

## The Juniata Curriculum

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### Advising Tips

The general education curriculum, adopted by the faculty in the spring of 2019, shifts in critical ways, the institution's general education requirements. The curriculum is designed to provide students with:

- A shared first-year experience
- Scaffolded learning experiences
- A coherent rationale for the required courses explicitly connected to Institutional Learning Outcomes
- Intentional reflection
- Shared learning outcomes within each of the components of the curriculum
- Synthesis through the capstone

The success of the curriculum is tied to advising. For the incoming class of 2019, this will be their curriculum. Here are some key changes that will impact our vocabulary and advising:

- First-year courses share a time block, so that students can choose **Composition** and **Seminar** courses based on interests. This also allows events to be scheduled at times that all first year students can attend.
- Not every course in the curriculum will fulfill a college requirement. This curriculum creates opportunities for students to take courses that are exploratory and elective.

As we advise students, we can help develop a culture of exploration, encouraging students to consider broadly their interests and goals. Exploration can be encouraged by asking the following questions:

- What subjects /topics most interest you?
- What subjects/topics do you find easy and/or engaging?
- Are there subjects/topics that you are challenged by?
- What courses are really different from your POE or core interests? How might these courses/subjects:
  - Compliment your POE?
  - Build skills you would like to develop?
  - Challenge you to learn something new or different?
  - Allow you to pursue an interest and develop expertise outside specific career goals?
  - Prepare you for life as an active and committed citizen/community member?

#### FIRST SEMESTER:

- ◇ Students will be assigned **Composition** and **Foundations** courses based on their choices. Advisors can assure students that these courses will be added to their schedule later in the summer.
- ◇ Language courses can be taken in the first semester and can count towards the **Global Engagement** requirement. All other **Ways of Knowing** courses and **Self and World** courses have **Composition** as a prerequisite. Students will not be able to take another course that fulfills a general education requirement until the spring semester.

*IT IS CRITICAL THAT IN THIS SEMESTER WE ENCOURAGE STUDENTS TO EMBRACE EXPLORATION AS A KEY COMPONENT OF THE COLLEGE EXPERIENCE. TAKING COURSES FOR FUN, FOR CHALLENGE, TO BROADEN EXPERIENCES, DEEPEN KNOWLEDGE AND BUILD SKILLS .... ALL GOOD REASONS TO CHOOSE A COURSE!*

#### SECOND SEMESTER:

- ◇ Students will be assigned **Seminar** and **Foundation** courses based on their choices.
- ◇ **Ways of Knowing** and **Self and the World** courses will be available in the Spring semester.
- ◇ We anticipate that both credit and noncredit bearing **Local Engagement** opportunities will have the spring semester **Foundations** course as a co-requisite.

## The Overview

As you develop your own ways of providing students with an overview of the Juniata Curriculum requirements, here are some talking points you may find useful:

The curriculum is designed to help students:

- **CONNECT** -- understand how different disciplines think, connect, and collaborate as they assess and build knowledge.
- **ENGAGE** -- with knowledge and different ways of knowing; with faculty, peers, local and global communities; with self and other.
- **DISCERN** -- the quality and reliability of knowledge; who contributes to knowledge construction, who you are and who you want to be as an engaged citizen

The Curriculum has three key components:

The **FIRST YEAR EXPERIENCE** courses are designed to provide students with a shared introduction to college life, to help students assess and build skills for academic success, and to lay a foundation for key skills they will use throughout their college career.

The curriculum is designed to invite students into two broad conversations. The first is to understand that different disciplines explore and build knowledge in different ways. Understanding how knowledge is assessed and constructed in different ways prepares students to be critical thinkers, to participate the building of new knowledge, and to develop the capacity to approach problems from an interdisciplinary perspective. **WAYS OF KNOWING** courses help students develop the ability to engage with problems/challenges in different ways – a critical skill as students move into careers that will require them to work in diverse teams.

The second major focus of the curriculum is **SELF AND THE WORLD** courses. We are all members of different communities – and will be active and engaged citizens in our families, local communities, work teams, and in global communities. Self and the World courses ask students to think deeply about how we know and understand different cultures and communities; how we know and understand ourselves as members of these communities; how to articulate who we want to be as ethical actors with others; and how we will be change agents throughout our lives as we work to build strong, vibrant, communities.

In addition to these three pieces, students take a **CONNECTIONS** course that brings two **Ways of Knowing** together to explore an issue or a problem, and a **CAPSTONE** experience that allows the student to tie together and synthesize the knowledge, skills, and attitudes they have explored and developed throughout their college career.

