



SOPHIA
Core Curriculum

2016

(Updated Sept. 2017)

SOPHIA Core Curriculum

Augustana University's SOPHIA Core Curriculum is designed to help students navigate a rapidly changing world as they develop into responsible, thoughtful citizens. Sophia is the phonetic spelling of Σοφία, the word for "wisdom" in Greek. It also honors the primacy of the word in the Lutheran tradition, *logos*, and the wisdom of God, *Hagia Sophia*, or sacred wisdom. Inspired by the Lutheran scholarly tradition, students' academic journey at Augustana University begins with an integrative First-Year Seminar. It continues through a broad liberal arts education in the humanities, natural sciences, and social sciences. Along the way, students will be challenged to examine thoroughly life's foundational questions through conversation and academic inquiry as they explore faith, engage in service, and achieve an education of enduring worth.

Sciences: Social and Natural - 10 credits

- Science of the Natural World (4 credits)
- Social Science (6 credits)

Orientation - 14 credits

- First-Year Seminar (8 credits)
- Mathematics and Quantitative Analysis (3 credits)
- Well-Being (3 credits)

Perspectives - 12 credits

- Languages (6 credits)
- Non-Western Societies, Cultures, and Traditions (3 credits)
- The U.S. Experience (3 credits)

Humanities - 9 credits

- Christian Tradition (3 credits)
- Literature (3 credits)
- Western Tradition (3 credits)

Intersections - 6 credits

- Religious Traditions and Theological Conversations (3 credits)
- Scientific Intersections and Impacts (3 credits)

Arts - 3 credits

- Theater, Music, Visual Arts (3 credits)

Total Credits: 54

SOPHIA Committee

The SOPHIA Committee shall consist of six voting members and two non-voting members. The six voting members shall be teaching faculty members serving three-year terms (two-term limit), with two selected from each division on a staggered basis and with no more than one from a single department. At least one of the two divisional representatives shall have tenure, and the other shall have had at least two consecutive years of teaching experience at Augustana University. The chairperson of the SOPHIA Committee will be a tenured faculty member. Ex-officio and non-voting administrative members are the Registrar and the Associate Vice President for Academic Affairs.

The SOPHIA Committee will ensure that courses to be included in the SOPHIA framework will require a signature both from the department chair as well as the division chair. For proposed courses that are interdisciplinary, signature from relevant stakeholders will be required. The SOPHIA Committee will

1. Review proposed courses and make recommendations to the Curriculum Council.
2. Establish a schedule that details the regular review of all categories within SOPHIA. Each category should be reviewed at least once every 5 years.
3. Encourage the continued practice of co-taught courses.
4. Ensure a complement of W courses—the designation of which will be achieved according to established policy (i.e., attend workshop and fulfill requirements of W-course expectations).

General Degree Requirements

1. To graduate from Augustana, a student must meet the following requirements:
 - A. Complete 124 credit hours with a minimum cumulative grade point average of 2.0 (The quality points assigned each grade are found under Grading System).
 - B. The last 30 credit hours must be taken at Augustana.
 - C. No more than 3 workshop credit hours may count toward the 124 credit hour requirement.
2. Complete the requirements for one major.
3. Complete the core curriculum requirements (SOPHIA).
4. *NOTE:* A student may not have more than 43 credit hours from one prefix (BIOL, BSAD, PSYC, etc.) count toward the 124-credit-hour graduation requirement. The following programs are exceptions and may count the number of credit hours listed below toward the 124 credit hour graduation requirement: Art - 60, ACS Chemistry - 44, Liberal Arts Music - 45, Music Education - 57, Nursing - 52

Core Curriculum Requirements

1. Augustana University's aim is to provide an education of enduring worth by blending the broad learning experiences of the liberal arts with the student's individual professional goals, and to integrate Christian faith and learning. Graduation requires satisfactory completion of the core curriculum plan (SOPHIA). The number of credit hours may vary based on advanced placement exams and department test-outs.
2. No more than 10 credit hours from any one prefix (e.g. BIOL, ENGL, MDFL, etc.) may count toward meeting the core curriculum requirement.

