



Regis College Co-Curricular Learning Proposal

A proposal to faculty from members of the 2012-2013 Co-Curricular
Task Force

March 22, 2013

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Background

Formed in September 2012, the Co-Curricular Task Force¹ was charged with revisiting and broadening the existing co-curriculum approved by faculty in fall 2009 and implemented in fall 2010. The Task Force, composed of students, faculty, and staff, focused on building from the foundation laid by the existing co-curriculum, and more explicitly addressing the mandate offered in the January 17, 2007 report of the Evaluation Committee representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). This mandate asked the College “to develop an exciting, integrated Core Curriculum that (1) is distinct and speaks to the mission of Regis College; (2) is coherent (i.e., as a whole, is greater than the sum of its parts); and **(3) unifies the academic and co-curricular experience.**”

The Task Force developed the following proposal with three primary goals in mind; (1) increase the number and diversity of co-curricular learning experiences available to Regis College undergraduate and graduate students; (2) unify the co-curriculum with the academic curriculum and the Regis College Educational Goals and Learning Outcomes, and (3) provide additional opportunities for credit-bearing co-curricular learning that enhance the academic program and engage more students in learning beyond the classroom.

Co-Curricular Learning Defined

As members of a small, student-centered institution, the Task Force recognizes that powerful learning takes place outside of the classroom. Moreover, the members understand that a high-quality co-curricular learning program requires collaboration between all stakeholders -- students, faculty, staff, administrators, and community partners. It is not an easy task. The articulation of a coherent co-curricular program is an iterative process and will require program changes over time as the College becomes more sophisticated in understanding the role of co-curricular learning in the education of its students. That said, establishing, and working from, a clear definition of co-curricular learning is an essential first step in building a successful co-curricular learning program.

“The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.”

Pascarella & Terenzini, *How College Affects Students*

The Co-Curricular Task Force defines co-curricular learning as purposeful and assessable learning that complements the academic program and occurs beyond the traditional classroom.²

Co-curricular learning can occur in any number of ways, including, but not limited to: involvement in student organizations and leadership positions; engagement with civic, community service, and service-learning opportunities; participation in athletics, intramural, and recreation programs; attendance at lectures and skill-building workshops; participation in internships, alternative breaks, and study abroad; involvement in cultural and social enrichment events; and other experiential learning-focused interactions between members of the Regis College community and beyond³.

Co-curricular learning takes on many forms at Regis College. During its work, the Task Force categorized and defined three forms of co-curricular learning:

¹ A complete list of Co-Curricular Task Force members can be found in Appendix I of the proposal.

² Adapted from AAC&U Integrative Value Rubric: <http://www.aacu.org/value/rubrics/pdf/integrativelearning.pdf>

³ Appendix III includes a list of co-curricular learning examples, some of which are currently in practice at Regis College.

1. Non-Credit-Bearing Co-Curricular Learning: Non-credit-bearing co-curricular learning occurs during engaged participation in a co-curricular event, program, or project. No academic credit is earned. Assessment of learning may occur as part of the capstone course, ePortfolio, and reflective essay portions of the Regis College Core Curriculum. Examples may include participation in a Regis College theatre production; serving as a member of the Student Government Association; or involvement in an intramural sports program.
2. Course-Embedded Co-Curricular Learning: A course-embedded co-curricular learning opportunity is integrated into an existing academic course in the form of attendance at a co-curricular event or participation in a service-learning project, for example. Academic credit and a grade are earned for the course. Assessment of the embedded co-curricular learning component occurs as part of a course assignment (e.g., a student attends a co-curricular event connected to course content then submits a reflection paper for grading).
3. Credit-Bearing Co-Curricular Learning: Credit-bearing co-curricular learning occurs through participation in a credit-bearing course aligned with a specific co-curricular opportunity or program -- for example, RS 130 Cultivating the Inner Spirit (Peru Alternative Break). Students have the choice to earn academic credit on a pass/no-pass basis. Assessment of learning is conducted as part of the course.

