New Curriculum Proposal

Submitted to EPCC
February 20, 2009

Table of Contents

Letter to EPCC and the faculty from the Learning Programs Working Group

Dear Colleagues,

This document is the final proposal from the Learning Programs Working Group (LPWG) for a new general education program at Simpson College. The LPWG believes that after reviewing it, the EPCC should send it to the full faculty for a vote on its adoption. At this time, the LPWG would also like to bring to the attention of EPCC several important issues.

First, the LPWG has benefited from the recent conversations of faculty in the division meetings. The proposal has been revised to address various concerns expressed by faculty members. In some cases the proposal has been changed to mitigate the concerns. In others the LPWG has clarified its meaning and provided more information. The LPWG would like to take this opportunity to address a few of these issues.

A concern was raised that the requirement that all Simpson Seminar courses include the embedded skills of written communication and critical thinking. After consideration and discussion, the LPWG continues to believe that students would be well-served by having their Simpson Seminar include these two important embedded skills. Although it recognizes that making this a requirement might decrease the number of faculty who wish to teach such a course the LPWG believes that all students in their first semester should take a writing intensive course so that it may serve as a diagnostic for possible future focused writing support. Likewise having a course that formally discusses critical thinking and the role that it plays in college-level work will provide students with a positive foundation for further study.

Second, the LPWG recognizes that good faith disagreements continue to exist among faculty about the basic definition of a liberal arts education. For some, a liberal arts education must include a mandated exposure or *breadth* component. This sentiment was expressed in the original discussions within LPWG, during the open meeting in August of 2008, and again during the division meetings in January of 2009. The LPWG acknowledges the concerns of the faculty who hold this view and has respectfully declined to change the proposal. Although such a breadth mandate could be layered onto the current proposal, the LPWG believes strongly that the proposal as it stands represents a better approach. The LPWG uses engaged citizenship as the overarching organizing element rather than exposure. The LPWG believes that sufficient exposure and breadth to meet the concerns of faculty who would prefer exposure as an organizing principle will happen through student course selection and advising. The LPWG does not wish to impose a mandate on the curriculum to accomplish a goal it believes to be secondary and something that will happen without a mandate. One clear message the LPWG has heard from faculty throughout the process is the need to make the new curriculum easy to understand and transparent. It believes it has achieved this goal with the current proposal. (See Addendum A for more information.)

Another area where complete agreement cannot be reached among faculty is in the area of the language requirement. Here again, the LPWG recognizes that a significant number of faculty believe advanced language study to be a necessary component of a liberal arts education. Others

believe a language requirement more stringent than the current language competency would be detrimental to attracting quality students. The committee itself wrestled with the issue. As the reader may recall, no language requirement was included in the first draft of the proposal discussed by the faculty in August of 2008. After hearing the concerns of faculty in August, the LPWG crafted what it believes to be a unique and exciting approach to college language study.

The current proposal includes a required course in intercultural communication. Such a course would be uniquely designed to link the study of language with the study of culture. As such the course might well be an advanced level language course for students who have had significant language study. As likely however, the course would be a course in a new language. Given that a general agreement exists that it is not realistic to expect competency to be gained in a language after only two semesters of study, the LPWG believes that novice language students would be better served by taking a single course that helps students understand the relationship between language and culture and at the same time develop practical language ability that might be useful beyond Simpson College. The LPWG wishes to be clear on this point. The courses that meet the intercultural criteria at the beginning level will not attempt to provide language competency (something even our language faculty recognize is not now happening), but rather to help students to understand and participate in intercultural communication. (see Addendum B for a sample syllabus.)

A serious consideration for the implementation of any new general education program at Simpson College is its potential impact on recruiting. The LPWG has understood from the beginning that as an enrollment driven institution, the new general education program must not only engage Simpson students in a challenging liberal arts education, it must be attractive to potential students. In addition, the new curriculum should not inhibit students from transferring college-level credits to Simpson College.

The LPWG believes that the general education proposal it presents to the faculty will distinguish Simpson from the many institutions with which it competes (both private and public) in a positive way. The LPWG believes it has addressed the concerns of transferring credits to Simpson College from community colleges, high school advancement placement courses, four-year institutions, etc. (see Addendum C for more information.)

Finally, the LPWG recognizes that it will take much more time to draft final language for the criteria necessary for faculty to create and approve courses to implement the new curriculum. The LPWG believes that the focus of the discussion and faculty vote on the proposal should be on the structure as outlined, and not on the specifics of the criteria. It makes little sense to spend the time to create *final* criteria if a majority of the faculty does not support the structure of the proposal. For this reason, the LPWG asks that the criteria and accompanying documents previously circulated be accepted by EPCC and the faculty as the groundwork and starting point for the final drafting of the criteria. The LPWG suggests that if the framework is approved, the final criteria come back to the faculty for approval before implementation begins.

