

CIVIC ENGAGEMENT (CE)

Description

Citizenship encompasses not just national identity or the rights that one gains as a legal member of society (voting, civil rights, or civil liberties), but one's duties and obligations to be engaged in the issues that shape our communities.

Several sections of Simpson's **mission statement** address this concept. The statement encourages "Nurturing values which foster personal worth and individuality within a creative, diverse and just community," as well as "Graduating students who continue to grow as free, responsible and fulfilled individuals in the world of family, work, service and scholarship." The fourth and final part of the mission statement addresses citizenship explicitly when it directs us to "draw upon our relationship with the United Methodist Church and our religious traditions that guide us on issues of personal integrity, moral responsibility, social justice and global citizenship."

LPWG has drawn upon AAC&U's **Essential Learning Outcomes (Appendix B)** throughout this process and *civic knowledge and engagement* is one of its key components. As it states, "vigorous efforts are needed to build new understanding that civic development – in all the forms described here – is an essential rather than an elective outcome of college."

Finally, **Derek Bok**, an astute critic of higher education in the United States notes, "The need to vote and the importance of becoming informed and active citizens are values so widely recognized and so fundamental to our system of government...the least colleges can do to fulfill this responsibility is to offer their students an intellectual foundation that will enable them to vote and participate in public life...Citizenship is *not* just another option for students to pursue or not as they choose."

Learning Outcome: Students will expand their knowledge of the contentious definitions of citizenship and various public issues so that they may *develop the skills necessary to create and shape a diverse and just community*.

Likely connection with Collaborative Leadership (CL) embedded skill:

Given the participatory nature of citizenship, many of these courses can easily be structured to give students the chance to engage, inform, or improve the campus or community through an "integrative" learning experience (civic or service learning, community-based research, problem-based learning project). Consequently, many of these courses may carry a designation for the CL embedded skill.

The Center for Vocation and Integrative Learning, SUSI, and other offices around the college have expertise or resources to help faculty integrate the learning goals, skills, or experiences associated with CL into new or existing courses.

Criteria for Approving Proposals

For a course to be designated a *Civic Engagement (CE)* course, it must show evidence of meeting at least **three** of the following **four** requirements:

- Foster knowledge of important issues in civic and political life,
- Highlight individuals or groups, historic or contemporary, who model active citizenship,
- Explore and critically evaluate definitions of citizenship and
- Explore and critically evaluate pathways to social change.

Possible Courses

Current courses that could fulfill this requirement with minor adjustments may include the following. The courses in *italics* may be too much of a stretch.

Hum 101, Western Traditions I
Phil 220/PoSc 220 Political Philosophy
Phil 245 Ethics of Globalization
Phil 250 Applied Ethics
Phil 255 The Ethics of Development and Consumption
Phil 340 Value Theory
PoSc 101 American Government
PoSc 213 Legislative Process
PoSc 215 American Political Parties and the Electoral Process
PoSc 275 Religion and American Politics
PoSc 302 American Political Thought
Rel 331 Theology and Social Theory
Soc 360 Social Movements
SW 343 Social Welfare Policy

SCIENTIFIC REASONING (SR)

Description

Scientific reasoning includes the ability to solve problems through the analysis of quantitative empirical data. The methods of scientific inquiry help students answer questions in natural, behavioral and social sciences. The methods also help students understand how technology and science will affect their lives, the environment and their culture.

Scientific reasoning should provide experiences working with the methods of science including hypothesis formation and testing, systematic observation and analysis of quantitative data.

The goal of SR courses should be to develop skills for evaluating scientific information, which will enable our students to use these principles in making personal decisions and engage intelligently in debates about scientific and technological issues that will affect their lives.

Throughout this document, the word scientific is interpreted broadly to include the natural, behavioral and social sciences.

Criteria for Approving Proposals

A course fulfilling the Scientific Reasoning (SR) requirement will have the following.

Criterion 1: The course will give students experience in **four** of the following **five** activities:

- translate an understanding of scientific evidence into written or oral presentations;
- engage in scientific problem solving;
- study and question scientific information from any media, popular or scientific;
- analyze and discuss scientific content as it applies to current issues; and
- discuss the ethical issues surrounding the collection and analysis of data.

