
Integrative Learning Task Force

Report to Faculty Senate

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On October 5, 2015, Faculty Senate approved the following motion.

MOTION: To establish an ad hoc implementation task force that will provide leadership to move forward Concordia's Integrative Learning (IL) plans during the 2015-2016 academic year. The charge of this task force will be to:

- I) Recommend implementation procedures, including how cooperative supervision and non-credit bearing ILEs will factor in faculty load, and an implementation timeline consistent with Senate legislation.
- II) Ensure all aspects of the Senate endorsed IL model are attended to and moving towards implementation (e.g., department IL plans, integrative learning days, etc.). This will involve working closely with the Dean of the College, Division Chairs, and current governance committees overseeing the implementation of IL at Concordia.
- III) Contribute to faculty development initiatives for IL.
- IV) Begin developing a process for approving intensive integrative learning courses and experiences.
- V) Develop plans for preparing students for ILEs. Since some students will be less immediately able to create and implement a major IILE project, we will need to consider ways to prepare students for these experiences.
- VI) Monitor trends and best practices of integrative learning.
- VII) Develop a more compelling and memorable name for what is currently termed IILE.
- VIII) Actively solicit input from the various academic divisions, students groups, Career Center, and marketing.

The Integrative Learning Task Force met weekly as soon as members were identified via vote (faculty members) or appointment (one representing the Dean's office and one SGA representative). We not only worked as a group, but also split tasks among working groups, met with groups of faculty, staff and individuals projected to be involved in integrative learning, and held open meetings for faculty, students and some administrative offices. This document serves as the final report from the Task Force and is organized by the charges we were given by Senate. Our work related to each charge is included, and we will also provide a list of recommended future actions as Concordia continues to develop the adopted comprehensive plan for integrative learning.

To assist the reader with following the overall report narrative, the report does not cover the charges in the sequence originally presented in Senate legislation.

CHARGE VIII

Actively solicit input from the various academic divisions, students groups, Career Center, and marketing.

As indicated above, throughout the completion of our work we met with groups of faculty. These included visiting department meetings and hosting seven open meetings for faculty and staff and three open meetings for department chairs. We held two meetings with students: one with representatives from SGA and an open meeting for all students. We also met with a number of Faculty Senate committees (e.g., Global Education, Assessment, Core, Curriculum, Global Studies, Faculty Executive Committee), division chairs, the Registrar, members of the Career Center, Student Affairs staff, and Enrollment and Marketing staff.

CHARGE VI

Monitor trends and best practices of integrative learning.

The Task Force reviewed materials from previous groups at Concordia who worked to develop Integrative Learning on campus as well as from other sources (e.g. AAC&U documents).

CHARGE VII

Develop a more compelling and memorable name for what is currently termed IILE.

We developed and have been using a new name for the two required integrative learning experiences (IILE): Pivotal Experience in Applied Knowledge (PEAK).

CHARGE IV

Begin developing a process for approving intensive integrative learning courses and experiences.

We developed a framework and FAQ page for PEAK experiences. Those materials are the next seven pages of this document.

Integrative Learning at Concordia College

At Concordia College, students are encouraged to recognize their talents and purpose while they learn to be responsible citizens prepared to live out Concordia's mission to influence the affairs of the world by sending into society thoughtful and informed men and women. The college's strategic plan, *Whole Self, Whole Life, Whole World*, sets forth the following goals:

- (i) to lead our students into a life-long habit of reflection on their identity, purpose, and leadership;
- (ii) to guide our students to complete a baccalaureate composed of coherent and increasingly challenging experiences to build competence, creativity, and character; and
- (iii) to open the world to our students so that they understand and embrace the call to national and global citizenship.

One key approach for achieving our strategic goals is the development of a bold program that will guarantee all students experience an ongoing and deeply enriching integrative learning environment that embraces and expands upon Concordia's longstanding commitment to educating students for responsible engagement. By having a core curriculum with the theme *becoming responsibly engaged in the world* (BREW), Concordia has educated students to "live in interdependent relations with wider communities and to contribute to these communities in diverse and consequential ways. Liberal learning at Concordia cultivates understanding, ability, and sensitivity for thoughtful, informed, and active participation in the world."¹ Integrative learning at Concordia College enhances our students' preparation for responsible participation in the world by offering increasingly challenging experiences that engage students meaningfully with complex problems on campus and in local, national and international communities.

By introducing integrative learning in the first semester Inquiry Seminar, scaffolding integrative learning throughout majors, and requiring two *Pivotal Experiences in Applied Knowledge* (PEAK) prior to graduation, Concordia guarantees that all students will experience an ongoing and deeply enriching integrative learning environment in which theoretical elements of the curriculum are connected to problem-solving in the world.² Woven into every PEAK is attention to vocational discernment and career development.

Our signature integrative learning opportunities, PEAKs, can occur in a variety of ways, such as through coursework, cooperative education/internships, or non-credit bearing experiences. All PEAKs will have met five criteria passed by Faculty Senate:

- Venture beyond the classroom.
- Encounter and work alongside persons or groups wrestling with complex situations, problems, questions, or challenges.
- Construct meaningful, interdisciplinary responses to these encounters, taking seriously multiple perspectives.
- Discover questions, perspectives, and problems not necessarily scripted in a course syllabus and work through ambiguity, frustration, and disequilibrium.
- Sharpen and apply skills and competencies that flow out of a liberal arts education and are relevant to future employment.

Through *Pivotal Experiences in Applied Knowledge* and other integrative learning experiences, Concordia prepares students to tackle complex and unscripted problems and make explicit connections among classroom learning and co-curricular and extra-curricular experiences. Integrative learning refines and enhances Concordia's commitment to educating students for responsible engagement and prepares students to lead lives of purpose.