If the proposal passes the faculty, the LPWG believes that the timeline and implementation of the new curriculum should be placed in the hands of a specially constituted implementation committee. This committee, working in conjunction with the EPCC, will establish the

committees to finalize the criteria for all components parts of the new curriculum. The final criteria will be submitted to the faculty for a vote in the fall of 2009. In addition, the implementation committee will review the existing Cornerstone program and make recommendations to the faculty about what changes might be made to both speed and ease the transition to the new curriculum. (See Addendum D for a proposed timeline.)

Finally, the current LPWG proposal for general education assumes the academic structure changes discussed and voted upon last year. These include shifting the normal credits for each full course from three to four, establishing four course per semester as the normal load for students, 32 semester courses (128 credits) for the BA and 34-36 semester courses (136-144 credits) for the BM, plus two May Terms required for graduation.

The LPWG believes it has accomplished its charge. It presents the faculty with a proposal for general education that addresses many of the concerns regarding the current Cornerstone program, is grounded in the mission of the college and the strategic plan, is exciting and innovative in approach, and will enhance the Simpson Experience for generations of students.

Respectfully Submitted,

The Learning Programs Working Group (LPWG)

The Proposed New General Education Curriculum

I. Simpson Seminar (1 Course)

Simpson Seminar is an autonomous seminar for all students that is focused on a big question and in the interest area of the instructor. As the purpose of the Simpson Seminar course is to help new students adjust to the academy, all entering students will take a Simpson Seminar organized to meet their needs (i.e. separate sections for new freshmen, EWG undergraduates, education transfers and fulltime transfers.) The course will meet the criteria for the following embedded skills: Critical Thinking and Written Communication.

II. OURSELVES, CIVILIZATION, AND THE WORLD (8 courses)

Purpose: To prepare students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world. Students will take at least one course in each of the following areas.

- The Arts (AR)
- Civic Engagement (CE)
- Diversity and Power (DP)
- Ethics and Moral Reasoning (EM)
- Global Perspectives (GP)
- Historical Perspectives (HP)
- Intercultural Communication (IC)
- Scientific Reasoning (SR)

III. EMBEDDED SKILLS

Purpose: To provide an opportunity for students to work on important life and professional skills throughout their college experience.

- **Two** Collaborative Leadership experiences (CL).
- **Three** Critical Thinking experiences (CT)
- **Two** Information Literacy experiences (IL)
- **Two** Oral Communication experiences (OC)
- **Two** Quantitative Reasoning experiences (QR)
- **Four** Written Communication experiences (WC)

IV. SENIOR CAPSTONE IN THE MAJOR (1 Course)

Purpose: To afford the student opportunity to reflect on the ideas and skills experienced during the college years within the context of the major. All departments will be asked to provide information on how the important issues and skills present in the general education program are addressed within the senior major capstone.

(A graphic representation of the curriculum can be found in Addendum E.)

Notes

Required courses in Component II (Ourselves, Civilization and the World) may carry Embedded Skills designations. For example, a Global Perspectives (GP) course might carry a Written Communication (WC) designation. An Ethics and Moral Reasoning (EM) course might carry a Critical Thinking (CT) designation. It is the hope that students will fulfill the majority, if not all, of their Embedded Skill requirements through courses that they plan to take anyway.

Although faculty would be encouraged to include the various ideas and skills expressed in the embedded skills criteria in all courses, an individual course will not be allowed to receive designations for more than two Embedded Skills experiences. The Simpson Seminar will receive the designations of Written Communication (WC) and Critical Thinking (CT).

All courses receiving a general education designation (both in the area titled Ourselves, Civilization and the World and as Embedded Skills) will meet specific criteria established by faculty. The specific criteria for each element of the general education requirements will be approved by the faculty before implementation begins.

I. SIMPSON SEMINAR

Description

This student-centered course provides new students with an introduction to the academy during their first semester on campus.

This course provides a solid general foundation for future academic work.

This course enhances student engagement and student sense of purpose in college.

Together, these elements provide an authentic and organic set of opportunities for students to acquaint themselves with various campus resources.

Criteria for Approving Proposals

The *Simpson Seminar* focuses on an interest of the instructor that allows students to examine a "big question" and relate it to their lives. In proposing and teaching the course, the instructor would agree to meet the criteria for the following non-content goals:

1. The embedded academic skills:
The Simpson Seminar will satisfy the criteria for the designation of the following embedded skills.
- **Written Communication (WC)**
- **Critical Thinking (CT)**

2. Student engagement:
These course components aid in achieving three goals: personal development, satisfaction with the college experience, and student retention.