Proposal Overview

The 2009 Co-Curriculum Summer Work Group presented the Proposal on the Co-Curricular Portion of the Regis College Core Curriculum⁴ for vote by faculty as outlined below (the entire 2009 Proposal can be found in Appendix II):

*To encourage students to experience the **growth-producing opportunities** offered across the institution in the **six areas** [identified immediately above]⁵, faculty members agree to connect Regis College courses to co-curricular activities in ways they find appropriate. The **degree of connection between a course and a co-curricular activity** from one or more of the identified areas is at the discretion of the faculty member.*

The 2009 Proposal was approved by faculty and implemented in fall 2010.

The 2013 Co-Curricular Learning Proposal builds upon the strengths of the existing co-curricular program, by focusing on further development and clarification of specific items included in the 2009 Proposal:

- Defining general Co-Curricular Learning Goals that align with the Regis College Educational Goals and Learning Outcomes and provide opportunity for assessment (**six areas**)
- Developing additional co-curricular learning opportunities through a series of new initiatives, including the Co-Curricular Mini-Grants Program (**growth-producing opportunities**)

⁴ The full 2009 Proposal on the Co-Curricular Portion of the Regis College Core Curriculum can be found in Appendix II.

⁵ The list of "six areas" includes: (1) Health and Wellness; (2) The Values of the Congregation of the Sisters of St. Joseph of Boston, including the iterations of those values in the Regis College *Student Handbook*; (3) Intellectual Enrichment; (4) Appreciation for the Arts; (5) Global Awareness; (6) Leadership and Service.

- Establishing additional mechanisms and processes to improve co-curricular outreach and education, the marketing and awareness of co-curricular opportunities, and faculty professional development, all to aid in the successful implementation of the co-curriculum ***(degree of connection between a course and a co-curricular activity)***

In addition, the 2013 Co-Curricular Learning Proposal includes a new policy framework and approval process for the development of additional credit-bearing co-curricular learning opportunities. That said, the Task Force is bringing to faculty for discussion and vote, the following:

For Discussion (and Vote) by the Faculty

Starting in the 2013-2014 academic year, Regis College will build upon and expand the existing co-curriculum that was developed and approved in 2009. The efforts outlined in this proposal will further integrate and unify the academic curriculum and the co-curriculum, promote non-credit-bearing co-curricular learning and course-embedded co-curricular learning opportunities, and include:

1. Co-Curricular Learning Goals that align with the Regis College Educational Goals and Learning Outcomes⁶
2. Initiatives, including the Co-Curricular Mini-Grants program, that provide faculty, students, and staff additional resources to develop new and innovative co-curricular learning opportunities
3. Mechanisms and processes to expand co-curricular outreach and education, increase marketing and awareness of co-curricular opportunities, and provide faculty professional development

In addition, Regis College will offer new credit-bearing co-curricular learning opportunities (courses) designed to enhance the academic program and engage students in learning beyond the classroom. The following will guide the process of implementation⁷:

1. Proposals (submitted using the existing Course Proposal Form) for credit-bearing co-curricular learning opportunities (courses) will follow the existing course approval process, to include signature from the academic department chair and/or supervisor and submission to the appropriate school's Curriculum and Academic Policy (CAP) Faculty Standing Committee (or the joint-CAP, if required) for final approval.
2. Approved credit-bearing co-curricular learning opportunities (courses) will receive co-curricular designation from the Registrar's Office for tracking purposes and will count as academic credit. No more than four (4) co-curricular learning credits may be used by an undergraduate student as general elective credit towards degree completion requirements. Co-curricular course completion and award of credit will be determined using the pass/no pass evaluation method.
3. A student can take no more than (2) co-curricular learning courses and earn no more than three (3) co-curricular learning credits in any academic term (semester). Co-curricular learning credits earned in an academic term will be used to help determine student status, academic standing, and financial aid eligibility. Co-curricular learning credits cannot be used to replace any of the course requirements of the Core Curriculum.

⁶ Additional detail about the Co-Curricular Learning Goals can be found on page 7 and Appendix III.

⁷ Additional detail can be found in the Implementation section of this proposal, starting on page 8.

Rationale

The Association of American Colleges and Universities publication *Greater Expectations*⁸ and the study *Learning Reconsidered*⁹ by the American College Personnel Association accelerated the movement to better integrate student personal development with learning. This integration begins with effective collaboration between student affairs and academic affairs -- and ends with the education of the whole student and a marriage of the academic curriculum with the co-curriculum. This integration, and the proven benefits that unifying the academic and co-curricular experience provide students, serves as the driving force in the development of this proposal.