Criterion 2: Courses designated as Scientific Reasoning (SR) courses will focus on solving problems using the scientific method. In particular, these courses will have at least one inquiry-based experience for the students where they address some issue by

- stating a hypothesis,
- designing an empirical study,
- collecting and analyzing quantitative data and
- drawing a conclusion.

Criterion 3: The course syllabus needs to show evidence of at least **four** of the following **five** requirements:

- interpret mathematical models such as formulas, graphs, tables or schematics, and draw inferences from them,

- use multiple representations of quantitative information such as symbolical, visual, numerical or verbal,
- use arithmetical, geometric or statistical methods to solve problems,
- estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives or select optimal results,
- recognize that mathematical and statistical methods have limitations.

A course cannot be designated both SR and QR. In this way, students see quantitative reasoning in three courses, the two QR courses and the SR course.

Possible Courses

Current courses that may already meet the criteria or that may be modified to meet the criteria. This is a brief list and other courses could easily be included.

Biology 103 Environmental Issues
 Biology 104 Human Biology
 Biology 111 Principles of Biology II
 Biology 225 Human Physiology
 Biology 251 Microbiology
 Biology 270 Basic Genetics
 Biology 285 Developmental Biology
 Biology 360 Molecular Genetics
 Chemistry 101 Bonds and Structures
 Chemistry 150 Consumer Chemistry

The subject matter for SR courses can come from any field, and we expect there could be courses in biology, physiology, chemistry, physics, environmental science, psychology, sociology, education, political science, economics and others.

New single discipline or multi-disciplinary courses could be added or modified to include work in the scientific method. We hope there will be courses that meet the criteria for SR in

- Biology and statistics,
- Computer science and environmental science
- Entry-level psychology courses,
- Health sciences,
- Political science and statistics,
- Psychology and physiology and
- others.

HISTORICAL PERSPECTIVES (HP)

Description

The culture we live in shapes our assumptions, defines our options, and governs the very categories in which we judge and perceive. Yet it is so all-encompassing that we scarcely notice it. To understand, appreciate, or *critique* this tradition, students need to discern the ideas and “texts” that defined it, the historical context in which it developed, and how this shapes our perception of non-Western societies.

Western ideas and movements emerged over time, from the ancient to modern periods, and through a range of intellectual, religious, and historical currents, from the “classical” cultures of Greece and Rome to the spread of Christianity, from the Enlightenment to the rise of modern capitalism, to individualism in America. By revealing and thinking critically about the West in guided discussion of “texts” (broadly defined), students will understand how the past colors the lenses through which we see today’s world.

Criteria for Approving Proposals

A course that fulfills the requirement of Historical Perspectives (HP) will:

- Focus on the *historical development* of a social, political, economic, religious, philosophical, literary, artistic, or scientific dimension of Western culture,
- Interpret, discuss, and critique *influential texts or ideas* of the West, using selected works from non-Western cultures to enhance comparative study,
- Teach students to *learn from the past* by wrestling with the common, enduring themes of human existence that confront every society and tradition.

Possible courses

Art 201/202/203 Art History courses
Theatre 371/375/377 Theatre History and Literature courses
English 116/117 Western Literature I/II
Philosophy 121/122 Ancient & Medieval Philosophy/History of Modern Philosophy
Humanities 101/102 Western Traditions I/II
Music 101 Survey of Music Literature
Music 201/202/203 Period Courses in Music
Religion 103/104 Religious/Philosophical Foundations I / II

Interdisciplinary or disciplinary topical courses on key ideas or movements in the ancient, modern, and post-modern eras could be designed, in subject areas that would include all five divisions of the college. The ideas below are part of a historical “big picture” we want students to learn, and courses could draw from fields as diverse as economics, philosophy, the sciences, politics, sociology, and the arts.

Globalization and Its Impact
Individualism and the West
Capitalism and Its Critics

Science & the Enlightenment
Industrialization and Society
Consumerism in Modern Life

THE ARTS (AR)

Description

The arts are a vital component of human life. They provide an opportunity to experience and express the world in ways distinct from other disciplines. Courses in the arts develop an understanding of the creative dimension of human existence as a way of experiencing the world.

