitly addressing diversity/global awareness also include learning outcomes in their statements (see attachment 3).

Attachment 1

NSM LAF Syllabi Statement

See separate document for syllabus statement.

Learning Outcomes (Tentative and not yet agreed upon by the NSM LAF Collaborative)

1. Students will acquire natural science and mathematics content knowledge, be introduced to disciplinary methodology, and will begin to develop skills in identifying and applying the appropriate disciplinary methodology to solve problems in natural science and mathematics contexts.
2. Students will express scientific and mathematical ideas using discipline-appropriate language.
3. Students will understand science and mathematics as a creative activity in which natural scientists and mathematicians engage rather than as a static body of knowledge.
4. Students will appreciate the utility and relevance of science and mathematics as a way to meaningfully understand and articulate the complex interactions of various aspects of the natural world.

Social/Behavioral Science LAF Syllabus Statement

“Reality unrefined by theory is too chaotic for us to absorb.” W. Phillips Shively (2002)

Social Science Liberal Arts Foundation (LAF) courses seek to show how our understandings of social reality, with all of its complexities and diversity, can be improved and clarified through systematic and critical analysis. The social sciences offer a variety of methods for systematically analyzing social systems and reality. Economics, political science, psychology, and sociology each utilize different theoretical frameworks and research methods to analyze and better understand various aspects of social systems. Moreover, the social sciences offer ways of gaining knowledge that are different from other intellectual disciplines (eg., the natural sciences; the fine arts) by focusing on a diverse array of social realms. Economics focuses on the economy, political science focuses on the polity, psychology focuses on the individual in social situations, and sociology focuses on social groups.

The disciplines (areas of study) known as the Social Sciences at Augsburg College include economics, political science, psychology, and sociology. Students take two Social Science courses designated as 'LAF' as part of the Aug Core curriculum.

Social Science LAF Learning Outcomes

1. Each student will articulate discipline-specific theories and models in economics, political science, psychology, or sociology.

Students are expected to learn and articulate the key ideas of theories or models used to explain human behavior.

2. Each student will apply discipline-specific theories or models to explain economic, political, psychological, or sociological behavior, issues, or problems.

Students are expected to be able to apply the theories and models that they have learned to texts or problems. For example, students are asked to apply theories to events or issues that may be described in a newspaper story.

3. Each student will articulate how the complexity and diversity of human experience may be explained systematically.

Students are expected to articulate a recognition of the complexity and diversity of the human experience. Then, students are expected to articulate the methods by which social scientists systematically study and make knowledge claims about human behavior.

4. Each student will articulate an appreciation of the multiplicity of approaches that the social sciences use to explain the complexity and diversity of the human experience. [This outcome is only applicable to students who have completed two or more Social Science LAF courses.]

After taking two social science LAF courses, students are expected to articulate a comparative understanding of the different analytical approaches taken by different social science disciplines.

Humanities draft syllabus statement

This Humanities Liberal Arts Foundation will help you explore the range and possibilities of human experience. Depending on the course, you may investigate the diversity of human nature and culture, our forms of communication and persuasion, our powers of reason, sympathy, and imagination, our needs as individuals and roles as citizens, and our relationship to the beautiful, the transcendent, and the divine. As the philosopher Martha Nussbaum has written, however, all Humanities disciplines have something in common: they help students *use reason and imagination to enter broader worlds of cultures, groups, and ideas.*

Augsburg's Humanities departments are Communication Studies, English, History, Modern Languages, Philosophy, and Religion. These six disciplines engage human experience from different perspectives using different modes of discourse, but they share a common goal of rigorous inquiry into the ways written and spoken language can record, discover, and creatively express the truths of human experience.

Learning outcomes for Humanities LAF courses.

1. Students will improve their ability to find meaning in a written, visual, or spoken text.

Assessment: Students in Humanities LAF courses will demonstrate improved ability to

- recognize textual genres (rhetorical, literary, or other)
- identify thesis and/or theme
- discern how a thesis, theme, or argument is developed and supported
- comprehend and paraphrase textual content

2. Students will acquire specific knowledge about a culture significantly different from their own.

Assessment:

- Students will recognize and comprehend some of the range and determining factors of human diversity, including diversity which stems from moral or ethical assumptions and values, beliefs, foundational concepts, and worldview
- Students will articulate understanding of a specific element of diversity such as race, ethnicity, language, or economic disparity
- Students will analyze an element of their own culture using the intellectual tools of another culture, such as its modes of communication, persuasion, and consensus-building