The authors of *Greater Expectations* also provide the Task Force and the Regis College community with a definition of 21st century, intentional, life-long learners, describing them as, "...integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions. They adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities, or their personal lives."¹⁰ In addition, the authors of *Learning Reconsidered* provide the Task Force and College a roadmap to educate the 21st century student when they write, "a truly transformative education repeatedly exposes students to multiple opportunities for intentional learning through the formal academic curriculum, student life, collaborative co-curricular programming, community-based, and global experiences."¹¹

Regis College strives to educate intentional learners and works tirelessly to follow this roadmap. The College's mission asks members of the community to empower students to "...challenge themselves academically, to serve and to lead." There is no question of the commitment of faculty, students, and staff to this mission. But in 2007, NEASC asked the College "to develop an exciting, integrated Core Curriculum that...**(3) unifies the academic and co-curricular experience.**" In the spirit of continuous improvement, this proposal serves as part of the roadmap, designed to aid in the College's journey towards fuller integration and unification the academic and co-curricular experience. The Task Force proposes that true integration must include the entire continuum of co-curricular opportunities; from non-credit bearing, to course-embedded, to credit-bearing. This commitment to full unification and integration includes benefits to the College as a whole, and to the students it serves. For example:

- **Persistence and Academic Achievement:** The 2008 study *Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence* published in the *Journal of Higher Education* further investigates engagement and the value of educationally purposeful activities (including in co-curricular opportunities) on retention and grades of first-year students, reporting that "student engagement in educationally purposeful activities is positively related to academic outcomes as represented by first-year student grades and by persistence between the first and second year of college."¹²

⁸ Association of American Colleges and Universities, *Greater Expectations*
<http://www.greaterexpectations.org/pdf/GEX.FINAL.pdf> (2002).

⁹ American College Personnel Association, *Learning Reconsidered: A campus-wide focus on the student experience*,
<http://www.myacpa.org/pub/documents/learningreconsidered.pdf> (2004).

¹⁰ *Greater Expectations*, 21.

¹¹ *Learning Reconsidered*, 3.

¹² George Kuh, "Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence."
Journal of Higher Education (October 2008): 540-563, <http://www.yorku.ca/retentn/rdata/Unmaskingtheeffects.pdf>

- **Engagement and Sense of Belonging:** The Building Engagement and Attainment for Minority Students project (funded by the Lumina Foundation and the Institute of Higher Education Policy) issued a brief in March 2008 highlighting the importance of co-curricular programming. The brief summarized, “co-curricular activities are necessary components of student engagement. As institutions conducted focus groups and gathered additional information from students, it became clear that student life and student retention are directly connected to students’ sense of belonging—engendered through activities outside as well as inside the classroom.”¹³
- **Readiness for Employment:** The Association of American Colleges and Universities’ LEAP Employer-Educator Compact describes the value of student engagement with the co-curriculum in educating tomorrow’s workforce, pledging a commitment to highlight, support, and expand 21st-century designs for high-quality, hands-on learning, including senior projects, undergraduate research, internships, global and community-based projects and experiences, and other experiential learning programs.¹⁴

Institutional Examples

Regis College is not alone in its desire to better integrate the academic curriculum and the co-curriculum as part of efforts to develop and educate intentional learners. The value of a well-integrated co-curriculum is seen most effectively at the institutional level. A number of colleges and universities have completed internal studies that reinforce the findings above, including:

- **Purdue University:** After surveying over 180,000 student records, Purdue released a report in December 2011 concluding that co-curricular activities improved student retention and academic performance.¹⁵
- **California State University-Sacramento:** The Office of Institutional Research studied the impact of student participation in co-curricular activities between 2002 and 2007, finding that engaged students achieved much higher rates of retention and graduation, earned higher grade point averages, and had higher rates of good standing.¹⁶

The Task Force also researched a variety of institutions to learn more about different types of co-curricular programs and corresponding best practices. Colleges and universities use different terminology when describing co-curricular learning which made identification, classification, and comparison of co-curricular models difficult in certain cases. That said, many institutions have extensive co-curricular programs, each unique and designed to reflect the educational mission. The Task Force’s research unearthed plenty of best practices, including credit-bearing co-curricular course offerings, detailed assessment programs, and impressive integration with the academic curriculum. A few examples of creative and influential models include:

- **Otterbein University:** Otterbein’s co-curriculum is creatively woven into the learning goals and mission of the institution. Developed around their “Five Cardinal Experiences” (Global

¹³ Melissa Del Rios and Lacey Leegwater, *Building Engagement and Attainment for Minority Students*, Institute for Higher Education Policy, <http://www.ihep.org/programs/BEAMS.cfm> (2008).