The requirement in the arts focuses on learning through participation in artistic creation. By taking a course that engages students in the act of creation, students will develop an understanding of art as a constructed means for communication, designed to reveal certain meanings and ideas or elicit specific responses. The courses must be applied courses that will enhance personal creativity through the development of specific artistic skills and techniques.

Criteria for Approving Proposals

A course that would fill the requirement for the Arts (AR) is an applied course that will enhance personal creativity through the development of specific artistic skills and techniques. Students in these courses should:

- acquire basic experience in an artistic medium;
- develop an understanding and appreciation for process in creative expression;
- negotiate between conceptual ideas and spontaneous opportunity/discovery;
- discover personal expression through an artistic medium; and
- exhibit or present their work publicly, at least within the classroom.

Possible courses

Art 101 Discovering Art
Art 121 Basic Drawing
Art 141 Photography I
Art 143 Pottery I
Comm 290 Video Production
Eng 202 Intro to Fiction Writing
Eng 203 Intro to Poetry Writing
Eng 204 Non-fiction Writing
Mus 103 Discovering Music
Mus 214 Ensembles**
Thtr 112 Discovering Theatre
Thtr 130 Acting I
Thtr 216 Oral Interpretation
Thtr 220 Stage Lighting and Sound
Thtr 224 Costume History and Design
Thtr 225 Scene Design

**Ensembles are currently 0.75 credit courses. They could be taken for three semesters to count for the art credit.

III. THE 6 EMBEDDED SKILLS

Brief Documents for the Embedded Skills

The LPWG identified six skills it believes to be crucial to success as an engaged citizen and a liberally educated person. The following information describes the six embedded skills, provides potential criteria and a list of existing courses that may include the embedded skill, or may be altered to include the embedded skill. It should be noted that it is the belief of the LPWG that few students will need to take a particular course solely for the embedded skill. By receiving the embedded skill designation, the course instructor commits to specifically addressing the designated skill as part of the course. LPWG assumes that all courses at Simpson College include elements of critical thinking, for example, but not all faculty will wish to meet the criteria to receive the Critical Thinking designation. More in-depth information about the embedded skills may be found in Section C in the comprehensive documents.

Written Communication (Embedded Skill) (WC)

Description

Writing is an essential skill that students need in order to comprehend, synthesize, and analyze a variety of texts in a variety of disciplines. In college, they will learn to write in multiple contexts: in the Simpson Seminars, in courses for their majors, and in elective courses.

We define the skill of written communication as the ability to communicate successfully via handwritten, printed, or electronic text through time and space.

Through written communication, a college graduate should be able to

- articulate an idea or defend a position,
- organize thoughts in a logical fashion,
- support arguments with reference to credible sources,
- consider and address the requirements of various audiences and
- recognize and correct sentence-level errors.

A student will be required to have four Written Communication (WC) experiences.

- One WC experience will be the Simpson Seminar,
- At least one WC experience will be in the student's major area of study, and
- Two of the three WC experience must be above the 100-level.

Criteria for Approving Proposals

For a course to be designated as fulfilling the embedded skill of Written Communication (WC), it must meet the following criteria:

- 1) students will be required to submit at least 3,000 words of graded writing (approximately 12 standard double-spaced pages);
- 2) students will receive substantive feedback on at least one significant writing assignment and will be given the opportunity to revise the assignment in accordance with that feedback.

Courses satisfying the requirement for WC will provide the following information:

- description of the types of discipline-specific writing students will undertake (e.g., proposals, lab reports, research papers, portfolios),
- description of the writing process each course will incorporate (at least three of the following processes should be included: drafting; peer critique; workshopping; line editing; assembling portfolios) and
- type and frequency of instructor feedback.

Possible Courses

Any classes in the curriculum that meet the above criteria could qualify for WC designation.

Quantitative Reasoning (Embedded Skill) (QR)

Description

Every college graduate should be able to apply quantitative methods to the solution of real-world problems. In order to develop the habits of quantitative reasoning, students need multiple experiences in multiple contexts. In particular, students need experience applying quantitative skills to applications in fields outside of mathematics.

By quantitative reasoning, we mean quantitative reasoning at a college level, and Simpson graduates should be expected to have deeper and broader quantitative experiences in college than that which they had from high school. The complexity of quantitative problem solving expected of Simpson graduates should be on a level with and connected to the content of college-level courses outside of mathematics.

