First Wave of Future(s) Curricular Pilots

Courses and Credit-Bearing Experiences

1) Credit-Bearing Mentored Research

these pilot projects model ways to expand guided learning outside the traditional classroom into mentored contexts that bridge theory and practice, curriculum and co-curriculum.

Mentored research projects provide opportunities for more students across the university to work on unscripted, real-world problems under active faculty guidance and allow students to take greater ownership of their research interests. The mentored, credit-bearing research builds capacity for partnerships with community organizations, leaders, and businesses locally and globally to identify and investigate problems those communities would like to address, furthering Georgetown’s goals of social justice and developing men and women for others. Giving students credit to pursue their own research interests, guided by faculty, allows them to flourish intellectually and professionally, building a portfolio of real-world experience in which they can demonstrate their abilities and knowledge for future careers and scholarship.

Pilot: gui²de Development Incubator (ongoing)
This one-credit course aims to engage students in empirical research and innovation in development economics and impact evaluation. Mentored learning will be offered under the direction of the two co-directors of the Georgetown University Initiative on Innovation, Development and Evaluation (gui²de), which conducts development research in East and West Africa, India, the Middle East, and Latin America. Students will learn about experimental methods of impact evaluation, project management, survey design and implementation, and data analysis. They will also work in small teams to design innovative solutions to development challenges that might include mobile apps, engineering solutions, information campaigns, social marketing interventions, and more, and that could later be tested in the field.
**Pilot: UNXP 001-Science and Social Change: The Post-course Studio (Fall 2015)**

This hands-on studio-based course provides students with real-world skills by implementing projects designed in project-based courses from a previous semester. In Spring 2015 one group of students worked to combat the antibiotic resistance problem by trying to influence consumer behavior at the point of sale of antibiotics through redesigning prescription packaging. They will use the post-course studio to create new iterations of their product based on external feedback in an effort to successfully implement their design in the real world. The course teaches students actionable innovation and equips students to apply problem solving skills from across disciplines to complex challenges. Students gain experience with project management and directly engage with stakeholders to develop their project and make a real-world impact. The post-course studio provides a mentored context for students to earn credit for their work beyond the traditional constraints of a 15-week semester.

The post-course studio will serve as a central pillar to the proposed Science and Social Change Minor. The Science and Social Change Minor provides students the opportunity to earn credit for applying their scientific knowledge to creating real-world solutions to complex challenges and making a real impact on the world. Students will engage in post-course studio work for one to two projects in their minor, with the post-course studio serving as their capstone project senior year.

**Pilot: 2020 Social Change and Innovation Lab - Beeck Center for Social Impact and Innovation (Fall 2015)**

Today's global problems require real problem solving skills. This includes the ability to work across sectors and with interdisciplinary teams. Already, businesses, civil society, and governments are experimenting with ways to find new solutions to some of society's most difficult challenges. This includes finding the best options for providing healthy meals, helping children get essential services quickly, ensuring a program provides better job training for youth, or finding the best ways to provide clean water to communities. What used to simply be the realm of governments now requires new collaborative models to solve these problems. Student teams work directly with a client to research and narrow the scope of the problem; rapidly prototype ideas and challenge assumptions; conduct quick data analysis; and produce final presentations to clients. The principles of lean start up and storytelling will be employed throughout.

"Students shouldn't have to stop working on their projects — with the National Academy of Sciences, CVS Pharmacy, or Congress — the day that classes end. UNXP enables students to continue to pursue meaningful, guided civic engagement." - Professor Francis Slakey, Upjohn Lecturer on Physics and Public Policy at Georgetown University

2) **Variable Credit Courses/ Modules**

**Pilot: Social Justice Intersections (Summer 2015)**

"Social Justice Intersections" is a new online variable credit course designed to help students who are involved in a social justice or community engagement project over the summer to participate in an online reflective community of inquiry. The course not only provides an opportunity for students to reflect on their experiences more deeply but also learn skills, such as Conflict Analysis and Mapping, Communication and Community Partnership, and Peace Education. Students can earn 1, 2 or 3 credits depending on how many modules they complete.
The experience-wrapping pilot *Intersections of Social Justice* expands the definition of "online course" to a global community of GU students connected in learning and service. Through the fusion of continuous reflection and stackable, skills-based, credit-bearing modules, students explore theory and practice at sites of community engagement.