¹⁴ Association of American Colleges and Universities, *LEAP Employer-Educator Compact*, http://www.aacu.org/leap/presidentstrust/compact/documents/LEAPEmployerEducatorCompactFINAL_July2012.pdf (2012).

¹⁵ Purdue University News Service, *Report: Co-curricular activities at Purdue boost student retention, success* <http://www.purdue.edu/newsroom/research/2011/111206GordonCoCurricular.html> (December 6, 2011).

¹⁶ Jing Wang and Jonathan Shiveley, *The Impact of Extracurricular Activity on Student Academic Performance*, University of California-Sacramento Office of Institutional Research, <http://www.csus.edu/oir/Assessment/Non-academic%20Program%20Assessment/Student%20Activities/Student%20Activity%20Report%202009.pdf> (2008).

Engagement and Intercultural Experiences; Undergraduate Research and Creative Work; Internships and Professional Experience; Leadership and Citizenship) the co-curriculum focuses on providing hands-on, experiential learning opportunities.¹⁷

- **Gettysburg College:** Gettysburg has a very well-developed process for assessment of their co-curricular learning. Student learning assessment is overseen by the Committee on Learning Assessment and a separate Co-Curricular Learning Assessment Group focused on the co-curriculum.¹⁸
- **Salve Regina University:** Salve offers a variety of one-credit courses (including credit-bearing co-curricular courses) and has a formal policy regarding these opportunities described in the course catalog. “To enhance educational opportunities and promote wellness, Salve Regina University offers a number of one-credit courses. The one-credit offerings include physical education, music, special interest workshops, service learning, and seminars related to departmental majors. Students may apply up to eight one credit units toward the graduation requirement of 120 credits for baccalaureate degrees. Of these eight, only four in physical education may be included. Any one-credit units required either by the University, or by a department, will apply toward the graduation requirement over and above the usual limit of eight.”¹⁹

Like Salve Regina University, an increasing number of institutions across the country and in the Regis College peer group offer a wide variety of credit-bearing co-curricular learning opportunities as part of the co-curriculum. Below is a brief sampling of some of the offerings.

Institution Name	Credit-Bearing Co-Curricular Learning Course Example
Assumption College	Chorale
Auburn University	Impacting Community through Service Learning
Bowdoin College	Alternative Spring Break Leader Seminar
Bridgewater State University	First Year Service-Based Residential Learning Community
Colby-Sawyer College	Teaching Assistantship
University of Connecticut ²⁰	Peer Counseling
Curry College	Equivalent Credit and Life Experience Credit
Indiana University	Leadership in Orientation
Lewis-Clark State College	Practicum in Student Government
Oklahoma State University	Introduction to Study Abroad
Penn State University ²¹	Role of the Resident Assistant: Theory and Practice
Salem State University	Leadership Institute
Salve Regina University	Sponsorships and Fundraising
Stanford University	Spring Break Arts Immersion: New York
Tufts University	Environmental Action: Shifting from saying to doing

¹⁷ <http://www.otterbein.edu/public/Academics/FiveCardinalExperiences.aspx>

¹⁸ http://www.gettysburg.edu/about/offices/ees/institutional_analysis/assessment_/cocurricular_assessment.dot

¹⁹ Salve Regina University Course Catalog, pp 47-48,

<http://www.salve.edu/Media/Website%20Resources/pdf/academics/UndergraduateCatalog.pdf> (2012-2013)

²⁰ The University of Connecticut offers a variety of additional co-curricular courses focused on student leadership:

http://www.studentactivities.uconn.edu/leadership_classes.html

²¹ In addition to offering credit-bearing opportunities, Penn State University has a well developed skill-building co-curricular workshop series: <http://edge.psu.edu/>

The Task Force took many of the examples and best practices described above into account when developing this proposal. More importantly, the members took pains to ensure that the proposal held true to the mission of Regis College, and the needs and strengths of our students, faculty, and staff. The result is a proposal that encourages collaboration between academic and student affairs, includes space for students to experience a variety of co-curricular learning opportunities, and focuses on the continued integration of the academic program and co-curriculum.