“W” Component

In addition to the two-semester writing-intensive FYS, students will be expected to complete two additional courses with an integrated writing component, designated by a “W.”

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Science: Natural and Social

Science of the Natural World - 4 credits

Description: Courses in Science of the Natural World are designed to provide students with an integrative understanding of the natural world. These courses will include hands-on learning experiences (equivalent to a 1-credit-hour laboratory) that allow students to discover the processes of the natural world.

Criteria for courses in Science of the Natural World are that the students will be able to

- Exhibit proficiency in the application of the scientific method.
- Explain how scientific findings inform decision making.
- Apply general scientific principles to solve specific problems.
- Demonstrate comprehension and application of scientific terminology.

Social Science - 6 credits

Description: Courses provide students with fundamental knowledge of forces that shape human behavior and/or the large-scale social systems in which people live.

Criteria for courses in Social Science are that the students will be able to

- Demonstrate an understanding of human attitudes, behaviors, and values as they exist in society.
- Explain the role of large scale, complex human organizations/social institutions and their effect on human behavior, attitudes, and values.
- Discuss and apply the tools of social scientific inquiry, critical analysis, and judgment.
- Articulate how people interact within social systems.

Orientation

First-Year Seminar - 8 credits

Description: The First-Year Seminars are the central academic components of the First-Year Experience. In these seminars, students will be provided a small class experience (no more than 18 students), within which they will learn how to engage in college-level conversation and develop abilities in writing and oral communication.

While effective written and oral communication will be taught and practiced in both semesters, the skills introduced in the first semester will focus more intentionally on critical reading, thinking, and information literacy. The second semester will further utilize those resources while developing abilities in ethical reasoning and argumentation.

First Semester: Critical Inquiry Seminar (4 credits)

The purpose of this course is to help our students develop the critical thinking, writing, and oral communication skills necessary to engage difficult questions and to help them recognize that grappling with difficult questions is at the heart of a liberal arts education. All Critical Inquiry courses must have a central organizing theme, chosen by the instructor and developed through a series of questions upon which intelligent people disagree. Readings and assignments will explore the questions

in a manner that is both accessible and intellectually stimulating. The topic should also be connected to the instructor's academic training and/or scholarly expertise.

Second Semester: Ethical Inquiry Seminar (4 credits)

The purpose of this course is to help our students develop the ethical thinking, writing, and communication skills necessary to engage ethical questions and to help them recognize that grappling with such questions in a communal context is at the heart of a responsible, well-lived life. All Ethical Inquiry courses must have a central organizing theme, chosen by the instructor and developed through a series of questions upon which intelligent people disagree. Readings and assignments will explore the questions in a manner that is both accessible and intellectually stimulating. The topic should also be connected to the instructor's academic training and/or scholarly expertise.

Criteria for courses in First-Year Seminar are

Effective written and oral communication

- Demonstrate effective argumentation skills.
- Demonstrate effective writing and speaking in a persuasive context.
- Demonstrate the ability to adapt ideas to divergent audiences.

Critical and creative thinking

- Engage in college-level discussions.
- Read critically.

Ethical reasoning

- Respectfully seek to understand others.
- Demonstrate the ability to apply ethics to others, issues, and self.
- Develop and articulate their ethical positions.

Information literacy

- Locate and evaluate appropriate evidence.
- Develop the ability to attribute and apply evidence in an ethical manner.

Vocational discernment and habits of scholarship

- Exploring questions of vocation, identity, and citizenship
- Develop the skills needed for successful academic, social, and community life

For a complete description of FYS, see Appendix A.

