

SECTION IV: Report of the Implementation Team

The Implementation Team was asked to create a plan to transition from the existing Cornerstone and the current academic structure to the proposed new curriculum and academic structure. The following is their report.

It should be noted that the Implementation Team worked with several basic tenets. The first tenet was that the team would not revisit the directions for change already approved by the faculty in the votes of April 2008 and April 2009. The charge to the team was to put together a plan to implement the changes approved by the faculty. A second tenet was that although impossible to guarantee that it would never happen, as much as possible we needed to minimize the potential negative impact of the transition on students. A third tenet was that although there is some risk in moving too slowly, there is significant risk in moving too quickly. The team believes that although we want to move forward deliberately, we need to care and make the transition as smooth as possible. Each time we bring online a new requirement or make a change, we need to make sure that we have the staffing and resources to do so.

It should also be noted that the Implementation Team also understands that there will likely be unintended consequences to our actions, no matter how carefully we plan the transition. With any change there is some risk. The Implementation Team is not suggesting that the community ignore the risks or the unintended consequences, but rather believes that we will be able to adapt and compensate as they present themselves.

After the discussion on August 27, 2009, the Implementation Team will forward its final recommendation to the Educational Policy and Curriculum Committee (EPCC). The EPCC will review the plan and send it to the full faculty for approval.

Simpson College

Plan for implementing the new general education curriculum:

For presentation to the full faculty for discussion at the fall workshop

August 27, 2009

This summer the implementation team developed a plan that will allow the college to transition as seamlessly as possible to the new curriculum. The change is extensive and the team has involved a number of people in our conversations so that we can best anticipate how current and incoming students will be affected by each of the changes. While we do not want to rush to make the changes, the team thinks it is important that we move the process along efficiently. **It is the goal of the team to have the transition complete for the 2012/13 academic year.**

This packet includes a series of documents that articulate the plan.

The plan addresses the following changes:

New General Education program that includes

- Simpson Seminar
- Seven courses in the Areas of Engaged Citizenship
- Embedded Skills Program
- Senior Capstone in the major

Courses worth 4.0 credits

128 credits for graduation plus two May Terms (136 credits total)

Majors reevaluated to fit into the 128 credit structure

Six course faculty teaching load

Proposed daily schedule

Calendar change moving May Term to after graduation

Documents in the packet

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The Implementation Team

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Implementation plan—narrative description

2009/10

This is a preparation year involving the approval of the criteria for the new general education framework, the assessment plan for the general education program, and the implementation plan. This year also allows for faculty development to begin in preparation for the changes to the new curriculum. With the framework for the new general education curriculum in place departments can continue to rework their majors to function with 4 credit courses and with faculty load at six courses or the equivalent. Students who enter this year (graduation 2012/13) would still be guided by the current curriculum; however, these students would be required to only take two May terms prior to graduation.

2010/11

The focus of this year in the transition process is to reduce some of the current curricular requirements which will help align the current curriculum with the new general education curriculum. These changes should also help begin to reduce the teaching load from eight to seven courses. For this academic year faculty contracts would include a normal seven course load or its equivalent.

The proposed changes would include

1. reducing the May Term requirement to two courses for students who enter Simpson 09/10 and after;
2. eliminating the offering of Senior Colloquium and removing it as a requirement for all students;
3. eliminating the 4C requirement;
4. phasing in the new Simpson Seminar with 6-7 courses that would serve as LAS courses and also fulfill the ENG 102 requirement.

In addition the requirement of a Senior Capstone would be put in place for all students entering Simpson during the 2010/11 academic year. This would mean that most of these students would need a capstone in their major by 2013/14.

2011/12

This academic year would mark the beginning of the **Areas of Engaged Citizenship (AEC)** portion of the new general education curriculum. This means a full shift away from the current Cornerstone program with its thirteen course requirement to the seven course requirement in the new curriculum.

In addition, we would no longer require the three areas of competency (writing I and II, world language, and math) and instead would require students to complete some of the embedded skills.

