

## Blue Model Summary

In the Building Connections Curriculum, students demonstrate they have met the prescribed learning outcomes by creating artifacts in designated courses. After the course instructor evaluates the artifact, it is placed in the student's portfolio; if the instructor gives the student a passing grade in the course, the student receives credit for completing this part of the curriculum. The portfolio is accessible by the student and the institution.

Foundation Level (first year; 12 cr): students are placed in learning communities, and each group takes their three required courses from a small group of faculty that develop a theme to shape their courses and determine a few common readings for that cluster of courses. The learning communities will be 54-72 students.

Connections I (Recognizing the Common Good; 4 cr): taken fall or spring of the first year with reading, writing, discussion, and teamwork with a class size of 18 students.

Connections II (Embracing Cultural Diversity; 4 cr): taken fall or spring of the first year with reading, writing, discussion, and teamwork with a class size of 18 students.

Connections III (Encountering the Dynamic World; 4 cr): taken fall or spring of the first year with reading, writing, discussion, and teamwork with a class size of 18 students.

Journey Courses (second and third year; 28 cr): in addition to the two two-credit seminars listed below, six artifacts, created in designated coursework, are necessary to demonstrate learning outcomes. Several guided pathways will be developed during implementation to help students and faculty navigate the curriculum and provide guidance on disciplinary breadth.

Journey Seminar I (2 cr): usually taken in the fall of second year, supports the metacognition artifact and the planning of the journey artifacts.

Journey Seminar II (2 cr): usually taken in the spring of third year, supports the metacognition and service learning artifacts.

Journey Artifact 1 Quantitative Abstraction (done in a 4-credit course): students use quantitative methods to analyze large data sets.

Journey Artifact 2 Aesthetics (done in a 4-credit course): students produce a work demonstrating an ability to interpret aesthetic artifacts or students produce a creative work with a reflection paper that describes how the creative process draws on appropriate media.

Journey Artifact 3 Research (done in a 4-credit course): students produce a work demonstrating the ability to critically evaluate and engage with appropriate scholarship.

Journey Artifact 4 Methods (done in a 4-credit course): students produce a work demonstrating an ability to conduct an experiment or study.

Journey Artifact 5 Religious Analysis (done in a 4-credit course): students produce a work demonstrating an ability to bring a religious perspective to the analysis of a problem.

Journey Artifact 6 Presentation and Media (done in a 4-credit course): students create a presentation and write a critical reflection on the effectiveness of that presentation.