Mathematical and Quantitative Analysis - 3 credits

Description: A liberally educated person will have knowledge of important mathematical structure (axiomatic systems) and the quantitative literacy skills that enable informed participation in various aspects of our society, including (but not limited to) social choice and personal finance. They will have the capacity to analyze a problem and plan a path to its solution. They will appreciate the beauty of mathematics and its power and ubiquity in daily life.

Criteria for courses in Mathematical and Quantitative Analysis are that the students will be able to

- Apply mathematical algorithms correctly and accurately.
- Discern whether a problem is suitable to a known algorithm, or develop an algorithm, and evaluate the effectiveness of the solution it produces.
- Prove, or gather evidence to disprove, conjectures.
- Communicate mathematical ideas effectively to
 - explain underlying assumptions,
 - define the problem, and

- justify their solution method using appropriate logical arguments, theorems, or axioms.

Well-Being - 3 credits

Description: Well-Being is a holistic, multidimensional phenomenon that involves personal and social responsibilities and a commitment to positive self-care practices. Recognizing that well-being is an essential element of a life well-lived, students will encounter both theory and experiential components. Courses will examine the holistic (i.e., social, emotional, physical, and spiritual) nature of well-being and address more specifically one or more dimensions of well-being such as diet/nutrition, physical activity and fitness, relationships, stress mastery, self-care and prevention, or emotions. The requirement may be fulfilled with a 2-credit theory course accompanied by a 1-credit lab activity that equals a 3-credit course that includes both theory (T) and practical experience (P).

Criteria for courses in Well-Being are the following:

Any 2-credit Well-Being (T) course will

- Articulate an understanding of personal and social implications of one or more dimensions of well-being.
- Discuss the responsibilities of the individual and society for promoting well-being.
- Develop an action plan for practicing well-being through self-care individually and/or within a group.

Any 1-credit Well-Being (P) course will

- Implement an action plan for practicing one or more dimensions of well-being as an individual and/or within a group.
- Articulate the personal value of actions that support well-being.

Any 3-credit course that is designated as Well-Being (T&P) will address all five of the listed objectives.

Perspectives

Languages - 6 credits

Description: Students demonstrate a minimum “novice high”-level proficiency (ACTFL scale) of a second language and its representative cultures.

Criteria for courses in Languages are for the students to be able to

- Produce uncomplicated communicative tasks appropriate to predictable social and cultural contexts.
- Demonstrate comprehension of uncomplicated and predictable language samples.
- Compare and contrast the target culture(s) with their own culture(s).

Non-Western Societies, Cultures, and Traditions - 3 credits

Description: The presence of diverse societies around the world makes understanding non-Western perspectives an essential component of liberal studies. As educated citizens, students must meet the

challenge, at home and abroad, of functioning across linguistic, cultural, and belief boundaries. This sub-category challenges students to examine primarily cultures in Asia, Oceania, Africa, the Middle East, Latin America, or of native North America, but recognizes that Europe offers valid cross-cultural experiences. The goal is to promote appreciation for varied societies, cultures, traditions, and perspectives, as well as to develop cross-cultural interaction skills. The sub-category requirement may be fulfilled through an approved study abroad experience.

Criteria for courses in Non-Western Societies, Cultures, and Traditions are for the students to be able to

- Define key terms and identify essential facts, events, and trends that are important to non-Western societies, cultures, and traditions.
- Articulate the basic social, economic, and political structural frameworks in different non-Western societies.
- Distinguish basic assumptions underpinning different non-Western traditions and cultures.
- Explain distinctions among non-Western value systems.
- Connect the significance of evolving issues, events, and trends in the societies examined.

The U.S. Experience - 3 credits

Description: Courses for inclusion in the U.S. Experience will introduce students to important historical, political, and cultural issues in the United States. Each course in this sub-category will integrate an understanding of the U.S. experience and incorporate an appreciation for the diversity of American traditions.

Criteria for courses in The U.S. Experience are for the students to be able to

- Articulate an understanding of the impact of U.S. history and cultures on self and others.
- Interpret key ideas that have defined American life.
- Assess how people interact within U.S. social, economic and/or political systems.
- Analyze and critique relevant sources.