Structure
The academic and student development co-directors of the FYE in consultation with the registrar, the office of career services and the Center for Vocation and Integrative Learning shall facilitate a number of **options** for achieving this objective each year. Faculty members may select the options that work best for them and their courses. Possible options may include but are not limited to the following:

- Service Learning
- Wesley Scholars program
- Career planning
- FYE seminars that are clustered together
- FYE seminars that are thematically linked to other courses
- FYE seminars that are linked with housing
- Joining students for social opportunities

Alternatively, an instructor may opt to deal with these issues through extensive in-class content-driven discussions of vocation and engagement.

Staffing

These courses provide multiple opportunities for new students to have regular interactions with Simpson faculty, staff, and students.

- The instructor shall be a **full-time member of the faculty** who serves as an academic advisor for all of the students in the seminar. Among other things, this provides the opportunity to acquaint students with the general education curriculum.
- The course shall be staffed with a **student Destination Leader (DL)** who has received training in various aspects of student development including academic advising

Instructors may opt to draw upon a variety of staff members in order to integrate *student engagement and sense of purpose in college* into the course.

- With the assistance of the DL alone
- By inviting members of the faculty and staff to visit with the class
- By co-teaching select elements of the course with a member of the student development staff. This option provides the students in the class with an opportunity to get to know another professional member of the campus community.

Note: Faculty teaching *Simpson Seminars* for the first time *shall* partner with a member of the student development staff.

Format

These courses shall emphasize regular, sustained, and authentic face-to-face interactions. Thus, they should be smaller, seminar-sized classes that meet often. In addition to meeting outside of class with students for formal academic advising, instructors may opt to arrange informal advising appointments or opportunities for informal socializing. DLs may organize study groups or writing workshops. Members of the student development staff may organize activities in their area of expertise as well.

No departmental designation can be attached to these courses. They will be designated at "SIMP" or "FYE" or something similar.

Possible Courses

What is my carbon footprint?

There is a growing concern about the impact of each individual and organization on our resources and the future of our planet, and one measure of that impact is a person's or organization's carbon footprint. This course will investigate both the reality and the hype of carbon footprint measurements and will try to address the following questions. There are many carbon footprint calculators out there, but what do they measure, how do they measure the footprint and are those measurements valid? What does the carbon footprint mean, and is it the only measure of our impact on the earth? If we know our carbon footprint, what can we do to decrease it? How can we make changes in our community to reduce the footprint of other organizations we belong to?

Ethnomathematics

Ethnomathematics is the study of the relationship between mathematics and culture in order to better understand and to appreciate the connections between the two. Here are some examples of topics from this course. Girls in India often decorate prayer rooms, courtyards or thresholds with designs built around grids of dots (Kolam). Drawings with similar features (Sona) are drawn in the sand during storytelling in the Angola and Congo regions of Africa. What is the mathematics represented by these figures or used in the creation of the figures and how do the figures represent cultural ideas? Three-in-a-row games such as Tic-Tac-Toe are well known, but there are many such games in Africa and from Europe. What are the common strategies of these games, and what cultural influences are demonstrated in the games and their development? In general, what do mathematical games, art, relationships and structures tell us about various cultures and vice versa?

Reacting to the Past: Asia

This course is an introduction to the rich traditions of two of the oldest cultures on the planet, so rather than attempting to grasp China and India in their mind-boggling totality, we will explore a few key aspects through the eyes of the participants in two important historical events.

We will play two long games that simulate periods of crisis. The first is set at the imperial court of Ming China. It is focused on a struggle over succession to the throne. The second game explores the issue of nation-building; its setting is the Simla Conference of 1945. In these games, students will play roles that range from the immensely powerful emperor of China and the august Grand Secretaries of the Hanlin academy to the leader of the Indian "untouchables", advocates of non-violence, religious zealots, and potential terrorists.

Each game is structured around primary texts. The China game is centered on Confucius's *Analects,* while the India game addresses a wide range of writing including the literature of Hindu revival and Islamic nationalism, parts of the Koran, and the writings of modern Indian statesmen like Ambedkar, Nehru, Jinnah, and Gandhi. Students will read the two game manuals, which include extensive background reading that provides necessary context for the primary texts. In addition, they will complete a research project to flesh out their positions.

All of these readings provide good reference points for discussion, but the role-playing aspect of this course allows for an especially high degree of student engagement with the texts, their historical context, and with one another. In each game this engagement features the composition and presentation of two speeches.