The following embedded skills would be required of students entering in 2011/12:

- One Critical Think experience (CT)
- One Information Literacy experience (IL)
- One Intercultural Communication experience (IC)
- One Quantitative Reasoning experience (QR)
- Two Written Communication experiences (WC)

This means that all students who enter in 2011/12 would operate under AEC with the reduced embedded skills program. Students who matriculated prior to that time could elect to move to the new AEC and embedded skills program or remain with the current Cornerstone and competency programs. This would mean that courses would carry CS and AEC designations.

The transition to the Simpson Seminar would continue in this academic year. While they would still be offered as LAS courses there would be at least 12-14 Simpson Seminar courses and they would fulfill the WC embedded skill. It may be feasible in this year to make the complete transition out of LAS and into the Simpson Seminar program.

Changes in majors to accommodate the ten course requirement would be complete. For this academic year all majors would shift to their new requirements. A ten course requirement for the major would follow the 1/3-1/3-1/3 model the faculty recommended in the spring of 2008. Changes to the major would go through EPCC and then to the full faculty. During this approval process departments could petition to increase the size of the major beyond the ten courses.

The final major changes of this academic year would be to shift to the four credit system for all classes and alter the daily schedule. This change would mean that all Simpson students would move to a four course load per semester. This would reduce the number of courses the college would need to offer and move the faculty teaching load toward the desired six course load. This year the faculty contracts would reflect a normal teaching load as six courses or its equivalent.

2012/13

With this academic year the transition to the new curriculum would be complete. All entering students would be required to take the Simpson Seminar, the seven courses in the Areas of Engaged Citizenship, a senior capstone in their major, and complete all of the embedded skills. It is clear that all students entering in 2012/13 would be required to complete all components of the new curriculum.

Since the current calendar is approved through 2011/12, this is the first year that the calendar could change allowing for graduation to occur prior to May Term.

Implementation plan—schematic

Curriculum change	2010/11	2011/12	2012/13	Notes
May Term requirement two courses for students entering 09/10 and after	x			Reduce credits required for graduation to 122 (for students who enter in 09/10 and 10/11). Detailed information available in graduation requirements.
SRC no longer offered and removed as requirement	x			SRC would no longer be offered beginning the Fall of 2010. Students would replace this requirement with an elective.
Phase in Simpson Seminar with 6-7 classes	x			These courses count as ENG 102 for the students. They would be able to take the seminar regardless of their ACT score. There are three courses being offered for Fall 2009 that resemble the new Seminar model. The ability to make this transition is dependent on the number of faculty interested in teaching it during the 10/11 year. The course would have all of the requirements of the proposed Simpson Seminar (writing/critical thinking embedded skills) and would fulfill the current LAS requirement for the student.
Eliminate 4C requirement	x			This does not alter the current requirement that students take one lit and one history course.
Faculty contracts would reflect a normal teaching load of 7 courses	x			Stepping down to a seven course (or its equivalent) requirement will help prepare for the transition the following year to the six course (or its equivalent) faculty load.
Senior Capstone requirement in place for entering students	x			Students entering in 2010/11 would be required to take a senior capstone in their major. We would anticipate that most of these students would need a capstone in their major by 2013/14.
Areas of Engaged Citizenship		x		All seven areas (The Arts, Civic Engagement, Diversity & Power in the U.S., Ethics & Value Inquiry, Global Perspectives, Historical Perspectives in Western Culture, Scientific Reasoning) would be required of all students entering 2011/12.
Embedded skills replace competencies		x		Students entering 11/12 would complete 6 of the 16 embedded skills.