Humanities

Christian Tradition - 3 credits

Description: Students are expected to know and to understand central concepts, problems, and concerns within the history of biblical and Christian thought.

Criteria for courses in Christian Tradition are for the students to be able to

- Identify main events, movements, and schools of the biblical and theological traditions.
- Identify various hermeneutical methods used in the study of biblical, theological, and ethical texts or traditions.
- Define ideas and concepts central to particular biblical, theological, and ethical texts or traditions.
- Explain why particular biblical, theological, ethical, or hermeneutical traditions were developed during given historical eras.

Literature - 3 credits

Description: This area introduces students to the primary forms of written expression, in English and modern foreign languages, including novels, short stories, poetry, and drama. Through studying literature, students will better understand the variety of the human experience.

Criteria for courses in Literature are for the students to be able to

- Demonstrate knowledge of literary genres and conventions.
- Develop interpretations of literature through rigorous analysis of language and culture.
- Integrate historical, social, and philosophical contexts in the interpretation of literature to understand their influence upon literary texts.
- Demonstrate an ability to articulate an understanding of literature through persuasive writing and effective argumentation.

Western Tradition - 3 credits

Description: A course that discusses the development of Western historical, cultural, political, and philosophical traditions from either the ancient and medieval or the modern eras. Each course in this area will integrate a chronological understanding of Western history.

Criteria for courses in Western Tradition are for the students to be able to

- Articulate an understanding of a key idea or ideas that have defined Western life.
- Discuss the central cultural, political, social, and religious changes in the West.
- Demonstrate an ability to analyze and critique historical sources.

Intersections

Religious Traditions and Theological Conversations - 3 credits

Description: Religions and their embodied theological traditions do not arise in historical and cultural vacuums. Rather, they emerge from and address specific cultural and historical contexts, and they are interpreted and appropriated to address particular cultural and historical situations. Courses in this area will address and critically analyze the ideas and practices of religious traditions, both within a particular tradition and between different traditions. Prerequisite: one course from Christian Tradition.

Criteria for courses in Religious Traditions and Theological Conversations are for the students to be able to

- Understand and interpret religious texts, beliefs, movements, and/or organizations within a social, cultural, aesthetic, theological, and/or historical context.
- Demonstrate awareness of relevant scholarship and scholarly methods in the study of religion (i.e., theological, sociological, anthropological, historical, etc.).
- Make comparative analysis of religious texts or beliefs from multiple religious traditions, across time and/or cultures.

Scientific Intersections and Impacts - 3 credits

Description: Courses in this area are designed to provide students with an integrative understanding of the natural world and to prepare them for citizenship in a world where, increasingly, science is needed to address complex global issues. These courses will include a firm grounding within physical, life or health sciences, and will address the applications of these sciences to global issues. Prerequisite: one course from the Science in the Natural World area. Recommended for junior and senior students.

Criteria for courses in Scientific Intersections and Impacts are for the students to be able to

- Demonstrate an understanding of scientific content and principles of the natural world.
- Articulate the ways in which scientific ideas evolve.
- Articulate how scientific inquiry enables us to gather and to interpret data that informs important decisions.
- Describe global issues related to science in terminology that is understandable to a general audience.

Arts

Theater, Music, Visual Arts - 3 credits

Description: In keeping with the human creative endeavor, this area recognizes that literature, music, theater, and the visual arts are by their nature hands-on, participatory, and explorative. Students shall complete three credits in fine arts courses that include both theory and practice.

Criteria for courses in Theater, Music, Visual Arts are

Creating

- Generate and conceptualize artistic ideas and work.

Performing/presenting/producing

- Analyze, interpret, and select artistic work for presentation.

Responding

- Interpret intent and meaning in artistic work.

Connecting

- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context.

Augustana Educational Outcomes and SOPHIA Core Curriculum

Augustana Educational Outcomes

Augustana University provides an education of enduring worth that informs vocations of faith, life and service in family, work, and community. Augustana University students will

- 1. Gain Knowledge of Human Cultures and the Natural World through**
 - a. Study in the natural sciences and mathematics, social sciences, humanities, histories, languages, and the arts
 - b. Exploring the Christian traditions and Lutheran scholarly heritage

- 2. Develop Strong Intellectual Practices in**
 - a. Critical and creative thinking
 - b. Analytical reasoning
 - c. Ethical reasoning
 - d. Effective communication
 - e. Quantitative literacy
 - f. Information literacy
 - g. Cross-cultural literacy

- 3. Deepen their Understanding of Personal and Social Responsibility through**
 - a. Informed engagement with diverse value systems
 - b. Civic knowledge and engagement, both locally and globally
 - c. Care for self, community, and the world

- 4. Apply what they have learned through**
 - a. Integrative learning
 - b. Experiential learning

SOPHIA and the Educational Outcomes

In order to ensure that the SOPHIA core curriculum provides ample opportunity for students to experience these outcomes, the following are sub-categories of educational outcomes to the various SOPHIA categories. All courses in a category and subcategory are expected to include these outcomes.

The SOPHIA Core Curriculum will address the first Educational Outcome (“Gain Knowledge of Human Cultures and the Natural World through”) as well as the specific outcomes listed for each sub-category below.

Sciences Natural and Social

Science of the Natural World:

- Analytical reasoning
- Critical and creative thinking
- Quantitative literacy

Social Science:

- Critical and creative thinking
- Analytical reasoning
- Civic knowledge and engagement, both locally and globally

Orientation**First-Year Seminar:**

- Critical and creative thinking
- Analytical reasoning
- Ethical reasoning
- Effective written and oral communication
- Informed engagement with diverse value systems
- Information literacy

Mathematical and Quantitative Analysis:

- Critical and creative thinking
- Analytical reasoning
- Quantitative literacy

Well-Being:

- Critical and creative thinking
- Care for self, community, and the world

Perspectives**Languages:**

- Effective written and oral communication
- Cross-cultural literacy

Non-Western Societies, Cultures, and Traditions:

- Analytical reasoning
- Cross-cultural literacy
- Informed engagement with diverse value systems

The U.S. Experience:

- Critical and creative thinking
- Analytical reasoning
- Information literacy
- Civic knowledge and engagement, both locally and globally

Humanities**Christian Tradition**

- Exploring the Christian traditions and Lutheran scholarly heritage
- Critical and creative thinking
- Analytical reasoning
- Informed engagement with diverse value systems

Literature:

- Critical and creative thinking
- Analytical reasoning
- Effective oral and written communication

Western Tradition:

- Critical and creative thinking
- Analytical reasoning
- Information literacy
- Civic knowledge and engagement, both locally and globally

Intersections**Religious Traditions and Theological Conversations:**

- Critical and creative thinking
- Ethical reasoning
- Analytical reasoning
- Informed engagement with diverse value systems

Scientific Intersections and Impacts:

- Analytical reasoning
- Quantitative literacy
- Ethical reasoning
- Effective oral and written communication
- Information literacy
- Civic knowledge and engagement, both locally and globally

Arts

- Critical and creative thinking
- Analytical reasoning

APPENDIX A: The First-Year Seminar and the First-Year Experience¹

Vocation, according to Martin Luther and the subsequent Lutheran tradition, is a calling from God to serve others in the world. At Augustana University, we believe that all people have been gifted, and we are called to share this giftedness by serving those around us. We are called to serve in our scholarship, our family, our community, and our occupation. We also believe that we are called to serve as global citizens.