¹ Goals for Liberal Learning

² Summer Working Group Report, 2014

Framework for PEAK Development

The following framework is based on the five criteria approved by the Senate for a Pivotal Experience in Applied Knowledge (PEAK).

This framework is intended to guide the development of PEAK opportunities. The PEAK framework includes three levels for each criterion. The first box below each level provides a description of what an experience at that level would look like. The Prompting Questions for each level are meant to assist in determining whether the experience would fall at one level or another. Not all Prompting Questions under each level will apply to every PEAK experience.

CRITERION 1: Venture beyond the classroom.

LEVEL I	LEVEL II	LEVEL III
<p>a. The experience is structured within a typical college classroom.</p> <p>b. Time inside the classroom is largely controlled by the schedule on the syllabus.</p>	<p>a. The experience includes time outside of the classroom.</p> <p>b. The time outside the classroom is periodic or limited.</p>	<p>a. The experience includes extensive time outside of the typical college classroom.</p> <p>b. The time devoted to the PEAK is intensive.</p> <p>c. The learning experience allows students to become intellectually immersed in their projects.</p>
<p>Prompting Questions:</p> <p>Is information primarily provided by the instructor within the confines of an actual classroom?</p> <p>Is time largely defined in discrete terms on the course syllabus?</p>	<p>Prompting Questions:</p> <p>Is there periodic interaction between students and individuals or communities outside the classroom?</p> <p>Do students engage in a learning experience outside the classroom, but generally process the learning within the classroom?</p>	<p>Prompting Questions:</p> <p>Do students spend a significant amount of time outside the typical classroom interacting with others and/or collecting data?</p> <p>Does the experience provide adequate time for students to be intellectually immersed? (The actual amount of time depends on the intensity and the nature of the experience.)</p> <p>Are the timing and expectations of the experience flexible rather than prescribed?</p>

Framework for PEAK Development

CRITERION 2: Encounter and work alongside persons or groups wrestling with complex situations, problems, questions, or challenges.

LEVEL I	LEVEL II	LEVEL III
<p>a. Students primarily work on simulated projects or assignments.</p> <p>b. Resulting student projects are intended for the classroom context.</p>	<p>a. Students engage with a real, non-simulated challenge.</p> <p>b. Resulting student projects are intended for an audience beyond the classroom.</p> <p>c. Students engage in dialogue with persons vested in the issue or problem.</p>	<p>a. Students engage with a real, non-simulated challenge that requires exploring multiple perspectives.</p> <p>b. Resulting student projects are intended for an audience beyond the classroom and have potential for direct impact on a community outside the classroom.</p> <p>c. Students work collaboratively and engage in dialogue with persons vested in the challenge.</p>
<p>Prompting Questions:</p> <p>Are the learning problems, questions, and situations largely limited to the reading, in-class assignments, and/or simulations?</p> <p>Are the hypotheses/ theses/ opinions regarding the challenge planned or scripted?</p>	<p>Prompting Questions:</p> <p>Do students intentionally encounter people outside of the traditional classroom?</p> <p>Are hypotheses/theses/opinions regarding the challenge influenced by the context outside of the classroom, although learning is supported within the classroom?</p> <p>Do students wrestle with complex issues and have opportunities to explore ideas and perspectives?</p> <p>Do students work collaboratively on the learning experience?</p>	<p>Prompting Questions:</p> <p>Is the project or experience of interest to a person or group outside the classroom?</p> <p>Do the hypotheses/theses/opinions regarding the complex nature of the challenge emerge from outside the classroom experience without preconceived expectations at the outset?</p> <p>Is the outcome or solution to the challenge unknown at the outset?</p> <p>Do students work collaboratively with groups or individuals outside of the classroom?</p> <p>Is the resulting student project being disseminated beyond the classroom?</p>

Framework for PEAK Development

CRITERION 3: Construct meaningful, interdisciplinary responses to these encounters, taking seriously multiple perspectives.

LEVEL I	LEVEL II	LEVEL III
<p>a. The experience focuses on a single discipline and/or perspective.</p>	<p>a. Students engage with people who hold different points of view on an issue or problem.</p> <p>b. Students create meaningful interdisciplinary responses.</p>	<p>a. Students engage with people who hold different points of view on an issue or problem, and, by doing so, students develop an understanding of multiple perspectives.</p> <p>b. Students create tangible and thoughtful interdisciplinary responses to new understanding of issues, problems, and perspectives.</p> <p>c. Students recognize the perspectives and assumptions they bring to addressing the issue or question.</p>
<p>Prompting Questions:</p> <p>Does the learning experience include a single disciplinary perspective?</p> <p>Are students made aware of social perspectives or issues?</p> <p>Are students made aware of theoretical or philosophical perspectives or issues?</p> <p>Do students construct responses from a single discipline or perspective?</p>	<p>Prompting Questions:</p> <p>Does the learning experience include interdisciplinary or inter-subdisciplinary responses to emergent issues or problems?</p> <p>Does the learning experience engage students with social perspectives or issues?</p> <p>Does the learning experience engage students with theoretical or philosophical perspectives or issues?</p> <p>Do students generate hypotheses/theses/opinions that take into account multiple perspectives?</p> <p>Is there a tangible response to the encounter?</p>	<p>Prompting Questions:</p> <p>Do students use interdisciplinary perspectives when addressing problems or issues that emerge?</p> <p>Do students analyze or synthesize multiple social perspectives or issues?</p> <p>Do students analyze or synthesize multiple theoretical or philosophical perspectives or issues?</p> <p>Do students research and/or generate solutions or other responses within the context of multiple perspectives that address the generated hypotheses/theses/opinions?</p> <p>Is the resulting tangible response designed with input from those affected by the outcome or project?</p> <p>Does the PEAK purposefully create opportunities for new understanding, deep learning, or intentional reflection?</p>

Framework for PEAK Development

CRITERION 4: Discover questions, perspectives, and problems not necessarily scripted in a course syllabus and work through ambiguity, frustration, and disequilibrium.