Co-Curricular Learning Goals

The co-curriculum shares many of the Educational Goals and Learning Outcomes included in the academic program of the College. The 2009 Co-Curriculum Summer Work Group identified six areas where student engagement in co-curricular programming was desired, but no specific goals or learning outcomes were included in their proposal. The Task Force reviewed each of the areas and developed general Co-Curricular Learning Goals for each of six areas:

- CSJ Values: Emphasize co-curricular opportunities that focus on one or more of the values of the Sisters of St. Joseph of Boston: diversity, peaceful resolution of conflict, service to the dear neighbor, social justice, care for the earth, and compassion.
- Health and Wellness: Foster student well-being and engagement in their own health by the learning of self care and physical, emotional, intellectual, social, and spiritual wellness behaviors.
- Appreciation for the Arts: Offer students experiences to analyze ways in which the visual and performing arts reflect and communicate aspects of the human experience.
- Global and Cultural Awareness: Involve students in opportunities for cross-cultural interaction and communication with those who differ from them in beliefs, behaviors, values, and views; and who come from diverse cultural and socioeconomic backgrounds.
- Leadership and Service: Engage students in experiences allowing them to develop attitudes, knowledge, and skills to live a life of leadership, service, and social and civic responsibility.
- Intellectual Enrichment: Provide students with opportunities for intellectual interaction in environments beyond the classroom that promote intellectual growth and personal exploration of their Regis College education.

It should be noted that the Task Force strongly believes that co-curricular learning does, will, and should occur outside of the broad goals listed above. In light of this, members reviewed the Regis College Educational Goals and Learning Outcomes to find symmetries between the co-curriculum and academic curriculum. Initially, four primary areas²² were identified where co-curricular learning most likely occurs. But during this task, members discovered that the co-curriculum serves to supplement learning across all of the College's Educational Goals and Learning Outcomes. Appendix III serves to demonstrate the relationship between the Co-Curricular Learning Goals and the Regis College Educational Goals and Learning Outcomes. Appendix III also includes examples of non-credit bearing, course-embedded, and credit-bearing co-curricular learning opportunities for each of the Co-Curricular Learning Goals.

When fully unified with the academic curriculum, the co-curricular learning program will assist students in fulfilling any of the Regis College Educational Goals and Learning Outcomes. The Task Force believes this to be the ultimate goal of its work – and proof-positive of true integration of academic and co-curricular learning.

²² Regis College Educational Goals and Learning Outcomes I., 3. a.; II., 3. a. & b.; II., 4. a.; and III., 1. a.

Assessment

Further development and assessment of the Co-Curricular Learning Goals will be determined by Task Force members working in partnership with the Assessment Committee. Assessment of the Co-Curricular Learning Goals will occur primarily through the ePortfolio, capstone course, and reflective essay requirements of the Core Curriculum. As part of the capstone course, students will write a reflective essay which makes reference to Signature Assignments and other experiences during their time at Regis. This essay will be guided by specific prompts designed to help students recognize and demonstrate the ways in which they benefitted from a Regis College education, including reflections on their co-curricular experiences.

Assessment of credit-bearing co-curricular learning and course-embedded co-curricular learning will occur as part of the existing evaluation and assessment process as required of any academic course.