This course includes a traditional Chinese tea ceremony and at least one good Indian meal.

Irish Art and Culture: A Terrible Beauty

Irish Art and Culture: A Terrible Beauty is designed to fulfill the objectives of a Simpson Seminar course while introducing students to the art and culture of Ireland. The course focuses on the link that exists between culture, history and art, and also explores the role of the artist in society. During the semester we will read plays and other literature, view art and architecture, and listen to music. We will discover the threads that wind themselves through the art and culture of Ireland and use what we find as a lens to look at our own cultures and the role art plays in our lives.

II. OURSELVES, CIVILIZATION, AND THE WORLD

The Eight Courses

All students will be required to take one course in each of eight different areas. The following information describes the eight areas, provides potential criteria and a list of existing courses that may fit the area, or may be altered to fit the area. It should be noted that the LPWG believes these area areas are crucial to the development of engaged citizens and ask students to explore enduring questions about ourselves, civilization, and the world. It should be noted that although specific disciplines will be more likely suited to one or two areas, all departments and disciplines will be encouraged to submit courses to fulfill all areas. The decision to include a particular course in a particular area will be based on the course achieving the objectives of the criteria.

Purpose: To prepare students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world.

- The Arts (AR)
- Civic Engagement (CE)
- Diversity and Power (DP)
- Ethics and Moral Reasoning (EM)
- Global Perspectives (GP)
- Historical Perspectives (HP)
- Intercultural Communication (IC)
- Scientific Reasoning (SR)

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.

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** 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.

Diversity and Power (DP)

Description

The diversity that exists in societies around the world is often characterized by a power differential. By taking up the perspective of groups which have been systematically denied power to shape social institutions, students investigate both the conflicts arising from these power differentials and the cultural contributions of those who are isolated by social inequities.

This requirement is designed to engage students in recognizing and analyzing the perspective of a less powerful (often minority) group and understanding the differences of experience this power differential engenders. In addition this course encourages students to understand and empathize with the perspectives and experiences of another group.

From the curriculum mission statement:
> *The general education program prepares students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world and by developing the skills necessary to shape and create a diverse and just community.*
> *As an organizing principle, citizenship encourages an emphasis on issues of personal integrity, moral responsibility and social justice.*
> *The skills students acquire in the fulfillment of the general education program complement and enrich their majors and minors, while the content areas broaden and contextualize the more focused work in their chosen academic disciplines.*

Criteria for Approving Proposals

A course fulfilling the requirement for Diversity and Power (DP) is a course that

- Focuses on the power differential between two or more groups within one or more communities,
- Analyzes the social inequities resulting from such power differentials, and
- Encourages students to understand and empathize with the perspectives and experiences of another group.

Possible Courses

All existing Minority Perspective courses would fulfill this requirement, but other existing courses may fill it as well since DP courses need not focus exclusively on the US. Since it is an option to include courses that deal with cultures outside of the United States, it is likely that a number of existing courses (particularly courses that are currently offered during the May Term or as part of semester abroad programs) could fulfill this requirement as well.

15

Ethics and Moral Reasoning (EM)

Description

Lickona (1991) states, "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior . . . habits of the mind, habits of the heart, and habits of action" (51). He claims that "all three are necessary for leading a moral life; all three make up moral maturity" (51). Moral knowing is described as involving moral awareness, values, perspective taking, moral reasoning, and decision making. Moral feeling includes the conscience, self-esteem, empathy, and humility. Finally, moral action is founded on moral competence (the ability to turn moral judgment and feeling into action), moral will (the unction to do what's right), and moral habit (an unconscious proclivity to do what's right). Lickona views moral action as an "outcome" (61) of both moral knowing and moral feeling, and the moral environment in which individuals are situated as a key factor in whether people behave morally. According to Rest, moral behavior is the outcome of the four characteristics below:

- Moral <u>Sensitivity</u>: the ability to see an ethical dilemma, including how our actions will affect others
- Moral <u>Judgment</u>: the ability to reason correctly about what "ought" to be done in a specific situation
- Moral <u>Motivation</u>: a personal commitment to moral action, accepting responsibility for the outcome
- Moral <u>Character</u>: courageous persistence in spite of fatigue or temptations to take the easy way out

So ethics and moral reasoning consists not just of how we think, but also what we do. And what we habitually do shapes the kind of people we become. This growth occurs in a "community of practice" with a shared mission or values [Wenger].

The Center for the Study of College Student Values uses curricular benchmarks to assess "Principles and Practices for Promoting Character Development in College," such as: (1) courses have in-depth opportunities for students to reflect on core values and ethical issues, (2) the liberal arts program integrates core values, (3) the institution's core values infuse all academic majors, (4) the institution takes deliberate steps to help students act upon the core values, for example by giving students structured opportunities to develop and practice ethical leadership.