But what does it mean to have a vocation—a calling—and how does one go about finding it? Theologian Frederick Buechner defined vocation as “the place where your deep gladness meets the world’s deep need.” In order to understand one’s “deep gladness,” however, one must be challenged to ask critical questions of oneself and the world. To this end, Augustana’s First-Year Experience invites students on an exploration of vocation through orientative experiences, academic advising, peer and professional mentorship, reading common texts on vocation, and inquiry-based academic seminars that challenge students to think critically, creatively, and ethically and become effective communicators while broadening their intellectual horizons.

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I. STUDENT LEARNING OUTCOMES

In addition to the overall emphasis on vocation, the following Augustana Educational Outcomes inform the design and implementation of the First-Year Experience. While these outcomes serve as the framework of the First-Year Seminar system, they are not solely academic outcomes. Many activities within the broader FYE will also help develop students’ abilities with respect to these outcomes.

Augustana students will develop strong intellectual practices in

Critical and creative thinking

- Students will engage in college-level discussions.
- Students will critically read material.

Ethical reasoning

- Students will respectfully seek to understand others.
- Students will demonstrate the ability to apply ethics to others, issues, and self.
- Students will develop and articulate their ethical positions.

Effective Communication

- Students will demonstrate effective argumentation skills.
- Students will demonstrate effective writing and speaking in a persuasive context.
- Students will demonstrate the ability to adapt ideas to divergent audiences.

Information Literacy

- Students will locate and evaluate appropriate evidence.
- Students will develop the ability to attribute and apply evidence in an ethical manner.

¹ First-Year Experience (FYE) consists of FYS and Student Affairs’ First-Year Programming (FYP).

II. PROGRAMMATIC STRUCTURE

A. First-Year Seminars

The First-Year Seminars are the central academic components of the First-Year Experience. In these seminars, students will be provided a small-class experience (no more than 18 students), within which they will learn how to engage in college-level conversation and develop abilities in writing and oral communication. They will develop a strong academic relationship with a full-time faculty member and a small group of fellow students, assisting their transition into college.

Of the four credits each semester, three will be strictly devoted to seminar work, while one will be devoted to Vocation and Orientation (V/O). V/O will be reserved for a variety of experiences planned by faculty and Student Affairs staff. Some of these experiences will be centered on orientation to university life and work, while others will be more academic in nature (guest speakers and common readings). The V/O curriculum will be based on broad participation of both faculty and staff in exploring questions of vocation, service, faith, and citizenship.

In the seminars, students will develop the following abilities: competent communication (oral and written), information literacy, critical thinking, and ethical reasoning. These abilities will be explicitly taught and practiced at a foundational level. While effective written and oral communication will be taught and practiced in both semesters, the skills introduced in the first semester will focus more intentionally on critical reading, thinking, and information literacy. The second semester will further utilize those resources while developing abilities in ethical reasoning and argumentation. It is assumed that other general education courses and major courses will build on these foundational abilities.

Individual faculty will have the freedom to draw on appropriate resources and develop appropriate themes necessary to effectively meet the common learning objectives and outcomes of the course.

The FYS director and FYS committee will work with teaching faculty to develop and implement best pedagogical practices with respect to the learning outcomes in each semester.

Fall Semester: Critical Inquiry Seminar (4 credits)

Description: The purpose of this course is to help our students develop the critical thinking and communication skills necessary to engage difficult questions and to help them recognize that grappling with difficult questions is at the heart of a liberal arts education. In order to help students develop these skills, Critical Inquiry courses are to be designed around a semester-long inquiry into an open and challenging theme. They are not to be typical “survey” or “intro” courses, which put primary focus on the transmission of particular content. Instead the focus is on exposing students to difficult questions and helping them learn the process of formulating thoughtful, intellectually-appropriate responses. As such, courses will introduce students to a variety of readings or perspectives related to the central theme and help them develop the critical thinking and constructive discussion skills necessary to analyze these perspectives. Courses will also help students develop their ability to use written and oral communication as tools of thought, analysis, and argumentation. Students will also develop and demonstrate their research and information literacy skills.