LEVEL I	LEVEL II	LEVEL III
<p>a. Students connect theoretical perspectives and practical applications as they engage in scripted problems.</p>	<p>a. Students engage with complex and ambiguous problems and perspectives.</p> <p>b. Students connect theoretical perspectives and practical applications.</p> <p>c. Students consider ethical and other perspectives.</p>	<p>a. Students engage with complex and ambiguous problems and perspectives for which a solution may not be found.</p> <p>b. Students connect theoretical perspectives and practical applications as they engage in unscripted problems and situations.</p> <p>c. Students apply ethical and other perspectives to unscripted problems.</p>
<p>Prompting Questions:</p> <p>Are students expected to address theoretical perspectives and applications that are presented within a structured class experience?</p> <p>Are students aware of ethical issues?</p>	<p>Prompting Questions:</p> <p>Do students connect theory and practice?</p> <p>Are ethical issues identified and explored?</p> <p>Are students challenged to deal with ambiguity?</p>	<p>Prompting Questions:</p> <p>Do students connect theory and practice?</p> <p>Are ethical issues addressed in a significant way?</p> <p>Are students prepared to respond to ethical issues in a responsible manner if they arise?</p> <p>Does the ambiguity of the experience promote learning?</p> <p>Are problems unscripted and open ended?</p>

Framework for PEAK Development

CRITERION 5: Sharpen and apply skills and competencies that flow out of a liberal arts education and are relevant to future employment.

LEVEL I	LEVEL II	LEVEL III
<p>a. Students make few, if any, connections between the liberal arts and future employment.</p> <p>b. There are limited, if any, opportunities for students to make intentional connections to personal, professional, or civic vocation.</p>	<p>a. Students create a product that demonstrates skills and competencies that are relevant to future employment.</p> <p>b. Students will articulate how the skills, competencies, and knowledge gained in their PEAK transfers to personal, professional, and/or civic vocation.</p>	<p>a. Students create a product that clearly demonstrates the skills and competencies directly relevant to future employment.</p> <p>b. Students will articulate how the skills, competencies, and knowledge gained in their PEAK transfers to personal, professional, and civic vocation.</p> <p>c. Students network with community members related to their future employment and/or civic engagement.</p>
<p>Prompting Questions:</p> <p>Do students consider the intersection of the liberal arts and disciplinary perspectives/ topics?</p>	<p>Prompting Questions:</p> <p>Can students reflect on the Goals for Liberal Learning in the context of the PEAK?</p> <p>Can students articulate the links between their PEAK and future employment and/or civic engagement?</p> <p>Can students articulate how the specific skills, competencies, and knowledge gained in their PEAK transfers to at least one of the following: career/professional vocation, personal vocation, or civic vocation?</p>	<p>Prompting Questions:</p> <p>Can students reflect on how the PEAK prepares them for responsible engagement in the world?</p> <p>Can students reflect on how their PEAK is directly relevant to future employment and/or civic engagement?</p> <p>Can students articulate how the specific skills, competencies, and knowledge gained in their PEAK transfers to all of the following: career/professional vocation, personal vocation, and civic vocation?</p> <p>Are students aware of how their values and perception shape their understanding of and participation with others in reaching resolutions?</p>

Frequently Asked Questions about the Framework for PEAK Development

Q. What is the purpose of the prompting questions?

A. The purpose of the prompting questions is to help PEAK designers discern whether their ideas meet the criteria for a PEAK designation. Not all questions must be answered in the affirmative.

Q. How will the levels be used to determine whether a proposal qualifies as a PEAK?

A. Faculty and students developing a PEAK should aim to incorporate all five criteria at Level III, as articulated in the PEAK framework. However, the wide variety of contexts and available opportunities may mean that one or two criteria meet Level II instead of Level III. All proposals that include *at least three* criteria at Level III and *no criteria* at Level I will be considered for PEAK designation. Faculty and students will be expected to indicate in their applications how their proposal, when viewed holistically, meets the PEAK criteria and this will be taken into consideration when evaluating the proposal.

Q. What if the PEAK I am proposing is not based in a classroom?

A. As established by the original proposal from the Curriculum Committee, it is understood that many PEAKs will not take place in a classroom setting. The use of the word *classroom* in this document is meant to refer to traditional brick-and-mortar learning spaces.

Q. What do you mean by *project*?

A. We use the words *project*, *product*, or *experience* throughout this document. These terms are meant to be inclusive of the varieties of work students will produce to demonstrate their learning and the activities they will engage in while they undertake their PEAK.

Q. What do you mean by *hypotheses/theses/opinions*?

A. *Hypotheses/theses/opinions* are meant to be examples of terminology often used in many assignments. A PEAK may not use this language, but, instead, use other terminology.

Q. Could you differentiate between the terms *interdisciplinary*, *subdisciplinary*, and *inter-subdisciplinary*?

A. *Interdisciplinary* refers to work stemming from two or more major branches of academic knowledge. *Subdisciplinary* refers to work stemming from one part of an academic discipline, but not the whole field (for example, advertising is a subdiscipline of communication studies and social psychology is a subdiscipline of psychology). *Inter-subdisciplinary* refers to work stemming from two or more parts of a major branch of academic knowledge (for example, work that incorporates both theoretical physics and nuclear physics).