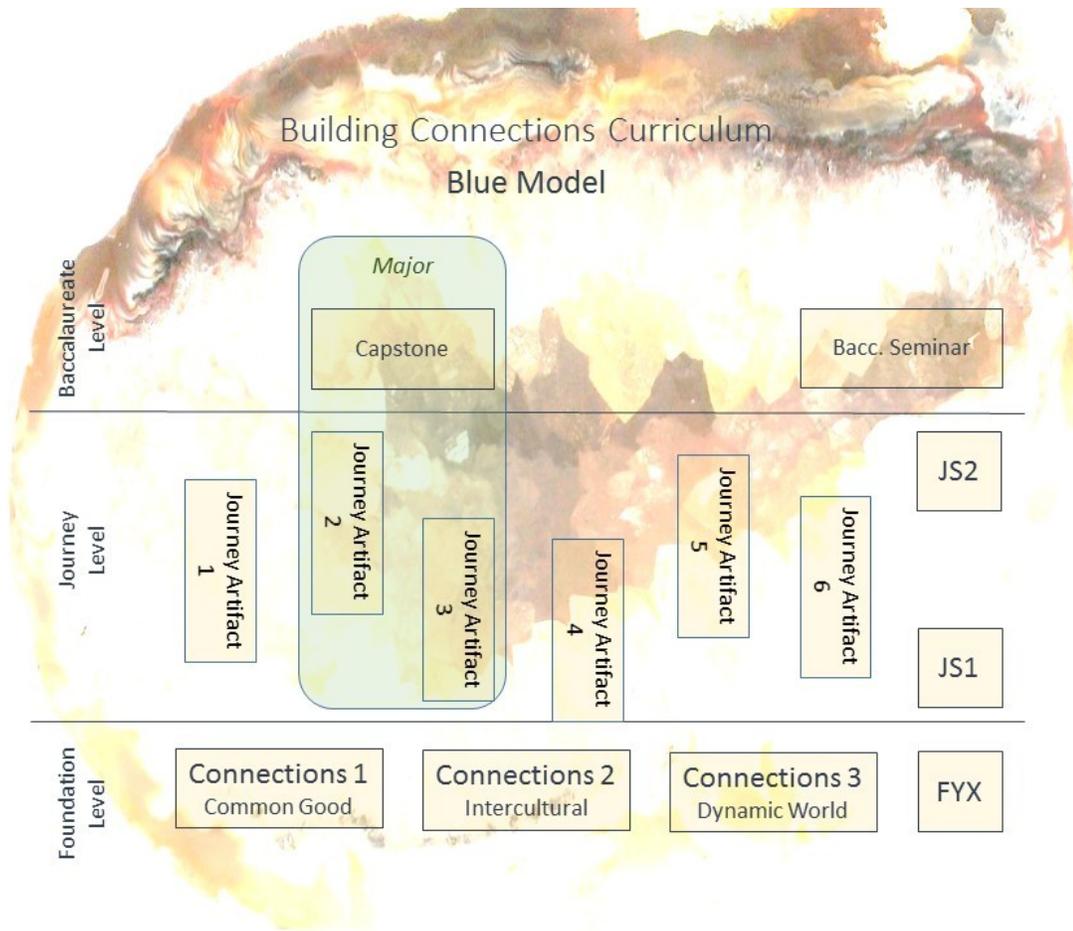
World Language Artifact: students demonstrate an ability to use and analyze sources in a language other than English.

Service and Community-Based Learning Artifact: students create a work from a service learning project or experiential learning program.

Journey Metacognition Artifact (done in a 2-credit Journey Seminar): students write a reflection on how the Journey artifacts enable the student to meet the Journey-level learning outcomes.

Baccalaureate Courses (fourth year; 4--6 cr): In addition to the seminar listed below, one 2--4 credit course is necessary to complete the capstone artifact, which is determined by the majors.

Baccalaureate Seminar (2 cr): supports the metacognition artifact and the completion of the substantial integrative artifact.



### Changes to the Blue Model from the August workshop

- The blue model is now a modified outcomes-based curriculum. While students must create an artifact tied to specific learning outcomes in each course of the curriculum and place it in their portfolio, the artifacts may or may not meet the specified learning level. To graduate, they must pass the course that they produce artifacts for.
- We have eliminated some terminology, including geodes, in favor of more general language such as portfolio.
- We no longer include triangulations (team-taught courses).
- We have reduced the required number of credits with the following changes:
  - 3 required courses in the first year (Foundation) instead of 4
  - 6 required courses in the second and third year (Journey)
  - Two 2-credit seminars during the Journey years
  - Major capstone (2-4 credits)

- A 2-credit Baccalaureate seminar
- Total credits: 44 to 46 (depending on the major's capstone)
- To assist students and advisors in navigating the Journey years we are developing curricular pathways. Curricular pathways include courses from across the curriculum that look at a common theme from different disciplinary perspectives and methods. These would serve as an advising tool to assist students in selecting courses that would build connections and create artifacts.
- We have embedded the gender learning outcome in the intercultural knowledge learning outcomes.
- We have modified the quantitative literacy outcome
- We have modified the size of the learning communities in the Foundation year to add greater flexibility. The communities can be 54 students or 72 students.
- We have modified the description of the quantitative abstraction artifact from "large data" to "data." There was a concern about the restrictiveness of the specificity "large data."