3. Students will improve their ability to use the methods of inquiry and critical thinking specific to the Humanities.

Assessment: Students will show developing competency in such areas as the ability to

- Accurately translate or paraphrase the words and ideas of a source

- Develop relevant comparisons
- Appropriately apply a theory or paradigm specific to the discipline
- Draw appropriate conclusions from different kinds of primary and secondary evidence
- Engage in the processes of creative problem-solving and persuasion

4. Students will learn about the core values shared by scholars in Humanities disciplines.

Assessment: Students will reflect on and critically discuss the professional values of the discipline or the values studied by that discipline in such areas as

- recognition of and respect for human diversity and difference in approaches, thought patterns, and values
- the relationship between faith and reason
- integrity in the processes of problem-solving and persuasion

5. Students will cultivate their ability to imagine, create, and respond aesthetically to texts and experiences within the Humanities.

Assessment:

- Students will record and reflect on their aesthetic response to a text or experience
- Students will think synthetically about the aesthetic value of a text or experience
- Students will create original work in a genre of creative written, visual, or oral expression

Fine Arts Draft Syllabus Statement

All peoples everywhere, have an abiding need for meaning - to connect time and space, experience and event, body and spirit, intellect and emotion. People create art to describe, define and deepen human experience. Because the arts are one of humanity's deepest rivers of continuity, the study of the Fine Arts is fundamental in a liberal arts education. As a liberal arts foundation course in the Fine Arts, this course will examine the arts as creative expression of the human imagination through activities such as creation, historical study and critical analysis.

The Fine Arts are traditionally defined in include dance, music, theatre and visual arts. Augsburg's Fine Arts departments are Art, Music, Theatre. There is also an emerging Film Studies program. These four disciplines engage very different realms of knowledge, sets of skills, techniques and modes of discourse, but all share a common goal of rigorous inquiry into the ways artistic expression can record, discover and creatively express the truths of human experience.

Fine Arts Learning Outcomes (one or more of these outcomes are fulfilled in each course taken in the Fine Arts)

Students will engage in the creative, imaginative, and technical process to produce, interpret, or perform a work of art.

Assessment:

Students will identify or recognize the breadth and diversity of work in the Fine Arts across time, space, and culture.

Assessment: Students will show developing competencies to question, probe and inquire about human expression in their own and other cultures.

- Experiencing through reading, viewing, listening, to specific works of art from multiple places and times.
- Engage through writing or discussion in critical analysis of the contrasting paradigms of human expression.
- Analyze common characteristics of artistic expression evident across time and among cultural/ethnic groups for formulate analyses, evaluations, and interpretations of meaning.

Critically analyze works of art in at least one of the fine arts disciplines and articulate different theories of aesthetics.

Assessment: Students will show developing competency in such areas as the ability to:

- Distinguish between form and content in specific works of art
- Articulate the interaction between form and content to arrive at interpretation

- Draw appropriate conclusions about different theories of aesthetic judgment as distinguished from personal, subjective taste.

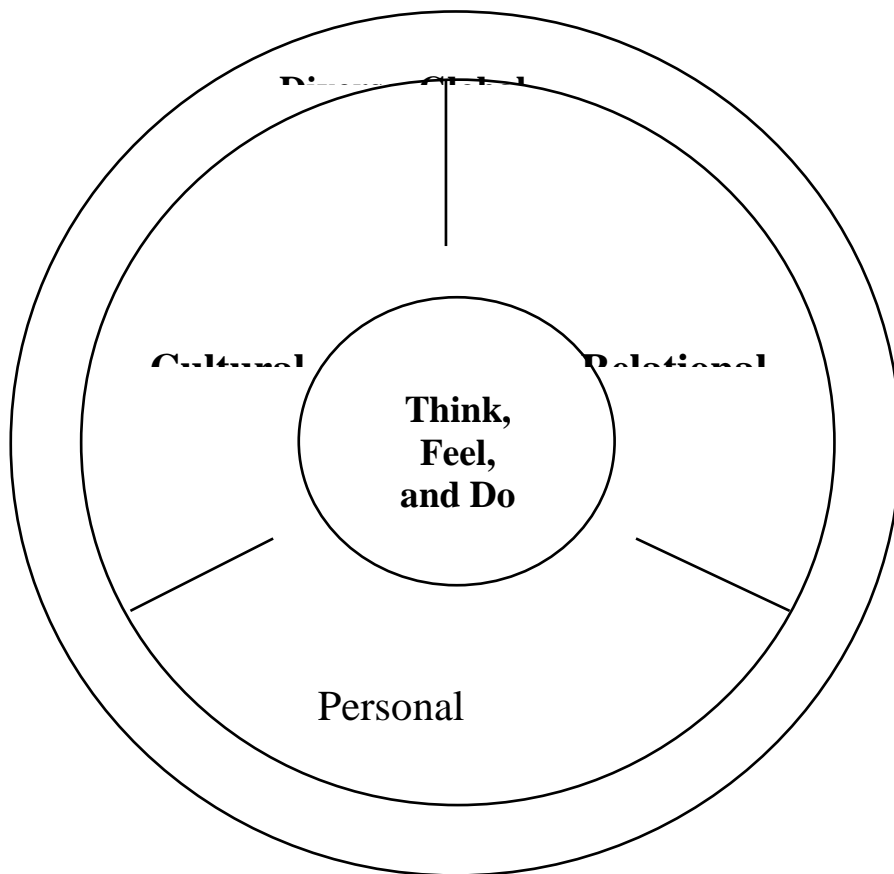
Recognize the fine arts as expressions of the human condition and reflections of values and cultures