Criteria for Approving Proposals

A course fulfilling the requirement for Ethics and Moral Reasoning (EM) is a course will

- Investigate <u>ethical ideals</u> (justice, human rights, equality, and "the good life") in light of either religious ethics **or** moral philosophy (virtue ethics, natural law, utilitarianism, duty),
- Identify and critically evaluate <u>real-world ethical issues</u> and discuss the individual and societal effects of various choices based on a vision of the good life,
- Ask students to <u>articulate and defend</u> (in oral or written form) a conception of ethical action on an issue, and
- Provide students an opportunity for <u>engaged action</u> in the larger community, consistent with the idea of the common good expressed in the college's mission.

Global Perspectives (GP)

Description

Global Perspectives courses are designed to introduce students to other countries and cultures beyond their own. Through this introduction students will gain new perspectives on and appreciation for other cultural traditions. Students will also be challenged to reflect and look more deeply at their own culture and see how their culture fits within a larger world context.

In order to be prepared for responsible citizenship in a global context, students must deepen their understanding of the world beyond their home country and their familiar way of life. Addressing major societal issues of the future will require not only an international perspective but the ability to understand other cultures on their own terms.

The process of realizing that one's own cultural norms are not universal generally requires direct instruction. Through both factual information and opportunities for cultural analysis, courses in this area increase international awareness in ways that lead to tolerance and respect for differences.

Criteria for Approving Proposals

A course fulfilling this requirement of Global Perspectives (GP) is a course that
- Focuses on discovering and analyzing the cultural perspectives of one or more societies outside the U.S.,
- Encourages reflection on students' home culture within the context of studying other norms, and
- Seeks to increase cross-cultural understanding and decrease ethnocentrism.

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.

Intercultural Communications (IC)

Description

Engaged citizenship on a global level includes communicating with others across cultural and linguistic lines. Courses in this category are designed to put students in direct contact with speakers of languages other than English in order to share cultural information and experiences through the medium of a nonnative language. (See sample syllabus in Addendum B.) They may be either on-campus courses or courses taken during study abroad.

Like the seven other core categories of the New Curriculum, Intercultural Communication courses are not focused on achieving competency, but rather on learning through experience. In this case, it is the experience of communicating with real people using a nonnative language that brings expanded cultural and linguistic understanding. Since intercultural communication is a daily reality for much of the earth's population, this requirement allows students to understand the world through the eyes and words of others and demonstrates the value of using multiple linguistic resources to access other cultural views, as well as new perspectives on one's own culture.

Students may fulfill this category in one of four ways:
(1) By taking an Intercultural Communication course using a language that is new to them,
(2) By taking a level-appropriate course in a nonnative language they have already studied in high school,
(3) By studying abroad in a country where they must use a nonnative language to communicate,
(4) By transferring in a college-level language course (including AP credit).

Criteria for Approving Proposals

A course fulfilling this requirement is a course that
- Focuses on the development of communication skills in a nonnative language,
- Uses that language as a means of accessing and understanding cultural diversity,
- Involves direct interaction with native speakers of that language.

Possible Courses

Linguistic and cultural areas represented in Simpson's offerings include, but need not be limited to, Chinese, French, German, Italian, Japanese, Polish, Portuguese, Spanish, and Thai. Arabic is slated to be scheduled in 2010. Any course in these areas that meets the above criteria would fulfill this requirement.

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.

III. THE SIX 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 instructors will wish to meet the criteria to receive the Critical Thinking designation.

Purpose: To provide an opportunity for students to work on important life and professional skills throughout their college experience.

- **Two** Collaborative Leadership experiences (CL).
- **Three** Critical Thinking experiences (CT)
- **Two** Information Literacy experiences (IL)
- **Two** Oral Communication experiences (OC)
- **Two** Quantitative Reasoning experiences (QR)
- **Four** Written Communication experiences (WC)

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

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.

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.

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.

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.

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, symbolics and schematics, and draw inferences from them,
- use multiple representations of quantitative information such as symbolical, visual, numerical or verbal,
- use arithmetical, geometric, symbolic or statistical methods to solve problems,
- check solutions to quantitative problems (including those involving symbols) in order to determine reasonableness, identify alternatives or select optimal results,
- recognize that symbolic, 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.

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.

IV. SENIOR CAPSTONE EXPERIENCE

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.