**Pilot: Department of Performing Arts**
Department of Performing Arts (DPA) experiments include the mini course model, with very different prospective applications, and serving some of our most profound, distinctive pedagogical models we have struggled to make fit with institutional rhythms. Additional experiments include doing single credit courses in production, mini-courses tied to apprenticeships and involving students in intensive off-site research and performance practicums.

**3) Signature Semesters**

*reimagining the first and last semesters of the college pathway as immersive, high-impact experiences that form the basis of a formational education.*

We are seeking to completely reimagine the first and last semesters of the college degree. How could the first semester on campus be an entirely different integrative experience, plunging students not into a set of courses but into collaborative projects on complex problems, mixing critical thought with skills-based learning, often in local community-based settings? How could the final semester be reimagined as truly integrative of the entire education and a better launching pad for entering a globalized world?

Grown from a common theme that emerged in the Spring 2015 course *University as a Design Problem*, "signature semesters" would offer students an immersive first and last semester experience designed for deeper, integrative learning. In Fall 2015 the course *Signature Semester and Memorable Moments* will be a hands-on studio-based course which offers students the opportunity to ideate and prototype their initial designs for such semesters into actionable pilots.

As this groundbreaking project develops, more information will become available, and we plan to have a signature semester pilot by Spring 2016.
Degrees

1) Project Based-Minors

new interdisciplinary minors where some credits are assigned through project-based work rather than through coursework.

Project-based minors give Georgetown students the opportunity to expand upon the learning and work that they began in another course or co-curricular activity and apply it to a real-world problem. Instead of formal instruction, professors engage in one-to-one mentored learning with their students to guide them through the completion of projects tailored to their specific interests and prior experiences. Students also rely on their peers in studio for input and expertise. Student evaluation is proficiency-based, encouraging students to learn new skills to which to tackle their projects.

Pilot: Phil 105 - The Studio Collaborative: Bioethics, Science Policy and Rhetoric (Spring 2015)
The "Studio Collaborative: Bioethics, Science Policy and Rhetoric," co-taught by Director of the Kennedy Institute of Ethics Maggie Little and design expert Arjun Dhillon, features novel forms of interaction with two other courses: "Introduction to Rhetoric" (Engl 286-01) with Matt Pavesich and "Shaping National Science Policy" (Biol 262) with Francis Slakey.

In Phil 105, undergraduates contemplate bioethical issues with a global orientation, including genetic sequencing, genetic privacy, and biomedical research on ethically challenging populations. Students gain insight into the policy and politics behind these issues in Biol 26 and learn to formulate their opinions into op-eds and other forms of persuasive writing during Intro to Rhetoric. Collaboration between the three courses is facilitated by shared studio sessions in the Ethics Lab and Writing Center, as well as a custom-built online platform, funded by one of this year’s sought-after ITEL grants. The Course Collaborative Digital Commons provides a hub for cross-course project teams, facilitate intra-course resource management, and provide contemporaneous, multi-dimensional captures of individual and group progress.

Pilot: Challenges in Childhood & Society (to be piloted in spring 2016)
The “Challenges in Childhood & Society” course cluster will explore principles and practices of risk and resilience in childhood, across individual and population levels. The gateway course is a series of short but intensive multi-week didactic experiential learning opportunities; a typical module or submodule consists of consecutive 4- or 8-week spans of classroom and community meetings. In the gateway course, students first acquire foundational knowledge and then move on to ‘live’ case material in field placements. Students return to the classroom for the latter third of the course to reflect upon their field experience and reimagine solutions to the scenarios they encountered.
**Pilot: Disability Studies Cluster (to be piloted in Fall 2015)**

Faculty members Rebecca Kukla, Sara Schotland, and Julia Watts Belser are piloting a Disability Studies course cluster in Fall 2015. The cluster will bring students together once a month for lectures and interactive workshops with leading disability studies scholars and disability activists. Disability studies is an intensely interdisciplinary field of study that draws on and synthesizes methods and insights from philosophy, anthropology, literary studies, the biological sciences, and more. The collaborative work during our cluster sessions will reflect and support this interdisciplinarity, allowing students an opportunity to work with and learn from practitioners active in the field. The cluster brings together students in the following courses: ENG 270: Introduction to Disability Studies, PHIL 441.01: Bioethics and the Abnormal Body, and THEO 211: Religion and Disability Studies.