Assessment: Using both the cognitive and affective domains, students will demonstrate developing competencies in dealing with issues of difference.

Diversity and Global Awareness Learning Outcomes

The Diversity and Global Awareness Collaborative has conceptualized a framework for thinking about outcomes, based on learning domains (i.e., Think-Feel-Do) and competencies (Personal, Relational, Cultural, and Contextual). One way to represent this framework is by the Diversity and Global Awareness Learning Circle:

Learning Circle



Another way to represent the framework is by a grid that highlights the Big Questions associated with each of the components.

The learning domains can be defined as follows:

- Cognitive – objectives that address a student’s ability to remember, understand, apply, analyze, evaluate, and create information to construct meaning (Knowledge or Think)
- Affective – objectives that address a student’s ability to receive, respond, value, conceptualize, and integrate information to construct values (Attitudes or Feel)
- Behavioral – objectives that address a student’s ability to imitate, manipulate, refine, adapt, and naturalize actions to construct skills (Skills or Do)

The key competencies can be defined as follows:

- Personal – knowing how one’s genetics, history, and group affiliations shape self-identity and the construction of meaning, values, and behaviors
- Relational – knowing how the another’s religion, race, gender, age, socioeconomic status, sexual orientation, ethnicity, national origin, ability, and other characteristics shape a different identity and construction of meaning, values, and behaviors
- Cultural – knowing how the histories, contemporary structures, and changing demographics of societies and institutions influence the construction of meaning, values, and behaviors, including differences in power
- Contextual – knowing how globalization and the interdependence of societies create challenges and responsibilities for finding mutually beneficial solutions for our common survival, and how these challenges and responsibilities may alter our construction of meaning, values, and behaviors

The “big questions” that this framework enables us to explore are summarized below:

Big Questions

| Competencies | Learning Domains | | |
|---|---|--|---|
| | Cognitive What Do We Think? | Affective What Do We Value? | Behavioral What Do We Do? |
| Personal Who am I? | What do I think and why? | What do I value and why? | How do I behave and why? |
| Relational Who are you? | What do others think and why? | What do others value and why? | How do others behave and why? |
| Cultural How do cultures affect individual differences? | How do different cultures produce different thoughts or perspectives? | How do different cultures produce different values or attitudes? | How do different cultures produce different behaviors or norms? |
| Contextual | How do | How do values | How do behaviors |

| | | | |
|---|--|--|--|
| How do we live and work together in a global society? | globalization and interdependence create challenges to our common survival and prosperity? | ensure or impede our common survival and prosperity? | ensure or impede our common survival and prosperity? |
|---|--|--|--|