Addendum A
The Purpose of the Liberal Arts and the Role of Exposure

Since the Revolutionary War, the implicit goal of many institutions of higher education has been to graduate students prepared to function as engaged citizens capable of addressing social, cultural and political problems from a variety of perspectives. The means for accomplishing this was, more often than not, a curriculum that was interdisciplinary in nature. Divisions that we now take for granted (such as those between religion and philosophy or history and literature) did not begin to be institutionalized until the late 19th and early 20th century.[1] The New Curriculum requires breadth of our students in ways that are grounded in history while acknowledging the current trend toward interdisciplinary work in higher education. Traditional areas of study, the arts, history, the social and natural sciences are joined to ethics, issues in diversity and larger global issues in a way that will teach students to make the connections necessary to survive in an increasingly complex world. The criteria that must be met for a course to gain its appropriate designation will guarantee that breadth is inherent and that both skills and content are woven together in such a fashion that will prepare our students to function as responsible global citizens.

It should be noted that from its earliest meetings in the fall of 2007, the LPWG understood its charge to be to bring to the faculty what it believed to be a program for general education that would provide Simpson students with a set of experiences to help meet the challenges of the future. In focusing its proposal on the overarching concept of engaged citizenship, the LPWG does not mean to suggest that it does not support the idea of breadth in liberal education, or that its proposal provides a critique of the current Cornerstone program. Several times during the year-long process (see the notes from the meetings of October 5, 2007, October 19, 2007, and November 2, 2007 on the LPWG Web site) the LPWG returned to the role of breadth and exposure to a variety of disciplines as a component of a liberal education.

The focus of the LPWG was not on what was thought to be *wrong* with the current program, but rather how might the general education experience be structured to achieve both breadth and the principles for general education (see the February 3, 2008 LPWG document) it had established after reviewing the product of the summer 2007 working groups, the five initiatives from the strategic plan, the Mission Statement, and information from higher education study groups, such as the Association of American Colleges and Universities (AAC&U). The LPWG used these principles to create three models (see Models A, B, and C on the LPWG Web site) and asked faculty to comment on them during a poster session on April 2, 2008. The first of these (Model A) was essentially a revised version of the present Cornerstone program. Dozens of people

---

[1] This change can be traced to the rise of the social sciences and the rise of grants as a means of funding academic research.

participated in this exercise and the LPWG received hundreds of comments both verbally and in writing.

Upon reviewing the comments of faculty, students and others about these three models, the LPWG decided to move forward with the more integrated/interdisciplinary approach (Model C) as it seemed to capture more support from the respondents than did the others, including the revised Cornerstone approach. Working throughout the summer of 2008, the LPWG refined Model C and presented it to the faculty in discussion at the faculty workshop in August 2008. In the various discussions during the workshop, the LPWG received many positive comments about its draft proposal and a few expressions of concern. The concerns were focused mostly on the absence of a language requirement and the need for additional clarity in the overarching concept of engaged citizenship. The LPWG believes the current proposal addresses both of these issues. The campus community did not express a general concern about the absence of breadth or a concern about the not choosing disciplinary exposure as the organizing principle.

The proposal the LPWG brings forward is one that shares the general goal of the current Cornerstone program (an understanding of the cultural and historical foundations of society, the development of important skills, and a well-rounded education for the purposes outlined in the college's mission statement), but it uses recent studies on learning and essential outcomes for higher education as the basis for how these objectives are achieved. It is intentional, interdisciplinary and integrated. In addition, the general education program proposed by the LPWG is designed in such a way to allow assessment of its objectives to be built into the structure of the various components. This is done by establishing specific criteria for each of the requirements. The proposal also asks the students to take on greater responsibility for their education and maturation of specific skills.

In shaping the New Curriculum members of LPWG were mindful of Simpson's Mission Statement as well the goals of the recently approved strategic thinking document, and the recently published statements from the Association of American Colleges and Universities on best practices in liberal learning. The LPWG believes it has achieved the faculty's charge and looks forward to the continued discussion.

Addendum B
Sample Syllabus for an Intercultural Communications Course

WLCS 100 Intercultural Communication —Tahiti

Course Description: This course is designed to enable students who have not studied French before to communicate with French-speaking peers at the University of French Polynesia about cultural topics. The course is divided into three units: University Life, Home, and Stereotypes and Realities. In each of these units we will prepare projects to share with our partner class and they will do the same for us. We will also participate in a blog and will dialogue with our partners by e-mail and Skype. Each time we communicate, half of what is said will be in the speaker's native language and the other half in the nonnative one. Thus, an e-mail message might start with two paragraphs in English and end with two more in French or a 10-minute Skype conversation might be divided into 5 minutes of talking in French and switch to 5 minutes of talking in English. Throughout each unit, we will be learning the language tools we will need to communicate in simple ways about the topic. Homework activities and short online quizzes will give you feedback on how well you are learning the grammar and vocabulary related to the unit.