Q. How much time outside of the classroom is required for a PEAK?

A. It does not seem realistic to assign a number of hours outside of the classroom to qualify as a PEAK because the level of intensity of an hour can vary so much. The general guideline is that the quality of time is more important than the quantity of time spent on this pivotal experience.

Q. Why include Level I in the Framework if Level I will not count as a PEAK?

A. Level I is included in the Framework to help differentiate between the more traditional classroom experiences and those experiences that focus partially or completely on integrative learning.

CHARGE IV (CONTINUED)

RECOMMENDATION 1:

We recommend that the Senate legislation requiring 2 PEAKs for graduation (1 PEAK for transfer students) be implemented for the students starting at Concordia in Fall 2017.

RECOMMENDATION 2:

The task force developed the PEAK framework intended to guide the development of PEAK opportunities. We recommend the IL committee develop a call for PEAK proposals based on this developed framework.

RECOMMENDATION 3:

Faculty and students developing a PEAK should aim to incorporate all five criteria at Level III, as articulated in the PEAK framework. However, the wide variety of contexts and available opportunities may mean that one or two criteria meet Level II instead of Level III. All proposals that include at least three criteria at Level III and no criteria at Level I will be considered for PEAK designation. Faculty and students will be expected to indicate in their applications how their proposal, when viewed holistically, meets the PEAK criteria and this will be taken into consideration when evaluating the proposal.

CHARGE I

Recommend implementation procedures, including how cooperative supervision and non-credit bearing ILEs will factor in faculty load, and an implementation timeline consistent with Senate legislation.

CHARGE 1a: FACULTY WORKLOAD AND INTEGRATIVE LEARNING

Representatives from the Task Force held three meetings with department chairs to discuss the workload component of the following charge: Recommend implementation procedures, including how cooperative supervision and non-credit bearing ILEs will factor in faculty load, and an implementation timeline consistent with Senate legislation. A total of twenty-six department and division chairs and program directors attended these meetings.

The goals for these meetings were to learn the following from chairs:

1. What are factors that should be taken into consideration in discussions of workload related to IL? Are there different considerations for credit and non-credit bearing PEAKs?
2. What are some of the ways (workload, financial, otherwise) we can offer incentive faculty to supervise PEAKs and other-like experiences?

Participants discussed various models of work load integration and offered feedback. These models included a flexible, negotiated teaching load model; a banked-time model; flexing load into May; the creation of a non-faculty professional position (using the name Integrated Learning Teaching Specialists for the time being) to oversee PEAK experiences; team teaching; utilization of the same approaches used for co-operative education supervision; integration of PEAK supervision into typical workload expectations.

CHARGE I (CONTINUED)

Summary of feedback received and ideas raised at the meetings:

- There needs to be a faculty or other professional level mentor for PEAK experiences. Someone needs to “sign off” on students meeting the expectations for PEAK.
- Pre-approving experiences would make the mentoring more efficient.
- Financial incentives might work during the summer (such as already in place for co-op education), but were deemed undesirable during the school year. In general, faculty seemed more concerned about the resource of time than additional financial compensation.
- When built into classes, there is already load credit for PEAKs, but teaching PEAK courses might be more intensive than non-PEAK courses.
- The idea of a hiring professional staff to oversee and mentor non-credit bearing experiences was received favorably. This is already a model in some departments and programs where professional staff are involved in teaching and mentoring. Professional staff positions could also be involved in the development of PEAKs and maintenance of off-campus relationships.
- Team teaching (with teaching load compensation for both instructors) could assist with workload and also encourage interdisciplinary PEAKs.
- We currently have examples of individualized, negotiated workload, but these are often seen as inequitable and are rarely re-evaluated. Any individualized workload model would need to be carefully planned and evaluated.
- Some PEAK supervision will fit naturally into existing workload, but in other situations, PEAK supervision will require extra effort/expertise.
- If many PEAKs are within courses, there may not be that many non-credit bearing PEAKs for faculty to supervise (For example, if every student did their two PEAKs outside of courses, this would result in on average seven PEAKs per faculty each year. This is a very unlikely scenario as many PEAKs will be tied to coursework).
- Supervision of study abroad PEAKs may need some additional considerations; e.g., if you are an on-campus advisor for a semester abroad program that includes PEAK, will you get credit for mentoring those experiences?
- Some of the work of PEAK will be making community connections and faculty do not necessarily feel equipped to do this.
- Going forward, there will likely be a need to consider how supervision of non-credit bearing PEAK experiences will intersect with the work of staff as well as faculty.
- There is need to get faculty informed about and then excited for IL/PEAK teaching and learning opportunities. What is the motivation to mentor PEAKs rather than engage in individual faculty scholarship?

Moving forward we should:

- Survey the landscape of how faculty are given load credit for current internship, co-operative education and clinical hour supervision, and what departments that already have non-credit bearing experiences do to compensate faculty.
- Ensure that any system developed is equitable to time commitment and number of students supervised.
- Acknowledge that a single model will not work for all faculty/departments. E.g., a banked time model might work for larger departments or departments with flexible major requirements and a faculty could receive load compensation. In other departments, this might not be possible.

CHARGE I (CONTINUED)

- Be open to multiple models of how to build PEAK supervision into load, but work to ensure equity across departments.
- Ensure departments are mindful that we want to distribute workload across their faculty within a department in equitable ways.
- Consider where there is capacity to hire professional staff to oversee and mentor non-credit bearing experiences.
- Consider whether PEAK courses should come with extra load assignment; e.g., might an intensive PEAK course be given additional teaching load credit?
- Develop language for PT&E that indicates how PEAK supervision is counted towards tenure and promotion.
- Consider how recent decreases in college enrollment might allow for reallocation of resources to support PEAK supervision and development (as well as the student experiences).
- Consider curricular changes at the department level that would build PEAK supervision into faculty teaching load, e.g., perhaps a person in the department receives load credit to mentor PEAKs during a given year.

RECOMMENDATION 4:

As we continue to move forward on discussions about integrating PEAK mentorship into faculty work, careful attention will need to be paid to resource issues, both time and money, as well as issues of recognition and equity. We recommend that the Dean of the College convene a working group next year to continue to the conversation about PEAK supervision and faculty workload. We believe it will be important to tie the conversation to discussions of faculty workload in general, and not focus solely on PEAK supervision.

CHARGE 1b: IMPLEMENTATION PROCEDURES AND TIMELINE

This Q&A section of the report is for **internal use** and is meant to serve as a summary of conversations, considerations and decisions reached by the IL task force. Information in this document intends to provide guidance for the development of future, more public IL documents. The Q&A section that follows includes a proposed answer the relevant question; in most cases, these answers are not binding; rather, the answers are recommendations for the IL committee to consider as they begin their work. We have attempted to make this list as exhaustive as possible, but there are likely implementation issues we have not yet considered and welcome input.

QUESTION	RELEVANT INFORMATION/CONSIDERATIONS	PROPOSED ANSWER
1. Will students beginning in Fall 2017 be required to complete two PEAKs as a graduation requirement?	<ul style="list-style-type: none"> • Senate legislation says: <i>Intensive Integrative Learning Experiences will be added to the degree requirements for graduation, and the Core Capstone will be removed from Core requirements, to take effect no earlier than Fall of 2017.</i> • 2017-2018 catalog will be modified to include PEAK information 	Yes, two PEAKs will be required of Fall 2017 admits.
2. If first-time admits come in as juniors, is one PEAK waived?	<ul style="list-style-type: none"> • Senate legislation says: <i>Students who come in at a junior level status or above are exempt from one of the Intensive Integrative Learning Experiences.</i> • In addition to transfer students, approximately 2-7 students per year are first time admits beginning Concordia with 56 credits, i.e. junior status. 	Yes; if students have junior classification, regardless if they are new or transfer, they will only have to do one PEAK.

CHARGE I (CONTINUED)

QUESTION	RELEVANT INFORMATION/CONSIDERATIONS	PROPOSED ANSWER
3. How many PEAK experiences will be needed in 2017-2018?	<ul style="list-style-type: none"> • Projected junior transfers for F2016: 55; could be reasonable to assume the same for F2017; some of these students may expect a PEAK in their junior year. • We fully expect some current activities to count as PEAK experiences. • All F2017 admits will have to do two PEAKs, and we will want some of them completing PEAKs in their first and second year. • Based on rough projections from Divisions Chairs, it is quite likely we have enough on-going experiences at Concordia that will meet the needs of PEAK in the first year of the program. 	<p>The college should easily have capacity for at least forty PEAKs for transfer students in 2017-2018.</p> <p>Consider offering some PEAKs for other incoming students</p>
4. Will there be a phase out of Core Capstone?	<ul style="list-style-type: none"> • For students entering in Fall 2016, they could choose to use the 2017-2018 catalog, requiring them to complete two PEAKs. • With a Senate approval, it could be possible for F2016 admits to be allowed to take a PEAK in their junior or senior year instead of Core Capstone. • It is expected that many Core Capstones will become PEAK experiences. • If PEAK becomes a possibility for the F2016 new students, make sure they are aware and understand the process and expectations. 	<p>Core Capstone will not explicitly be phased out. However, students entering F2016 will be eligible to take a PEAK if they use the 2017-2018 catalog, or if Senate approves that one PEAK can replace a Core Capstone</p>
5. How will PEAKs be recorded in DegreeWorks?	<ul style="list-style-type: none"> • Like the Core experiences, can be listed as a graduation requirement with two boxes that need to be checked. • Would require notification in DegreeWorks if the student has junior/senior classification as one PEAK needs to be taken as junior/senior. 	<p>Two check-boxes in DegreeWorks.</p>
6. How will PEAKs be recorded on the transcript?	<ul style="list-style-type: none"> • Core courses or capstone are not currently recorded on the transcript. • On back page of transcript, we currently have an explanation of the program of study, such as Inquiry and Principia, so perhaps add an explanation of PEAK. 	<p>Include an explanation of PEAK on the back page of the transcript next to other program explanations.</p>
7. Who will oversee the development of integrative learning at Concordia to ensure it is a distinctive part of the Concordia experience?	<ul style="list-style-type: none"> • When we developed the new Core, we had a division chair for the Core to assist with implementation and offer faculty development initiatives. • Can we pull this off without an IL shepherd? I.e. do we need someone attending to developing community relationships, communication with students, faculty development, promotion of IL, etc. 	<p>Create a part-time IL director for the next three years. After three years, reconsider whether a director continues to be necessary.</p>

CHARGE I (CONTINUED)