Curriculum change	2010/11	2011/12	2012/13	Notes
All courses move to four credits and change the daily schedule		x		Making the change to 4.0 credits means that Simpson students would move to a four course load per semester. This reduces the number of courses the college would need to offer.
Changes to majors to accommodate the ten course requirement would be complete		x		In keeping with the 1/3-1/3-1/3 curricular model, majors would have a ten course requirement. Departments could petition to increase the size of the major beyond ten courses. This would require EPCC and full faculty approval.
Faculty contracts would reflect a normal teaching load of 6 courses		x		
Increase number of Simpson Seminars to at least 12-14 classes		x		The goal is to have 2/3 of the courses for entering first-year students as Simpson Seminars. However, it may be feasible to complete the transition to Simpson Seminars in this academic year.
Embedded Skills program fully implemented			x	The addition of the seven embedded skills and the full transition to the Simpson Seminar would mark the completion of the transition into the new curriculum. Depending on the development of the criteria and the approval process, some courses could carry embedded skill designations as soon as 2010/11.
Phase in of Simpson Seminars complete			x	
Calendar change			x	Current calendar is approved through 11/12, the earliest the calendar could be altered is 12/13

General understandings related to the transition to the new curriculum

Graduation requirements for students are those that are in place when they matriculate. However, students will have the option to move to the requirements of the new curriculum. Graduation requirements by year are detailed on a separate page.

We will need to phase in the two May Term requirement since students who are entering in 09/10 were recruited under the assumption that they could take four May Terms.

- A student entering 09/10 is required to take two May Terms, but can take up to *four* without additional cost.
- A student entering 10/11 is required to take two May Terms, but can take up to *three* without additional cost.
- A student entering 11/12 or after is required to take two May Terms. Additional May Terms would be an overload and the student would be charged appropriately.

A clear policy will need to be developed regarding the cost of additional May Terms. Two credited May Term courses count toward the graduation requirements. Students may elect to enroll in additional May Term courses, but they would be charged for each course. The faculty will need to decide if it may be advantageous to allow students to do additional trips beyond the two courses without an additional tuition fee and therefore forfeiting the credits.

Students could only remain in residence on campus during May Term if they are taking a course or involved in a college activity such as athletics.

We could begin offering courses with embedded skills designation as soon as 2010/11.

During the transition courses may have both Cornerstone and AEC designation. Also, during the transition courses could count toward a competency or carry an embedded skill designation.

In 2011/12 it is understood that there will be money available if overloads are necessary since it may be difficult to predict exactly the number of courses necessary.

For the next few years faculty with courses that they want to carry AEC or embedded skill designation will submit their proposal to a version of the criteria groups. The proposal will then move to EPCC and eventually to the full faculty. Once the majority of the needed courses are approved, the criteria committees will sunset and future courses will go through EPCC.

As the new curriculum was designed under the matrix of 1/3 of courses in general education, 1/3 in the majors, and 1/3 as electives, all majors will need to be reevaluated under a 10 course model. Changes to the major will need to go through EPCC for eventual approval by the full faculty.

It will be necessary to create conversion charts for the changes in each academic year to help with advising. Once the implementation plan is complete and approved, the conversion charts will be developed with the assistance of the Registrar. As we make the transition, courses will carry multiple designations (e.g. Cornerstone and Areas of Engaged Citizenship and/or Embedded Skills).

Preparation activities—schematic

	2009/10	2010/11	2011/12	2012/13
Summer	Implementation plan developed	Faculty Development 1/2 day workshops on "how to" with the embedded skills	Faculty Development 1/2 day workshops on "how to" with the embedded skills	Faculty Development 1/2 day workshops on "how to" with the embedded skills
	Specific criteria written for curriculum			
	Development of assessment plan			
	Fall Faculty Workshop-- Presentation of criteria, assessment plan, and implementation plan	Fall Faculty Workshop--Topic TBA	Fall Faculty Workshop--Topic TBA	Fall Faculty Workshop--Topic TBA
Fall	Faculty votes on criteria and assessment plan	Courses submitted for AEC and/or embedded skills designation	Courses submitted for AEC and/or embedded skills designation	TRANSFER TO NEW CURRICULUM COMPLETE
	Faculty reviews and votes on implementation plan	Changes to major to EPCC by this point so they can go into effect in 11/12		
	Development of first Simpson Seminar courses	Development of Simpson Seminar courses	Development of Simpson Seminar courses	
	Creation of 2010/11 course schedules with proposed changes	Creation of 2011/12 course schedules with proposed changes	Creation of 2012/13 course schedules reflecting complete transfer to new curriculum	
Spring	Faculty Development-- Mini-workshops on all the criteria groups and how to propose a course	Faculty Development--	Faculty Development--	
	Courses submitted for AEC designation and/or embedded skills	Courses submitted for AEC and/or embedded skills designation	Courses submitted for AEC and/or embedded skills designation	
	Development of 12/13 calendar moving graduation prior to May Term			
	Faculty Development at May meeting on Written Communication	Faculty Development at May Meeting--	Faculty Development at May Meeting--	