Sample Outcomes

| Competencies | Learning Domains | | |
|--|--|--|---|
| | Cognitive Construct Meaning (Knowledge or Think) | Affective Construct Values (Attitudes or Feel) | Behavioral Construct Behaviors (Skills or Do) |
| Personal Factors that shape self-identity | <ul style="list-style-type: none"> ▪ Assess how your personal genetics, history, and group affiliations have influenced you ▪ Analyze communication models and practices, and how they relate to your own belief system ▪ Understand stereotypes and how they apply to your own belief system | <ul style="list-style-type: none"> ▪ Embrace what values are most important to you and explain how they impact your life ▪ Affirm the value-based principles you intend to follow in your communication and relationships with others ▪ Acknowledge your own stereotypical thoughts and beliefs, and explain how they affect your communication and relationships with others | <ul style="list-style-type: none"> ▪ Seek feedback about how your behavior is perceived by others ▪ Adapt your behavior to encourage open dialogue about various belief systems other than your own ▪ Avoid anger, blame, hatred, and denial when confronted with values, beliefs, and perspectives different from your own |
| Relational Factors that shape a shared self-identity | <ul style="list-style-type: none"> ▪ Analyze how other people differ from you and the possible sources for those differences ▪ Compare and contrast views on universal values and cultural relativism ▪ Articulate and critically reflect on concepts from other religious traditions | <ul style="list-style-type: none"> ▪ Accept and respect people who are different from you ▪ Acknowledge the attitudes you hold that may impede your ability to learn from others' perspectives ▪ Acknowledge the right of others to hold different religious beliefs | <ul style="list-style-type: none"> ▪ Listen to understand what something means from another's perspective ▪ Engage in respectful and civil discourse with people who differ from you ▪ Encourage open dialogue about different cultures, faiths, and values |
| Cultural Impact of cultural differences | <ul style="list-style-type: none"> ▪ Analyze how the developmental history of a society or institution has produced diverse cultural norms ▪ Assess the impact of dominant US cultural norms on non-dominant groups within the US ▪ Predict the impact of changing demographics on US culture and institutions | <ul style="list-style-type: none"> ▪ Conceptualize the values that underlie the cultural norms of a different society or institution ▪ Appreciate the needs and interests of new immigrants, women, and non-dominant culture groups within the US ▪ Acknowledge systemic practices that perpetuate dominant values | <ul style="list-style-type: none"> ▪ Seek out other traditions to learn about the history and values underlying the traditions ▪ Listen to understand what something means in the context of the environment and another's cultural experience ▪ Seek solutions that accommodate the diverse needs and interests of new immigrants, women, and non-dominant culture groups |
| Contextual Impact of globalization and interdependence | <ul style="list-style-type: none"> ▪ Assess the impact of US power, culture, and foreign policy on people in other countries ▪ Compare and contrast a US perspective, product, or policy with that of another country ▪ Analyze a global problem (e.g., infectious disease) and its possible solutions, using at least two different perspectives | <ul style="list-style-type: none"> ▪ Appreciate the needs and interests of people from non-US countries ▪ Conceptualize the values needed for global citizenship ▪ Acknowledge the role of the world's religions in shaping global issues | <ul style="list-style-type: none"> ▪ Seek out the speeches and publications of diverse, global experts to understand world issues ▪ Collaborate with others to find solutions to global problems that serve diverse needs ▪ Accurately represent the interests of another country or culture in a debate on global issues |

Attachment 2:

Existing DGA Learning Outcomes in AugCore

Liberal Arts Foundations

- Social Science – Each student will articulate an understanding of diverse perspectives other than their own, and an understanding of how these perspectives relate to one another. These include the diverse perspectives of individuals, social groups, political systems, and markets.
- Natural Sciences and Mathematics –
- Humanities –
Students will acquire specific knowledge about a culture significantly different from their own.

Students will recognize and comprehend some of the range and determining factors of human diversity, including diversity which stems from moral or ethical assumptions and values, beliefs, foundational concepts, and worldview

Students will articulate understanding of a specific element of diversity such as race, ethnicity, language, or economic disparity

Students will analyze an element of their own culture using the intellectual tools of another culture, such as its modes of communication, persuasion, and consensus-building

Students will learn about the core values shared by scholars in Humanities disciplines.

Recognition of and respect for human diversity and difference in approaches, thought patterns, and values

- Fine Arts – Students are able to articulate the ways in which their understanding of the diverse ways of knowing and bodies of knowledge across the domains have prepared them to be leaders of service in a diverse/global world.

Signature Elements

- Search for Meaning –
REL100:
Converse respectfully about their own beliefs in relation to Christian, Jewish, and Islamic beliefs.
REL200:
Identify and articulate their own theological positions
Describe the relationship between religious beliefs and selected issues of social, cultural, and intellectual significance.
- Augsburg Experience – Describing the goals, mission, needs, and cultural diversity of the external organization
- Engaging Minneapolis – Students should have a *greater appreciation of the diversity* of the Twin Cities (however that diversity may be defined in the context of the course).
- Keystone – Students will describe how issues of faith, diversity, and urban location transformed them and describe their understanding of how these

concepts affects life-decisions through reflection on the mandated topics of faith, diversity, and urban location.

Skills and Requirements

- Effective Writing/Many Voices – Students will read, analyze, and write about one substantive literary work chosen to challenge the students intellectually, aesthetically, and culturally.

Modern Languages - know and understand the relationships among products, practices, and perspectives of a culture