A student will be required to have two Quantitative Reasoning (QR) experiences, one of which may be fulfilled by an approved co-curricular experience.

Criteria for Approving Proposals

For a course to be designated as Quantitative Reasoning (QR), at least one-third of the course needs to be quantitative in nature. The course syllabus needs to show evidence of at least **four** of the following **five** requirements:

- interpret mathematical models such as formulas, graphs, tables or schematics, and draw inferences from them,
- use multiple representations of quantitative information such as symbolical, visual, numerical or verbal,
- use arithmetical, geometric or statistical methods to solve problems,
- estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives or select optimal results,
- recognize that mathematical and statistical methods have limitations.

Experiential option: A student can complete the equivalent of one QR experience by participating in an extracurricular activity with a significant quantitative component. An extracurricular activity can be used to satisfy one of the QR course requirements if it meets four out of five of the criteria above and required the student to work with quantitative data on a daily basis. These extracurricular activities would include the Mathematical or Interdisciplinary Contest in Modeling, a summer Research Experience for Undergraduate or other research program, internships where the student is working with quantitative information on a daily basis, independent research with a quantitative base, student-designed projects, service-learning experiences with non-profit organizations, etc. To apply to have an extracurricular activity satisfy a QR requirement, the student must write a proposal which describes how the activity satisfies 4 of the 5 criterion and must have a faculty support letter.

Possible Courses

- All chemistry and physics courses that are not designated SR (since a course cannot have both a QR and Scientific Reasoning designations)
- Any course in mathematics, computer science or computer information systems
- Bio 103 Environmental Issues
- CIS 135 Management Information Systems
- Courses in accounting, economics, management and marketing that are significantly quantitative
- Educ 232M Mathematics Research
- Educ 376 Introduction to Computer Programming Using LOGO
- Math 310 Mathematical Modeling
- Math/Econ 201 Elementary Statistics
- Mus 151 Harmony
- Phil 109 Critical Thinking
- Phil 110 Introduction to Logic
- Psyc 328 Psychometrics
- Psyc/Soc 210 Statistics for the Social Sciences
- Some biology courses that are quantitative in nature that are not designated Scientific Reasoning (since a course cannot have both a QR and SR designations)

Critical Thinking (Embedded Skill) (CT)

Description

“Critical thinking is reasonable reflective thinking focused on deciding what to believe or do.”
Robert Ennis

In all critical thinking texts—which are generally texts in informal/formal logic—there are categories of skills that, once integrated, add up to something like a definition of critical thinking. These skills break down into interpretation, analysis, and evaluation. If it seems that these skills are already “exclusive” in a bad way, one need only use imagination to recognize similar terms (observation, testing, conclusions, etc). In one way or another, a critical thinker is able to interpret a text, a work of art, a series of observations or raw data (in relation to theory). In one way or another, a critical thinker is able to analyze the interpretation; that is, the critical thinker is capable of breaking down a larger whole into parts and to comprehend how the parts are related and why. In one way or another, a critical thinker has to make evaluations based on criteria and according to analysis.

A student will be required to have three Critical Thinking (CT) experiences.

- One CT experience will be the Simpson Seminar.

Criteria for Approving Proposals

For a course to fulfill the requirement of Critical Thinking (CT), the course must contain activities addressing the following three criteria.

Criterion 1: A critical thinking course requires at least **two** of the following **three** elements of critical thinking.

1. Training and practice in interpretation. This might include
 - Identifying or formulating a question,
 - Identifying or formulating criteria for judging possible options,
 - Analyzing existing arguments,
 - Summarizing an argument,
 - Asking and answering questions of clarification,
 - Finding challenges to an argument,
 - Asking and answering questions of appropriateness, and
 - Other forms of interpretation and clarification.
2. Training and practice in analysis for drawing conclusions, problem solving and decision making. This might include
 - Judging the credibility of a source based on agreement among sources, expertise, reputation, conflict of interest, use of established techniques, careful arguments, etc.,
 - Determining the appropriateness of observational studies based on data collection techniques, bias, corroboration, competent use of technology, etc.,
 - Choosing and implementing an appropriate problem solving technique for open-ended problems,

- Designing and implementing experiments to test hypotheses,
 - Making and judging value judgments, and
 - Other forms of decision making.
3. Training and practice in logical inference. This might include
- Using deduction including forms of conditional statements, negation, the language of necessary and sufficient conditions,
 - Using deduction with compound sentences including existential and universal qualifiers, conjunctions and disjunctions,
 - Using indirect arguments including counterexamples, contrapositives and proof by contradiction,
 - Using induction to make appropriate generalizations using various data collection techniques, and
 - Explaining the conclusions drawn from inductive and/or deductive reasoning.

