GUIDE TO 2011-2012 BUNDLE PROPOSAL

For more information on Building Bundles: [more information on bundle design]

Big questions address issues of enduring concern that engage and hold student interest, and encourage integrated learning. Examples include:

- “How accurate are our representations of reality?”
- “Are people a part of or apart from nature?”
- “Is poverty an inevitable element of society?”

According to the framework proposal released during Fall 2009 by the GE Review Workgroup, a bundle is an intentionally integrated collection of courses organized around a “big question.” Such a collection of existing and/or newly developed courses would be designed to provide students with a broad-based, thematic inquiry into one of these “big questions” -- contemporary, enduring questions viewed from an array of disciplinary and multidisciplinary perspectives and approaches.

Bundles will consist of academic courses representing some subset of at least four of the following areas identified by AAC&U’s Liberal Education and America’s Promise (LEAP): natural sciences, mathematics, social sciences, humanities, histories, languages, and the arts. A bundle should reflect coherence among its constituent courses and cooperation among the instructors teaching them. Bundles are meant to inspire and enable experimentation and innovation in ways that purely disciplinary distributions cannot.

Inherent in bundle design will be a number of teaching and learning practices identified by Kuh (2008) as “high-impact” because of the substantial educational benefits they provide to students -- common intellectual experiences, involvement with big questions, collaborative assignments and projects, emphasis on diversity and global learning, and writing-intensive courses. Bundles may also include high-impact, co-curricular experiences -- student/faculty collaborative research, domestic intercultural immersion or study abroad, service-learning, and internship. These experiences must be fully integrated with bundle coursework and can carry credit toward graduation.

Pilot bundles will begin fall semester 2011. Instructors can design bundles to be completed during the academic year 2011-2012 or as 2011-2012 continued into 2012-2013.

- Bundle coursework and other experiences should total 12-15 credits.
- Bundles can consist of courses with varying class sizes.
- Multiple sections of a course can be part of a bundle.
- Instructors can limit enrollment to students who are participating in the bundle or they can choose to allow students not participating in the bundle to enroll in bundle sections.
- Instructors can require students to move through the bundle as a cohort (i.e., they will be together for each bundle course). Alternatively, the bundle can be designed such that students move through courses in different orders and/or at different times.

Reference: