

Relationship of Learning Objectives of the ECC to the Institution and Program Learning Objectives

Engaged Citizenship Curriculum: Expression (WC, OC, AR)

Expression ILO: Graduates of the undergraduate programs will be able to express ideas through multiple media.

Expression PLOs: Graduates will be able to

- Ex PLO 1: communicate ideas through written, oral and artistic expression
- Ex PLO 2: evaluate expressive work
- Ex PLO 3: provide supporting evidence for an argument
- Ex PLO 4: organize information logically
- Ex PLO 5: identify elements of expression that have specific meaning to an audience

While these learning objectives are reinforced throughout the curriculum, they are intentionally taught and assessed at the completion of these courses from the Engaged Citizenship Curriculum: **Written Communication, Oral Communication and The Arts.**

		Expression: Program-level Learning Objectives (PLOs)					
		communicate ideas through written, oral and artistic expression	evaluate expressive work	provide supporting evidence for an argument	organize information logically	identify elements of expression that have specific meaning to an audience	
Corresponding Course-level Learning Objectives (CLOs)	Areas of Engagement	The Arts	Express perspectives, concepts and/or ideas through an artistic medium*	reflect intelligently and think critically about one's own and others' artistic work(s) employing vocabulary and evaluative skills appropriate to the genre*	articulate the value of the creative process*		
	Embedded Skills	Oral Communication	communicate orally in response to a prompt	evaluate arguments given through oral communication	provide credible evidence to support claims and arguments in oral communication	organize information logically in oral communication	incorporate elements of persuasion in oral communication
		Written Communication	articulate an idea and formulate a thesis as appropriate to the discipline	identify and correct errors in grammar and/or style in written communication	provide credible evidence to support claims and arguments in written communication	incorporate elements to engage the audience in oral communication	incorporate elements of written communication that address the needs of a specific audience in written communication

Figure 1 Alignment of CLOs of Written Communication, Oral Communication and The Arts with the Expression ILO (*pending approval of the faculty)

Relationship of Learning Objectives of the ECC to the Institution and Program Learning Objectives

Engaged Citizenship Curriculum: Engagement (CE, CL, IC)

Engagement ILO: Graduates of the undergraduate programs of Simpson College will be able to actively and effectively engage with multiple communities.

Engagement PLOs: Graduates will be able to

En PLO 1: describe the academic skills necessary for community engagement

En PLO 2: apply academic skills to community building experiences

En PLO 3: evaluate their role in community engagement

While these learning objectives are reinforced throughout the curriculum, they are intentionally taught and assessed at the completion of these courses from the Engaged Citizenship Curriculum: **Civic Engagement, Collaborative Leadership and Intercultural Communication.**

		Engagement: Program-level Learning Objectives (PLOs)		
		describe the academic skills necessary for community engagement	apply academic skills to community building experiences	evaluate their role in community engagement
Corresponding Course-level Learning Objectives (Engagement CLOs)	Areas of Engagement			
	Civic Engagement	describe information, values, processes and theories that are essential to building just and democratic societies	apply the perspective of an academic discipline to civic initiatives	articulate the importance of their role in civic engagement
	Collaborative Leadership	articulate the skills and dispositions necessary to achieve a shared goal	apply the skills and dispositions necessary for effective collaboration	explain how their strengths and weaknesses in collaboration affect the outcome of a collaborative leadership process
Embedded Skills				
Intercultural Communication	identify distinctive cultural practices, products and perspectives of the cultures under discussion	improve their ability to communicate in a nonnative language about topics of cultural interest	evaluate their ability to and the importance of being able to communicate with speakers of another language	

Figure 2 Alignment of CLOs of Civic Engagement, Collaborative Leadership and Intercultural Communication with the Engagement ILO

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Engaged Citizenship Curriculum: Perspectives (GP HP DP)

Perspectives ILO: Graduates of the undergraduate programs of Simpson College will be able to recognize and analyze their own and others actions from the perspective of time, culture and power.

Perspectives PLOs: Graduates will be able to

Pe PLO 1: describe the perspective of people in a specific time, culture, social, political or power structure.

Pe PLO 2: describe how people and events are influenced by factors such as the past, social inequities or culture.

Pe PLO 3: analyze a societal, global, historical, cultural or power issue.

While these learning objectives are reinforced throughout the curriculum, they are intentionally taught and assessed at the completion of these courses from the Engaged Citizenship Curriculum: **Global Perspective, Historical Perspective and Diversity and Power.**

		Perspective: Program-level Learning Objectives (PLOs)		
		describe the perspective of people in a specific time, culture, social, political or power structure	describe how people and events are influenced by factors such as the past, social inequities or culture	analyze a societal, global, historical, cultural or power issue
Corresponding Course-level Learning Objectives (Perspective CLOs)	Areas of Engagement			
	Diversity and Power	describe the perspectives and experiences of a less powerful (often minority) group in the U.S.	evaluate the social inequities resulting from power differentials via the perspectives of both the advantaged and the disadvantaged groups.	describe the power differentials between two or more groups within one or more communities in the U.S.
	Global Perspective	analyze societal values through cultural practices, products and perspectives	identify the challenges and achievements of the culture(s) and society(ies) under study	analyze the values of the culture(s) as reflected in the decisions the society(ies) makes
	Historical Perspective	describe the distinctive perspectives of people who lived in the time periods or settings studied and evaluate and interpret primary sources	analyze the relationship between the past and the present by considering the influence of the past on subsequent events, issues, and ideas	relate the subjects under consideration to the broader historical and cultural contexts in which they occurred

Figure 3 Alignment of CLOs of Diversity and Power, Global Perspective and Historical Perspective with the Perspectives ILO

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Engaged Citizenship Curriculum: Reasoning (CT, QR, SR, EV, IL)

Reasoning ILO: Graduates of the undergraduate programs of Simpson College will be able to use critical reasoning to make decisions about quantitative, scientific and values issues.

Reasoning PLOs: Graduates will be able to

- Re PLO 1: draw conclusions and solve problems using multiple problem solving methods
- Re PLO 2: communicate questions asked and decisions made providing appropriate justifications
- Re PLO 3: evaluate decisions made based on criteria appropriate to the context of the question and the method of solution
- Re PLO 4: describe the obstacles to and issues of decision making

While these learning objectives are reinforced throughout the curriculum, they are intentionally taught and assessed at the completion of these courses from the Engaged Citizenship Curriculum: **Critical Thinking, Quantitative Reasoning, Scientific Reasoning, Ethic and Value Inquiry and Information Literacy.**

		Reasoning: Program-level Learning Objectives (PLOs)				
		draw conclusions and solve problems using multiple problem solving methods	communicate questions asked and decisions made providing appropriate justifications	evaluate decisions made based on criteria appropriate to the context of the question and the method of solution	describe the obstacles to and issues of reasoning.	
Corresponding Course-level Learning Objectives (Reasoning CLOs)	Areas of Engagement	Ethics & Value Inquiry	make judgments about values and actions by critical evaluation from a variety of normative perspectives	identify and critically evaluate multiple approaches to ethical, moral or values questions	articulate and justify values and actions in light of normative theories, logical principles, foundational texts, or traditions	articulate and critically assess how various normative perspectives are relevant in contemporary society
		Scientific Reasoning	investigate and draw conclusions about scientific questions from data and using appropriate empirical methods.	formulate and communicate questions using the scientific method	evaluate scientific information from popular and/or peer-reviewed sources	analyze ethical issues related to scientific inquiry
	Embedded Skills	Critical Thinking	draw conclusions by analyzing information critically	generate and articulate an argument supported by appropriate evidence	evaluate arguments for validity, bias, unchecked assumptions and/or other appropriate criteria	describe the effect of one's experiences on the development of critical thinking skills
		Information Literacy	execute a research strategy by identifying search terms and locating relevant information in a variety of resources	develop a research strategy by asking relevant questions and refining a research topic	evaluate information found through a research strategy for suitability	use information responsibly by following copyright laws and guidelines for referencing and citation
		Quantitative Reasoning	draw inferences, solve problems and make decisions using quantitative methods	communicate solutions to quantitative questions in oral or written communication that incorporates symbolic, numeric or graphical representations	analyze solutions to quantitative questions for accuracy, precision, suitability and/or other appropriate criteria	describe the value, limitations and/or implications of quantitative decision making

Figure 4 Alignment of CLOs of Ethics & Value Inquire, Scientific Reasoning, Critical Thinking, Information Literacy and Quantitative Reasoning with the Reasoning ILO