Criterion 2: A critical thinking course requires multiple instances of reflection of the thought process. The reflection might be in the form of class discussion, formal and informal presentations, or in writing.

Criterion 3: A critical thinking course will direct students toward positive dispositions toward critical thinking through readings, lecture, discussion and reflection. Critical thinkers should

- Desire to justify their decisions,
- Be well informed,
- Investigate alternate conclusions,
- Listen to and carefully consider the arguments of others,
- Present their arguments with clarity and precision,
- Communicate beliefs and arguments without intimidation and
- Be reflectively aware of their beliefs.

Possible Courses

Current courses that might meet the criteria or that might be modified to meet the criteria. This brief list does not include all possible courses. While it is expected that many Written Communication (WC) courses will also be Critical Thinking (CT) courses, it is **not** a requirement that all CT courses be WC courses or vice versa.

Certain Philosophy, History, Religion Courses
 Economics 223 Economics of Poverty
 Education 321/521 Human Relations in Teaching
 English Literature and writing courses
 History 202. U.S History Since 1877
 Management 234 Marketing
 Math 265 Introduction to Advanced Mathematics
 Math 310 Mathematical Modeling
 POSC 255 Mass Media and Politics
 Sociology 204 Modern Social Problems

Information Literacy (Embedded Skill) (IL)

Description

According to the Association of College and Research Libraries (ACRL), information literacy is a set of abilities enabling individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." The information competent student:

- determines the nature and extent of the information needed,
- accesses needed information effectively and efficiently,
- evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system,
- uses information effectively to accomplish a specific purpose, and
- understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Learning outcomes for students in IL courses.

- Consult a librarian for assistance/guidance.
- Differentiate between the library catalog, a subscription research database, and the "free" web, and start to understand reasons to use each, evaluating resources using established sets of criteria.
- Understand what a periodical is and learn the difference between a newspaper, a popular magazine, a trade publication, and a scholarly journal.
- Be able to construct a simple search, understand the difference between keyword and subject searching, and broaden or narrow searches as necessary.
- Understand the idea of academic integrity and how it relates to plagiarism.
- Plan a strategy to accomplish needed research.
- Use the important databases in this area, utilizing more advanced database searching strategies, such as field searching, nested searching, and limiters as appropriate.
- Begin using other kinds of resources (newspaper indexes, special collections, other libraries, organization web pages, primary sources, grey literature, experts, and statistics) as needed.
- Evaluate information with the logic of this field, applying more advanced evaluation criteria.
- Understand academic integrity guidelines within this discipline.

A student will be required to have two Information Literacy (IL) experiences.

- One IL experience will be in the student's major area of study.

Criteria for Approving Proposals

In order for a course to be designated as an Information Literacy (IL) course, a detailed plan needs to be in place for how the instructor in collaboration with librarians will

1. teach information literacy (as described in the learning outcomes) as part of the class and
2. require students to utilize information literacy in completing at least one assignment.

Possible Courses

We anticipate two types of courses with IL designations: courses in the majors and general courses.

The most logical courses in the majors in which to teach information literacy are those that teach research and writing in the disciplines, e.g., Psyc 299 Experimental Methodology.

IL courses outside the major could include those courses that require the students to do research for papers or projects in a more general setting, such as

- Math/Econ 201 Introductory Statistics,
- 300-level history courses,
- Rel 251 Introduction to Christian Ethics,
- PoSc 101 American Government and
- a multitude of others.

IL courses will include a variety of projects such as

- Formal research projects might include project reports, formal presentations, group presentations, lectures, and research papers and
- Informal research projects might include annotated bibliographies, research reports, research journals, and research worksheets.