Topics: All Critical Inquiry courses must have a central organizing theme, developed through a series of questions upon which intelligent people disagree. In order to draw students into the course as active inquirers, the questions should be engaging for first-year students.

Readings and assignments will explore the questions in a manner that is both accessible and intellectually stimulating. The topic should also be connected to the instructor's academic training and/or scholarly expertise.

Student learning outcomes: vocation, critical and creative thinking, effective oral and written communication, information literacy.

Spring Semester: Ethical Inquiry Seminar (4 credits)

Description: The purpose of this course is to help our students develop the ethical thinking and communication skills necessary to engage ethical questions and to help them recognize that grappling with such questions in a communal context is at the heart of a responsible, well-lived life. In order to help students develop these skills, Ethical Inquiry courses are to be designed around a semester-long inquiry into an open and challenging ethical question. They are not to be typical "survey" or "intro" courses, which put primary focus on the transmission of particular content. Instead, the focus is on exposing students to difficult ethical questions and helping them learn the process of formulating thoughtful, intellectually appropriate responses. As such, courses will introduce students to a variety of readings or perspectives related to the central question and help them develop the ethical thinking skills necessary to analyze these perspectives. Courses will help students develop the ability to effectively articulate their views and speak and write persuasively about them.

Topics: All Ethical Inquiry courses must have a central organizing theme, developed through a series of questions upon which intelligent people disagree. In order to draw students into the course as active inquirers, the questions should be engaging for first-year students.

Readings and assignments will explore the questions in a manner that is both accessible and intellectually stimulating. The topic should also be connected to the instructor's academic training and/or scholarly expertise.

Student learning outcomes: vocation, critical and creative thinking, ethical reasoning, effective oral and written communication, information literacy.

B. Contextual Programming

At its core, the First-Year Experience serves to provide support and guidance for the transition to college academic, social, and community life; further contextualization and application of learning occurring within the classroom (critical thinking, ethical decision-making, written and oral communication); and opportunities for exploration of the concepts of self, identity, and citizenship.

This is accomplished in the following ways:

1. **Vocation/Orientation:** Academically integrated programs that further classroom experiences through contextualization and application of learning occurring within the First-Year Seminar. Within the V/O component, Student Affairs staff will work with the FYS Director and FYS faculty to create opportunities for shared and individual interaction that complement and enhance the seminar experience and speak to student needs around the transition to academic life at Augustana.
2. **First-Year Programs:** Programs, events, and activities focused on community engagement, relationship building, orientation and transition, self-reflection, and self-assessment. First-Year

Programs will combine elements of traditional academic and individual success skills development, Gallup's Wellbeing research, and web-based learning to challenge and provide necessary support for students.

III. GENERAL POLICIES

- A. The FYS Committee will create, modify, and disseminate a template that describes the types of assignments (writing, oral communication, critical thinking/reading, and ethical thinking) students will do in FYS courses. This will ensure that the education provided within the program is internally consistent. The director, in consultation with the teaching faculty, will create and engage in ongoing modification of manuals for faculty and students.
- B. Based on the FYS curriculum created and revised by the teaching faculty, the FYS committee will oversee an assessment plan for the FYS as a part of the SOPHIA Core Curriculum.
- C. The FYS Committee will describe the manner in which communication, writing, ethics and critical thinking/reading will be explicitly taught (not merely practiced) alongside content in the FYS classroom.
- D. The FYS Director and Committee will ensure that students in need of additional assistance with writing will have a suitable option(s) to address that need. (e.g., V and W sections of English 110, or some other supplementary writing workshops). Decision regarding this should be made in consultation with the Writing Center and the English/Journalism Department.
- E. The FYS Committee will determine criteria for information literacy.
- F. It is expected that all departments will contribute to the FYS and be actively engaged in the broader FYE. The Vice President of Academic Affairs should ensure that this participation is widely distributed across departments.