Course Goals: By the end of this course, conscientious students will be able to:

(1) communicate in French in simple ways about themselves and their immediate world,
(2) understand others who are speaking and writing in French in simple ways on these same topics,
(3) summarize the cultural similarities and differences they have learned from communicating with students at the University of French Polynesia (UPF).

Course Grade: Your grade in WLCS 100 will be based on the work you do in the following areas:

Class Participation (15%): Your participation in class will be evaluated on a weekly basis according to the attached criteria. Note that unexcused absences negatively affect performance in this category.

Homework and Quizzes (20%): Regularly assigned homework and weekly online quizzes will help you gauge how well you are acquiring the language tools you will need for our communication projects. Conscientious work on these assignments will make a big difference in how easily you are able to communicate your ideas later.

Individual Projects (30%) and Group Projects (20%): You will have the opportunity to show your progress toward the course goals through a series of projects that make use of the language tools we have been learning in order to learn about cultural similarities and differences. Some will be individual in nature, such as corresponding by e-mail with a UPF student or posting to a blog discussion. Others will involve teamwork, such as creating a video. Your performance on these projects will be evaluated according to criteria provided to you at the time the project assignment is introduced.

<u>Final Synthesis Essay (15%)</u>: At the end of the course, you will write an essay (the first half in French and the second half in English) synthesizing what you have learned about culture, giving examples from the course to illustrate your points. Your essay will be evaluated according to the depth of your analysis and your ability to organize and convey your ideas clearly. More specific criteria will be provided when the essay is assigned.

Course Calendar:

Week 1

<u>Preliminaries</u>
       Greetings and introductions
Communicating basic information

Project: Create a class profile with photos and descriptions of each student to send to our partner class. (Blog posting or e-mailed by attachment)

Week 2

<u>Unit 1: University Life</u>
J'étudie.../Qu'est-ce que tu étudies? (I'm studying.../What are you studying?)

Grammar: essential forms of –er verbs and *être* (to be)

Vocabulary: school subjects, telling time, days of the week

Project: Send an e-mail to partner describing class schedule and asking about his/hers.

Week 3

Notre campus (Our campus)

Grammar: Il y a... (There is.../There are...); le bâtiment de ___ (the ____ building); essential forms of *avoir* (to have)

Vocabulary: campus places (library, bookstore, cafeteria, dorm, gym, etc.), prepositions of place (beside, near, across from, etc.)

Project: Plan a short, narrated video tour of the campus with questions for partner class about their campus.

Week 4

Notre campus (continued)

Grammar: Placement and agreement of adjectives

Vocabulary: Useful adjectives for describing the campus

Project: Finish campus tour video project and post to YouTube.

Week 5   **Synthesis of cultural comparisons: University life**
                What have we learned about university life in Tahiti? What similarities and
                differences do we notice between Simpson and the University of French
                Polynesia? What questions do we still have?

                Grammar: Question formation

                Project: Post questions and discussion to blog. Does everyone on both campuses
                agree with our collective conclusions?

                Unit 2: Home
Week 6

[Although they are not included in this sample syllabus, Units 2 and 3 would be constructed in a
similar manner to Unit 1, allowing the class to discuss such additional topics as housing, family,
free time activities, and stereotypes versus cultural realities, all the while learning relevant
vocabulary, word order, agreements, etc., as they pertain to communicative need.]

Addendum C
Transfer policy under LPWG Curriculum Proposal

We expect that a higher portion of our students in the future will be transfers from community colleges. The current adverse economic trends will only exacerbate this existing trend. We need to extend our current strengths in supporting transfer students (good articulation agreements, multiple options for place-bound local community college students) and deal with some of our weaknesses as we move toward the new curriculum. The following approaches bear some similarities and departures from the experience of Arcadia University in Pennsylvania, which is furthest along on the path of curriculum change using an approach similar to our current LPWG plan (Simpson Seminar, OCW and Embedded Skills).