Oral Communication (Embedded Skill) (OC)

Description

Oral communication skills are a set of abilities enabling individuals to become confident and competent speakers and listeners by the time they graduate. Rather than thinking of oral communication skills as the ability for a student to make a speech, it is important to consider both informal and formal uses of communication within a situation. Oral communication skills equip students to effectively comprehend, critique, and analyze information, communicate clearly and persuasively, and express ideas.

Learning Outcomes for students in OC courses: The student who is a proficient oral communicator (e.g., presentation of research material, persuasive speech, debate, class discussions or one-on-one conversations) can

- Demonstrate the basic principles for organizing ideas appropriately for accomplishing information and persuasive communication objectives;
- Demonstrate critical thinking skills when examining arguments, sources, processes, etc.;
- Locate, use, and correctly cite appropriate evidence to support their claims;
- Communicate effectively in a variety of rhetorical situations.
- Articulate thoughtfully their perspective/understanding of the topic;
- Listen carefully to others in the conversation; and
- Synthesize the different ideas presented in the conversation.

A student will be required to have two Oral Communication (OC) experiences.

Criteria for Approving Proposals

In order for a course to be designated as an Oral Communication (OC) course, the course needs to include

- explicit instruction in effective oral communication and listening,
- provide opportunities for students to practice oral communication and listening skills and
- provide feedback to students in order to help students develop their oral communication and listening skills.

Possible courses

Many courses could receive a designation as an OC course if an instructor chooses to use the designated criteria. We anticipate that most capstone experiences in the majors will carry an OC designation, but many other courses both within and outside of the majors will satisfy these criteria as well.

Collaborative Leadership (Embedded Skill) (CL)

Description

The Simpson College Strategic Plan identified leadership as one of the five broad initiatives on which the Simpson experience should focus in the coming years. The Strategic Planning Committee, in the spring of 2008, agreed on the following statement to guide college wide activities aimed at responding to the plan: "Leadership occurs through the collective action of individuals and groups working on shared goals and aspirations to facilitate positive social change at the institution or in the community. It is an inclusive process that promotes the values of equity, social justice, self-knowledge, personal empowerment, citizenship and service." This statement is consistent with the College mission statement which states: "The Simpson College community is equally committed to... issues of personal integrity, moral responsibility, social justice and global citizenship". The Council for the Advancement of Standards in Higher Education (CAS) has provided guidelines for the design and implementation of student leadership programs. Graduating students who are prepared to respond to the challenges of the 21st as responsible citizens includes assisting students with leadership training, leadership education and leadership development. More specifically this includes helping students develop personal understanding and skills, assisting students with knowledge and understanding of leadership theories, concepts and models and providing opportunities which empower students to mature and develop towards greater levels of leadership complexity, integration and proficiency. Teamwork and collaboration contribute to learning other skills including

- Communication, effective written and oral skills, presentations
- Critical thinking and problem solving
- Organizational and leadership skills, time management skills
- Cultural awareness, intrapersonal communication skills

According to research conducted on behalf of AAC&U, the ability to effectively work in a team is one of the most important skills that employers look for in new hires.

A student will be required to have two Collaborative Leadership (CL) experiences. To fulfill this requirement, a student either needs to take two courses that are designated CL, or the student can take one CL course and complete one CL co-curricular experience as described below.

Criteria for Approving Proposals

A course that satisfies the requirement of Collaborative Leadership (CL) will have the following.

- There will be explicit instruction in at least **four** of the following:
 - teamwork/leadership basics,
 - delegation and group dynamics,
 - conflict management,
 - decision making,
 - power and empowerment, and
 - setting ground rules for effective team communication.
- Students must work in teams to produce a joint product.

- Teams will be observed.
- Teams will receive feedback through evaluation and progress reports.
- The teamwork experience will be assessed in light of effective uses of collaborative and leadership skills.

One CL experience may be fulfilled with an appropriate co-curricular experience. To fulfill the CL requirement, the co-curricular involvement must demonstrate the ability to translate learned skills to a real situation and/or provide opportunities for students to develop toward greater levels of leadership complexity, integration and proficiency. The co-curricular experience might include engaged participation in one or more of the following.

- Positional leadership (Athletics, CAB, SGA, RLC, workplace, etc)
- Leadership Retreats
- Civic Engagement
- Service-learning
- Volunteer service
- Career development programming
- Peer and alumni mentoring

Possible Courses

These examples are not meant to be exhaustive.