QUESTION	RELEVANT INFORMATION/CONSIDERATIONS	PROPOSED ANSWER
8. How will students know they have to take a PEAK?	<ul style="list-style-type: none"> • Course catalog • DegreeWorks • Summer registration/admissions process • Orientation • Advisement • Website materials • Like the PDF of the Core maintained by the registrar, could indicate that there is a graduate requirement; e.g., <i>Credit requirements for Graduation: 126 semester credit hours needed excluding music ensembles. Minimum of 40 semester credits at the 300 level or above required. Completion of two PEAKs (one must be in the Jr/Sr year). Cumulative GPA of 2.0 in Concordia courses and in all courses in the major(s)/minor(s) presented for graduation.</i> 	<p>Revise the course catalog and admission/advising materials; add additional information on the Core PDF maintained by the registrar; modifications to DegreeWorks.</p> <p>Seek student input via open forums for ideas on how to most effectively convey information to students about PEAK.</p>
9. How will students know what counts as a PEAK?	<ul style="list-style-type: none"> • Registrar currently maintains a pdf of Core experiences as well as capstone; could do the same thing for PEAK. • Departments might list PEAKs on their department page/materials. • Courses with “P” designation will be PEAKs and could be searchable via Banner. • Create some student-friendly materials for PEAK, e.g., on the website and Moodle. • During the transition time: We may need to develop some materials to help students distinguish PEAKs from Capstone. 	<p>Registrar can maintain a PDF of PEAK experiences; possibly develop a PEAK website; indicate courses with PEAK designation in Banner.</p> <p>Seek student input via open forums for ideas on how to most effectively convey information to students about PEAK.</p>
10. How can we deal with the various kinds of PEAKs? Courses/non-credit bearing/etc.?	<ul style="list-style-type: none"> • PEAK courses: Create an attribute type like we do for Core, e.g., a “P” for PEAK; similarly, for PEAK experiences that are directed research (487) or co-ops (390) or other similar things, add a “P” designation • For PEAK experiences: Have students enroll in a 0 credit course that has an attribute of “P”; may require a generic PEAK course number for all departments, similar to directed research, co-op and special topics; students could enroll themselves, like they do for 487, after they have contacted the registrar. • Create a Subject Code of PEAK so that not all these experiences have to be housed within a major/minor. E.g., if a student does a PEAK experience related to orientation wouldn’t necessarily be housed within a department; similar for what we do for transfer courses with no specific dept (e.g., like we use ELEC). 	<p>Use various approaches as described, including a “P” designation.</p>

CHARGE I (CONTINUED)

QUESTION	RELEVANT INFORMATION/CONSIDERATIONS	PROPOSED ANSWER
11. Will all PEAK experiences be graded?	<ul style="list-style-type: none"> All traditional courses come with a letter grade, unless student requests to take the course as a pass/fail; so PEAKs within courses will be similar. Credit-bearing independent experiences at Concordia also come with grades (e.g., co-ops) so again, PEAKs would be similar. PEAK experiences that are for credit could have a grade or could be pass/fail and noted on the transcript as “S” if passed. Similarly, non-credit bearing experiences with no credit could be pass/fail (noted as “S”). Currently the college does offer some non-credit bearing experiences (e.g., ensembles) that are 0 credit, but do come with grades. 	<p><i>Current recommendation:</i> if taken for 0 credit the student would receive an “S” to indicate satisfactory completion. PEAKs within courses would be graded.</p> <p><i>Follow up work:</i> Ask IL Committee next year to investigate what other schools have done with 0 credit experiences and then modify this recommendation as appropriate.</p>
12. Who will approve PEAK experiences that are not related to courses?	<ul style="list-style-type: none"> PEAK proposals will go to the IL Committee. Committee will approve PEAK courses as well as more independent PEAKs. If a PEAK is a new course or a Core course, approval will also be granted from the appropriate committees. 	The IL Committee will approve the PEAKs both that fall within courses as well as the independent ones. Approved PEAKs should be re-approved every four years.
13. Will there be on-going approval for non-credit bearing/non-course PEAK experiences? E.g., summer research, abroad experiences, relevant co-curricular PEAKs.	<ul style="list-style-type: none"> There will be some standard non-credit bearing experiences that might always meet the PEAK criteria. Would be a work load burden on the IL committee to require these be re-approved each year. 	Like courses, a non-credit PEAK can be approved for up to four years. E.g., If a co-curricular or non-credit bearing experience is repeated yearly (e.g., a summer research experience), a new PEAK application would not be required each year.
14. Will there be a mentor for all PEAK experiences? Who can mentor PEAKs?	<ul style="list-style-type: none"> Some PEAKs will be in courses, therefore, have a course instructor serve as mentor. Co-ops and internships currently have an off-campus mentor as well as an on-campus instructor; mentorship could take a similar form as these programs. Because PEAKs can be non-credit bearing, quite likely some mentors will not be faculty. Monitoring PEAK experiences will require additional professional development, in some cases. 	<p>Yes, each PEAK will have a mentor or instructor of record.</p> <p>There can be non-faculty mentors if they are in a professional relationship with the students and the student is taking a non-credit bearing PEAK. If the PEAK is credit-bearing, the mentor must be faculty mentor.</p>
15. What will the compensation be for supervising non-credit bearing PEAKs?	<ul style="list-style-type: none"> Current comparable models on campus are co-op supervision: In some cases, co-op supervision is an expectation for faculty work above normal course load. In some departments with large numbers of co-ops, faculty are given teaching load credit for this. In the summer, faculty receive a small stipend for supervising co-ops. Similar models could be put into place for PEAK. Other models of teaching load credit for PEAK have been discussed with department chairs. (See workload component of this report.) 	TBD. Initial workload conversations have begun.