**Pilot: Minor in Writing, Design and Communication (Fall 2015)**

The pilot for this new minor blends mentored project-based learning with proficiency-based assessment. Rather than relying on courses or seat-time, this certificate will award credits through 1) three milestone portfolio assessments around substantial communication and design projects and 2) a series of 1-credit studios that will serve as the mentoring context for development of the projects and preparation of portfolio materials. Students will present their projects and receive summative assessments from faculty and experts, in a portfolio format, at 3 key milestone moments across the program, equivalent to the Gateway, Elective, and Capstone levels.

**Pilot: Entrepreneurship Minor (Projected Fall 2016)**

Entrepreneurship is an intrinsically multidisciplinary and interdisciplinary field that crosses many university boundaries and builds strong connections between curricular and co-curricular learning. Building on this context, this Futures(s) project seeks to expand an existing three-course localized certificate program in Entrepreneurship (called the "Entrepreneurship Fellows Program") into a full 18-credit Entrepreneurship minor/certificate available to all Georgetown undergraduates, regardless of their major or school.

The Entrepreneurship minor is built on the thesis that, regardless of whether (or when) a student intends to start their own company, there are "entrepreneurial" skills, concepts, and competencies that will be useful for them in any career path. The minor/certificate will consist of a set of courses and experiential learning opportunities. Some courses will be required for all students in the program, while others may be electives based on a student’s particular interests related to entrepreneurship (for example: Social Entrepreneurship, Global Entrepreneurship, Venture Capital). Experiential programs such as internships, pitch competitions, Startup Weekend, Venture Capital Investment Competition, and Hackathons will provide robust experiential learning opportunities, with studio courses included to allow for individual projects and mentoring by faculty and experienced entrepreneurs.

**Pilot: Urban Studies (Projected Fall 2016)**

Students in the Urban Studies minor/certificate will complete 9 or more credits of coursework from the existing ‘urban studies’ tag and then must complete 6 or more credits from individual or collaborative community projects that the students will propose themselves. Each project and course offers multiple mentoring opportunities from faculty, advanced students, and community partners.
Students will be admitted into the lab through an extensive application process that will determine costs, feasibility, time span and outcomes for their proposed projects. To apply, students will need to 1) identify the core issues addressed by the project; 2) discuss potential community partners; 3) develop a budget and work plan to complete the project; 4) identify learning outcomes from the completion of the urban studio, and 5) construct evaluation tools to determine how learning will be measured. Some potential studio projects may include community-based organizing efforts, policy-based research on an urban problem, ethnographic field research in a neighborhood, producing a documentary about neighborhood change, or organizing an exhibit or arts festival or developing services to address a specific community need.

2) **Credit-Bearing Mentored Research**

*new ways of mapping a liberal arts bachelors with a professional masters through an integrated competency-driven approach.*

Considering the rising costs of higher education, groups of faculty are seeking to experiment with delivering more value for Georgetown’s students and parents’ four-year investments with a combination four-year Bachelors/Masters degree. Innovations in ITEL and experimental degree programs (especially at the Masters level) demonstrate that students want and need more flexible paths to degree that require a more focused, integrated approach without sacrificing quality. Online learning options at Georgetown and elsewhere are accelerating this trend. Some of Georgetown’s peers are already offering these kinds of programs online and offline and the 4 and 5 year MA is already familiar in Europe and is gaining traction across the United States. While many institutions experimenting with this structure simply require students to do the same amount of work in less time, these experiments reimagine how a course of study is completed; rethinking the boundaries between undergraduate and graduate study, and potentially even high school; and reconsidering how we combine skills and learning outcomes in new ways. This approach, along with Georgetown’s longstanding aim to educate the whole student, creates space for innovative opportunities for our students that brings the best of Georgetown to the center.

**Pilot: BA/Masters in Social Justice Communications**

As a means to expand the issue-oriented, project-based, and student-driven aspects of the curriculum in journalism and peace and justice studies that are already in place, the the BA/Masters in Social Justice Communications will enhance theory/practice synergies; establish flexible curricular offerings; and develop combination degree options around undergraduate program offerings through the Center for Social Justice Research Teaching and Service and graduate program offerings from the School of Continuing Studies. The diagram to the left shows the paths available for the BA/Masters in Social Justice Communications pilot.