1. As the purpose of the **Simpson Seminar** course is to help new students adjust to the academy, all entering students will take a Simpson Seminar organized to meet their needs (i.e. separate sections for new freshmen, EWG undergrads, education transfers, fulltime transfers.)
2. Incoming **three credit courses will transfer in as three credits**, i.e. 64 credits from a three credit institution will transfer in as 64 credits at Simpson College.
3. Incoming three credit courses that currently have an **equivalent** at Simpson College will meet the Simpson College general education requirement, i.e. a DMACC three credit math course that is determined to meet the general education requirement at Simpson College, even though the similar Simpson College math course carries 4 credits. This will be the same for paired courses that get collapsed into one (i.e. Economics, Business Law, Accounting, Composition and Rhetoric.)
4. Transfer students with less than 30 credits will meet the Ourselves, Culture and the World (OCW) components **and** embedded skills requirements in the new curriculum in the same fashion as new freshmen. Transfer and AP courses that meet an embedded skills requirement or an OCW requirement may be transferred under this policy.
5. Students with 30 or more credits but no degree will be required to satisfy the OCW categories, transferring courses on a course-by-course basis to satisfy requirements. In that the LPWG believes the student will have ample opportunity to meet the embedded skills requirements of the general education program through electives and their major, Simpson will only require transfer students to demonstrate one course meeting the requirement for each of the embedded skills: one Written Communication experience (WC), one Quantitative Reasoning experience (QR), one Critical Thinking experience (CT), one Information Literacy experience (IL), one Oral Communication experience (OC), and one Collaborative Leadership experience (CL). Transfer and AP courses that meet an embedded skills requirement or an OCW requirement may be transferred under this policy.
6. Core-to-Core transfer: A student transferring from an approved community college who has completed an Associate of Arts degree that includes a liberal arts core that is judged

to be similar to the anticipated new general education curriculum will by definition have completed the general education curriculum requirements at Simpson College. Since the purpose of the Simpson Seminar requirement is to introduce students to Simpson College, **all** students including those with an Associate of Arts degree will be required to take the appropriate Simpson Seminar. Since very few community colleges have a global perspectives requirement , those students with an Associate of Arts degree coming from institutions without a global perspectives requirement will be required to complete the global perspectives requirement at Simpson College. If a transfer student believes that she has a course or experience that meets this requirement, we will set up a review process to enable the transfer of a course or use of an experience (i.e. military service abroad) to satisfy this requirement.

7. Simpson College will modify the **existing course equivalency guides** to transfer courses into the OCW categories and the embedded skills requirements. Over time, the college will build a database of specific courses at area community colleges and other baccalaureate institutions that meet the OCW categories and embedded skills.

Addendum D
Timeline for New Curriculum Implementation

February 24, 2009 EPCC discusses framework proposal

March 2, 2009 Proposal goes on 28-day discussion period
     Open meetings held

April faculty meeting Faculty vote on the framework proposal. Dean creates an implementation team, charged with the following:
- Put into place a timeline for implementation, including the timing for faculty development opportunities to support the new curriculum,
- Create criteria working groups to refine and develop criteria for each area over the summer, and
- Create assessment working group to develop an assessment plan.

Summer 2009 Criteria Development and Assessment Plan
- Criteria working groups refine and develop criteria for each area within the framework. These efforts are coordinated by the implementation team.
- Assessment working group studies assessment of general education and begins development of an assessment program.

September 2009 Criteria proposals go to EPCC

October 2009 Criteria proposals go on 28-day waiting period.

November 2009 Criteria proposals voted on by faculty, along with a final vote on the structure of the curriculum
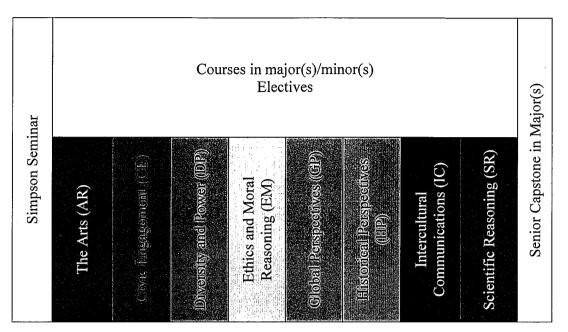
December 2009 – May 2010
- Criteria working groups approve courses for the new curriculum
- Assessment working group finalizes assessment plan based on approved criteria

Summer 2010 Course development and faculty development

Fall 2010 Beginning of incremental implementation

Addendum E
New Curriculum Graphic Representation

Courses in major(s)/minor(s)
Electives

Simpson Seminar

The Arts (AR)

Civic Engagement (CE)

Diversity and Power (DP)

Ethics and Moral Reasoning (EM)

Global Perspectives (GP)

Historical Perspectives (HP)

Intercultural Communications (IC)

Scientific Reasoning (SR)

Senior Capstone in Major(s)

Embedded Skills

Collaborative Leadership (CL) (2 experiences)

Critical Thinking (CT) (3 experiences)

Information Literacy (IL) (2 experiences)

Oral Communication (OR) (2 experiences)

Quantitative Reasoning (QR) (2 experiences)

Written Communication (WC) (4 experiences)