CHARGE I (CONTINUED)

QUESTION	RELEVANT INFORMATION/CONSIDERATIONS	PROPOSED ANSWER
16. How will students know what to do if they want to propose their own PEAK?	<ul style="list-style-type: none"> • Q&A page on the web • A note could be made in DegreeWorks. • Advisors will share information w 	Various approaches
17. Can students have PEAK experiences approved after-the-fact?	<ul style="list-style-type: none"> • We imagine there will be scenarios where students realize <i>while doing something</i> that it would qualify for a PEAK experience; e.g., there might be something that a student takes on in Res. Life or other areas of their lives that they didn't plan for, but that becomes a PEAK. • We do have a system in place for appeals to Core, e.g., students who do not do a capstone in the regular way can appeal it. • Don't want to encourage students to put off their PEAKs and then argue as a Senior for something they did 2-3 years ago being their PEAK experience. • It might especially be relevant for students who abroad for a semester to apply during their experience, as they might not be able to plan a PEAK until they are abroad. 	<p>Within the semester, a student can add a PEAK.</p> <p>TBD: The IL committee will determine the deadline to apply for PEAKs within an experience.</p>
18. What will a PEAK application consist of?	<ul style="list-style-type: none"> • Will need to be different approaches for course-based PEAKs, co-op/internship/directed research PEAKs, and non-credit bearing PEAKS. • Student initiated PEAK applications are likely different from faculty initiated applications. • PEAK applications will be tied to the five criteria and the PEAK framework developed by the task force. • New IL committee will develop call for materials. 	<p>Various approaches.</p> <p>The IL committee next year will develop forms for proposals that align with the PEAK Framework developed by the task force. This will likely require different application forms for student vs. faculty initiated PEAKs.</p>
19. When will applications be due?	<ul style="list-style-type: none"> • Timeline for Core and Curriculum is the third week of the semester. • Call for applications for PEAK should be available Fall 2016 so that people can submit PEAK application by Jan 2017. 	<p>For course-based PEAKs, use the same deadlines as Core and Curriculum.</p> <p>Continue to consider deadlines for students applying for individual PEAKs. See Q#17.</p>
20. Should we consider changing the maximum number of credits student can do as a co-op?	<ul style="list-style-type: none"> • Right now the maximum is eight credits. • Some departments have their own limits, too. • Recently, some appeals have been approved to allow more than eight co-op credits count towards graduation. 	Ask Academic Policies & Procedures Committee to investigate what other schools do and offer a proposal about changing this limit.

CHARGE I (CONTINUED)

QUESTION	RELEVANT INFORMATION/CONSIDERATIONS	PROPOSED ANSWER
21. Will Inquiry Seminars be able to count as PEAK experiences?	<ul style="list-style-type: none"> • Questions about whether first-semester students are ready for PEAK. • Would need to offer a developmentally appropriate PEAK for first year. • Want to encourage some PEAKs to be taken in the first and second year, so that students do not leave both until their final semesters on campus. • Could provide a vehicle for interdisciplinary PEAKs. • Not all Inquiry Seminars lend themselves to PEAKs, but some will. 	If an Inquiry Seminar meets the PEAK criteria, it will be treated like all other PEAK applications.
22. Will all students in a PEAK designated course need to take the course as a PEAK? Could a student be in a PEAK course and elect not to take it as PEAK?	<ul style="list-style-type: none"> • Pros: student flexibility; might allow some students in large enrollment courses to get a PEAK experience, without having to decrease class size. • Con: faculty workload needed to manage PEAK and non-PEAK student projects; students may begin asking their professor to let course “X” count as PEAK, even if the professor did not intend to offer it as PEAK. 	Encourage the IL committee to consider this further.
23. Will Global Educational experiences be PEAK experiences?	<ul style="list-style-type: none"> • Many study abroad experiences are likely already meeting the PEAK criteria, but some are not. • Having a study abroad experience be a PEAK may be a way to generate student enthusiasm for the experience. • Some study abroad experiences are wonderful learning experiences, but do not meet PEAK criteria. 	<p>If a Global Educational experiences meets the PEAK criteria, it will be treated like all other PEAK applications.</p> <p>Consider setting a goal for number of global education experiences that must be PEAK.</p>
24. Who will monitor and oversee PEAK travel that is not abroad?	<ul style="list-style-type: none"> • Need to consider fee structures, liability, organization of off-campus experiences. 	A director of IL or the IL committee will oversee non-global PEAK travel.
25. What is the assessment plan for PEAK?	<ul style="list-style-type: none"> • These will be highly varied experiences, and so will likely have student learning outcomes (SLOs) relevant to the specific experience. • Yet all PEAKs will have to have SLOs that are congruent with the five criteria and a plan for assessing whether these SLOs have been met. 	All PEAK experience applications will include SLOs for the PEAK experience/course proposed. This will include a plan for how these SLOs will be assessed.
26. Will we offer a Fall Interim?	<ul style="list-style-type: none"> • AP&P will need to know by Fall 2016 if we plan to offer a Fall Interim in 2018-2019. • If we do have a Fall Interim, will need to determine what the vision for one is – what are the goals? • If we do have a Fall Interim, will need to determine what the parameters are. E.g., is it to be “reserved” for required PEAK activities? If students do PEAK activities in a Fall Interim, how will budgets for the experiences be handled? • If we have a Fall Interim, would this be a full week with two weekends, or a Wed-Tues with one weekend? 	<p>No Fall Interim in F2017 or F2018.</p> <p>The IL committee might wish to revisit the idea of a Fall Interim, but in doing so would need to develop a vision.</p>

CHARGE I (CONTINUED)

QUESTION	RELEVANT INFORMATION/CONSIDERATIONS	PROPOSED ANSWER
27. Will we offer 4 IL days beginning in 2018-2019	<ul style="list-style-type: none"> • AP&P will need to know by Fall 2016 for the 2018-2019 calendar. • If we do have four IL days, we would need to determine the goal and vision for them. • Fall Symposium and Celebration of Student Scholarship are already 2 IL Days. • Previous recommendation by the <i>appropriate working group</i> last year included MLK Day an IL Day, but there has been some resistance to that idea and now that the diversity criteria has been changed, the fit is less good. • An IL Day to share PEAK experiences could be valuable. 	<p>Add one IL day in December for PEAK presentations; include an element of career planning in the day.</p> <p>Add a special session at COSS for sharing spring semester research-based PEAK projects.</p>

CHARGE III

Contribute to faculty development initiatives for IL.