Courses that focus on leadership and teamwork:

Comm 238 Design for Print Production
 Educ 321 Human Relations in Teaching
 Magt 300 Project Management
 Mus 281 Conducting
 Phil 250 Applied Ethics
 PoSc 101 American Government
 Psyc 222 Social Psychology
 Rel 331 Theology and Social Theory
 Soc 360 Social Movements

Other courses that require students to work in teams and provide the students with the skills to be successful would probably be designated as CL, such as lab courses, service courses and other courses with groups working collaboratively. New courses that might be developed to meet the leadership initiative of the strategic plan will most likely satisfy the criteria for CL.

IV. SENIOR CAPSTONE EXPERIENCE

Brief Document

All students will be required to take a senior capstone in their major. The following information describes the senior capstone and its goals.

Senior Capstone Experience (1 Course)

Description

Every major shall have a capstone experience or course created by the department (or in the case of interdisciplinary capstones, in conjunction with other departments).

The purpose of the Capstone is to help students integrate advanced, field-specific learning with the knowledge and skills of a liberal education. It will also take student learning outside of the classroom and show the community the value of the discipline as part of a liberal education.

Criteria for Approving Proposals

Proposers have flexibility in designing Senior Capstone Experiences, subject to three criteria.

- The capstone will engage students in an *advanced* disciplinary or interdisciplinary work to synthesize and culminate the students' learning.
- The capstone will help students *understand and communicate* the value of their field(s), as part of a liberal education, to key issues in 21st-century life.
- As responsible citizens and public intellectuals, students will *share their work with campus or community audiences* in a public presentation/performance.

Possible Courses

Examples of possible Senior Capstone Experiences in the majors: traditional capstone courses, collaborative or individual research, student teaching, art exhibitions, performances, and so on.

The capstone is an ideal place for pedagogies like project-based learning, collaboration, civic and service learning projects, and the development of oral or written communication skills.

To "share their work," a Spring Symposium could be created to showcase students' work and progress toward the goals of liberal education. A Symposium would be a venue for student presentations, but majors could use other forums to share their work; several do it already.

APPENDIX

The following documents have proved helpful to the LPWG as it has created this proposal.

Appendix A

Re-Shaping the Simpson Experience

RESHAPING THE SIMPSON EXPERIENCE

From the ideas related to community, curriculum, and student development the major initiatives evolved. These are the pillars that will reshape the Simpson Experience in powerful ways, and prepare students to see, serve and shape the world.

1 **Intellectual and practical skills**

A set of skills and abilities including written and oral communication, team work, information literacy, quantitative literacy, problem solving, critical and creative thinking, inquiry and analysis that provides students with the necessary tools to live productively in the 21st century.

2 **Integrative learning**

Multidisciplinary approaches to learning that include cross disciplinary classroom learning experiences and experiential opportunities such as internships, study abroad, involvement with community partnerships, undergraduate research and creative projects, volunteer service and service learning. These multidisciplinary approaches provide opportunities to apply knowledge in real world settings and do not sacrifice on subject matter, but promote “integrative” education, combining disciplines and combining academic and non-academic experiences.

3 **Living and working in a global context**

The development of skills and knowledge to function effectively as a responsible global citizen in the 21st century through involvement in international and/or domestic cross-cultural experiences and through promoting “global perspectives” across the curriculum that assist students with developing cultural competence and an awareness and understanding of social, economic, geo-political and sustainability issues within a global context.

4 **Leadership**

Leadership occurs through the collective action of individuals and groups working on shared goals and aspirations to facilitate positive social change at the institution or in the community. It is an inclusive process that promotes the values of equity, social justice, self-knowledge, personal empowerment, citizenship and service.

5 **Personal and social responsibility**

Development of individual traits, skills, and values including intercultural understanding, ethics, civic engagement, and lifelong learning in order to live a life of moral character while also developing and acting upon one’s obligation to be a responsible and contributing member of the communities in which one lives and works.

Importantly, these bear a close resemblance to the initiatives identified in a comprehensive national study by the American Association of Colleges and Universities. The study determined that higher education must change along these lines so that students have the tools necessary for a lifetime of success.

Appendix B

The Essential Learning Outcomes (AAC&U)

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *Liberal Education Outcomes: A Preliminary Report on Achievement in College* (2005).

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