Simpson College

Graduation requirements for full-time students based on the year that they matriculate

Simpson offers two baccalaureate degrees: bachelor of arts and bachelor of music. To earn a bachelor of arts degree from Simpson, you must fulfill the following requirements:

Students currently at Simpson and scheduled to graduate 10/11 or 11/12

- Complete at least 128 credits of course work *including* a May Term for each year in residence with a cumulative grade of C or better (132 credits for the bachelor of music degree).
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the **cornerstone studies** in Liberal Arts.
- Satisfy all **competency requirements**.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

Students entering 2009/10 and 2010/11 (graduating 12/13; 13/14)

- Complete at least 122 credits of course work *including* two May Terms with a cumulative grade of C or better (126 credits for the bachelor of music degree).
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the **cornerstone studies** in Liberal Arts (the 4C requirement and Senior Colloquium is no longer required)
- Satisfy all **competency requirements**.
- Complete at least 58 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

Students entering 2011/12 (graduating 14/15)

- Complete at least 128 credits of course work *plus* two May Terms with a cumulative grade of C or better (132 credits for the bachelor of music degree).
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the Areas of Engaged Citizenship.
- Satisfy a series of embedded skills. [Two Written Communication (WC), One Quantitative Reasoning (QR), One Intercultural Communication (IC), One Critical Thinking (CT), One Information Literacy (IL)]
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

Students entering 2012/13 (graduating 15/16)

- Complete at least 128 credits of course work *plus* two May Terms with a cumulative grade of C or better (132 credits for the bachelor of music degree).
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the Simpson Seminar, the Areas of Engaged Citizenship, the embedded skills, and a Senior Capstone course in the major.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

Simpson College

Graduation requirements for EWG students based on the year that they matriculate

For the Bachelor of Arts degree at Simpson College:

EWG students who are Seniors by the fall of 2009:

- Complete at least 128 credits of course work with a cumulative grade of C or better.
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the **cornerstone studies** in Liberal Arts including SRC 399
- Satisfy all **competency requirements**.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EAG Students who are Juniors by the fall of 2009:

- Complete at least 128 credits of course work with a cumulative grade of C or better.
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the **cornerstone studies** in Liberal Arts not including SRC 399, it will not be offered after the 2009-2010 year.
- Satisfy all **competency requirements**.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EWG Students who are Freshmen or Sophomores by the fall of 2009:

- Complete at least 128 credits of course work with a cumulative grade of C or better
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the **cornerstone studies** in Liberal Arts (for these students, if they have not completed the 4C requirement then advise them it will no longer be a requirement, and SRC 399 will no longer be offered)
- Satisfy all **competency requirements**.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EWG Students who are Seniors by the fall of 2010:

- Complete at least 128 credits of course work with a cumulative grade of C or better.
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the **cornerstone studies** in Liberal Arts not including SRC 399, it will not be offered after the 2009-2010 year. They will still have to complete Cornerstone 4C.
- Satisfy all **competency requirements**.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EWG Students who are Juniors by the fall of 2010:

- Complete at least 128 credits of course work with a cumulative grade of C or better.
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the **cornerstone studies** in Liberal Arts not including: Cornerstone 4C; SRC 399 neither will be offered.
- Satisfy all **competency requirements**.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EWG Students who are freshmen and sophomores by the fall of 2010:

- Complete at least 128 credits of course work with a cumulative grade of C or better
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the Cornerstones and then Areas of Engaged Citizenship. (We will deal with individual cases as to what students have already completed and what they have yet to complete. We will make decisions based on what will not harm the student's Academic Progress.)
- Satisfy half of the embedded skills. Two Written Communication (WC), One Quantitative Reasoning (QR), One Intercultural Communication (IC), One Critical Thinking (CT), One Information Literacy (IL)]
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EWG Students who are Seniors in the fall of 2011:

- Complete at least 128 credits of course work with a cumulative grade of C or better.
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the cornerstone studies in Liberal Arts not including: Cornerstone 4C; SRC 399 neither will be offered.
- Meet the requirements of the Senior Capstone course in the major.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EWG Students who are Juniors in the fall of 2011:

- Complete at least 128 credits of course work with a cumulative grade of C or better.
- Fulfill the requirements of a major field of concentration.
- Fulfill the Cornerstones/Areas of Engaged Citizenship (We will work with individual students to assist their progress toward graduation)
- Meet the requirements of the Senior Capstone course in the major.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

EWG Students who are Freshmen and Sophomores in the fall of 2011:

- Complete at least 136 credits of course work with a cumulative grade of C or better.
- Fulfill the requirements of a major field of concentration.
- Meet the requirements of the Simpson Seminar, the Areas of Engaged Citizenship, the embedded skills, and a Senior Capstone course in the major.
- Complete at least 64 credits beyond that transferred in from two-year colleges and at least 32 credits of work beyond that transferred in from four-year colleges.

Simpson College will work with EWG students to graduation in the old curriculum only to August of 2013. After August 2013, all EWG students will need to be in the new curriculum. For students who are Seniors in the fall of 2013, and began at Simpson before fall of 2011, we will work with them on an individual basis to determine what course substitutions, waivers, etc. can be petitioned.

Proposed Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00AM - 9:00AM	8:00AM - 9:30AM	8:00AM - 9:00AM	8:00AM - 9:30AM	8:00AM - 9:00AM
15 minutes		15 minutes		15 minutes
9:15AM - 10:15AM	15 minutes	9:15AM - 10:15AM	15 minutes	9:15AM - 10:15AM
15 minutes	9:45AM - 11:15AM		9:45AM - 11:15AM	
10:30 - 11:30AM	15 minutes	10:30 - 11:30AM	15 minutes	10:30 - 11:30AM
15 minutes		15 minutes		
11:45AM - 12:45PM	MEETING TIME	11:45AM - 12:45PM	MEETING TIME	11:45AM - 12:45PM
15 minutes		15 minutes		15 minutes
1:00PM - 2:00PM		1:00PM - 2:00PM		1:00PM - 2:00PM
15 minutes	1:15PM - 2:45PM	15 minutes	1:15PM - 2:45PM	15 minutes
2:15PM - 3:15PM	15 minutes	2:15PM - 3:15PM	15 minutes	2:15PM - 3:15PM
15 minutes		15 minutes		
3:30PM - 4:30PM	3:00PM - 4:30PM	3:30PM - 4:30PM	3:00PM - 4:30PM	3:30PM - 4:30PM
15 minutes		15 minutes		15 minutes

This proposed schedule changes 50 minute MWF sessions to 60 minutes and 75 minute TTh sessions to 90 minutes. It also allows for 15 minute transition times consistently between classes.

The meeting times that are TTh from 12:30-2:00 on the current schedule move to TTh 11:30-1:00. This means that instead of starting at 2:00, TTh afternoon classes begin at 1:15.

If accepted, this daily schedule would go into effect at the same time that credits moved to 4.0. This means that under this new schedule students would take four courses rather than five.