The IL task force worked with Associate Dean Lisa Sethre-Hofstad to implement the three professional learning communities on Integrative Learning. Two communities are focused on disciplinary PEAKs while the third involves faculty teaching an Inquiry Seminar and is focused on bringing integrative learning into their Inquiry Seminars beginning Fall 2016.

Members of the IL task force have planned several faculty development workshops for Summer 2016 intended to advance faculty understanding of and experience with integrative learning. Presenters at the workshops include Concordia faculty as well as representatives from Campus Compact, a national organization that emphasizes civic engagement, and Trisha Thorne, Director of Community-Based Learning, Princeton University.

Based on conversations with faculty groups across campus, future topics for faculty development have also been identified, such as how to assess non-traditional learning such as PEAK experiences, how to design PEAK assignments throughout the learning process, how to best advise students for seeking out and meeting PEAK expectations, and more.

RECOMMENDATION 5:

We recommend that the Thursday sessions during the Fall Faculty and Staff workshop in August 2016 be focused on Integrative learning.

RECOMMENDATION 6:

As we move into integrative learning as a major focus of the Concordia College liberal arts education, we recommend that significant faculty development take place across the faculty and across the campus. The reach of this professional development program should extend to include every faculty member on campus (whether that faculty member will be directly involved in it with students) as well as, at a minimum, staff in Student Affairs and the Career Center. Further, new faculty will need to have a significant orientation to integrative learning given that this approach to learning is not standard across higher education.

RECOMMENDATION 7:

The task force recommends the Integration Learning Committee plan for faculty development throughout the 2016-17 academic year, not just Summer 2017, if the campus is to be prepared for PEAK roll-out in Fall 2017.

CHARGE II

Ensure all aspects of the Senate endorsed IL model are attended to and moving towards implementation (e.g., department IL plans, integrative learning days, etc.). This will involve working closely with the Dean of the College, Division Chairs, and current governance committees overseeing the implementation of IL at Concordia.

The PEAK framework is designed to assist faculty in the development of PEAKS and to assist the Integrative Learning Committee develop the process for approving PEAK experiences. Beginning in Fall 2016, faculty/departments should begin to develop PEAK experiences and bring them to the Integrative Learning Committee for approval.

The Registrar is prepared to include PEAKs as part of the DegreeWorks programming as well as including PEAK as part of a transcript information/graduation requirement materials. (See Q&A #5 and #6)

As we had discussions across campus, task force members raised topics including the state of department IL plans, vision for integrative learning days and a fall interim (see Q&A #26 and #27), faculty development needs, department/program interest in developing PEAK experiences among other topics. To continue to develop the comprehensive plan of integrative learning on campus, the Task Force recommends:

RECOMMENDATION 8:

Given that we must avoid focusing all integrative learning efforts on the PEAKs, for if we only introduce integrative learning through the two required experiences, we will not achieve the goal of integrative learning across the curriculum; therefore, we recommend that Division Chairs and the Dean work with departments next year to finalize department integrative learning plans. The Task Force found that departments have developed integrative IL plans to varying degrees, so we recommend that all departments complete their Integrative Learning plans by the end of the 2016-2017 academic year.

RECOMMENDATION 9:

Given the two required PEAKs and Concordia's desire to bring integrative learning into the college experience of every student, we believe more students may be wishing to complete more off-campus, experiential-based credits; therefore, we recommend that Academic Policies and Procedures investigate whether the current cap on Co-op/Internship credits (currently set at eight credits) should be raised (see Q&A #20). If they believe it should be, appropriate legislation should be brought to Faculty Senate in 2016-2017.

RECOMMENDATION 10:

Given our earlier reaffirmation that the two PEAK experiences be required for students entering Concordia College during Fall 2017, and to begin to develop PEAK experiences for their use, we recommend that students entering under the Fall 2016 catalog be given the option of either taking the current Core Capstone requirement or one PEAK in fulfillment of the Capstone Core requirement, while still following the Fall 2016 catalog (see Q&A #4)

CHARGE V

Develop plans for preparing students for ILEs. Since some students will be less immediately able to create and implement a major ILE project, we will need to consider ways to prepare students for these experiences.

The Task Force was able to only give limited time to this charge, but conversations with students affirmed the excitement and enthusiasm students have for integrative learning and their desire to think creatively about PEAK. Based on our discussion with student groups and others, we are only in the position to offer these recommendations for future work.

RECOMMENDATION 11:

Student-faculty advising sessions will need to include discussions on completing PEAKs. The previously recommended faculty development program should ensure that all faculty are able to have these discussions.

RECOMMENDATION 12:

Given that the committee did not have time to develop the protocol to be followed by students who wish to develop their own PEAK, we recommend that the new Integrative Learning Committee work on developing materials for student PEAK development and a protocol for the approval of these PEAKs. We suggest that this be an agenda item for their work beginning in the Fall 2016, and we recommend that they seek student input as they do this work.