Implementation

Successful implementation of the co-curricular program will require a collaborative effort from all areas of the College, but most specifically, between Student Affairs and Academic Affairs. A number of strategies, processes, and policies to encourage non-credit-bearing co-curricular learning and course-embedded co-curricular learning are closely connected and outlined below (in process):

- **Cross-Functional Committee Support:** In addition to administrative staff members in the Division of Student Affairs, significant responsibility for implementation of the co-curriculum will fall to the ad-hoc Co-Curricular Task Force. As mentioned previously, the Task Force consists of students, faculty, and staff who have agreed to help continue this important work. Task Force responsibilities will include (1) active collaboration with a variety of administrative offices, including Office of Student Programming & Leadership, to provide guidance and direction for co-curricular events and programs, (2) support and technical assistance for individuals developing proposals for credit-bearing co-curricular learning at Regis College (if approved by faculty), and (3) management of the Co-Curricular Mini-Grants Program in partnership with the Division of Student Affairs (the grant-making process will be managed by Student Affairs staff and volunteer grant review teams made up of faculty, students, and staff).
- **Co-Curricular Mini-Grants Program:** The Co-Curricular Mini-Grants (CCMG) program is funded in partnership with the Student Government Association, the Division of Student Affairs, the School of Liberal Arts, Education, and Social Sciences, and the School of Nursing, Science and Health Professions. Managed in partnership with the Division of Student Affairs and the Co-Curricular Task Force (as proposed), the program is designed to (1) spark collaboration between faculty, students, and staff by providing funding and resources to develop innovative, results-driven co-curricular programs and projects, (2) deepen student learning by generating new co-curricular opportunities that are linked to the Regis College Educational Goals and Learning Outcomes and focused on complementing the learning that occurs both inside and outside the classroom, and (3) build community by establishing new (and strengthening existing) on-campus networks and off-campus partnerships. Piloted during the 2012-2013 academic year, the CCMG program awarded \$12,000 in grants to co-curricular projects for the spring 2013 semester. The program has requested \$30,000 to distribute during the 2013-2014 academic year.
- **Marketing & Outreach:** Successful implementation of the co-curriculum requires that significant time and effort be invested in promoting co-curricular learning opportunities to members of the campus community. These efforts will be coordinated in partnership with a variety of

departments and offices across campus and spearheaded by the Division of Student Affairs. Marketing and outreach efforts will include the following:

- Online Co-Curricular Calendar (using existing calendar at www.regiscollege.edu)
 - Digital Signage Initiative
 - Moodle Calendar
 - Social Media (Facebook, Twitter, Instagram, etc.)
 - RSS Feeds
- Collaboration Opportunities: Integration of the academic curriculum and co-curriculum will require active collaboration between students, faculty, and staff. To this end, the make-up and responsibilities of the Co-Curricular Task Force will serve to facilitate co-curricular project development. In addition, continuation of the Co-Curricular Mini-Grants Program will
 - Faculty and Staff Support and Professional Development: The Divisions of Academic Affairs and Student Affairs, in partnership with the Co-Curricular Task Force, will organize and host regular workshops and networking opportunities for faculty, students, and staff focused on development of the co-curriculum. Sample topics may include assessment of co-curricular learning and grant development, writing, and management.

Credit-bearing co-curricular learning requires an additional set of policies and procedures that must be taken into consideration. The Task Force has made great efforts to follow all existing processes.

- Credit-Bearing Co-Curricular Approval Process: The Task Force recommends that any new credit-bearing co-curricular course follow the normal course approval process, beginning with the completion of a Course Approval Form, to include signatures from the department chair and/or supervisor. Upon completion, the Form will be reviewed by the Co-Curricular Task Force. The Task Force review will only serve to provide technical assistance and feedback for the individual proposing the course and connect him/her with any available resources (NOTE: the Task Force will have no role in determining the credit-worthiness of a proposed co-curricular opportunity). After review, the Proposal will be sent before the appropriate school's Curriculum and Academic Policy (CAP) Faculty Standing Committee (or the joint-CAP, if appropriate) for review and final approval for credit. Following this process will ensure that any proposed course has appropriate rigor, access to available resources, meets academic policies, and is fully integrated into the Regis College Educational Goals and Learning Outcomes. That said, if a course proposal is generated outside of an existing academic department, the Task Force will provide initial review and feedback. The Task Force may also be asked to help facilitate the process of locating the appropriate academic department sponsor for the course (in consultation with the academic deans) and provide guidance in regards to the formal approval process, as described above.
- Co-Curricular Credit Considerations: Approved credit-bearing co-curricular learning opportunities (courses) will receive co-curricular designation from the Registrar's Office for tracking purposes and will count as academic credit. The Task Force proposes that no more than four (4) co-curricular learning credits may be used by an undergraduate student as general elective credit towards graduation requirements. The Task Force arrived at this number after review of other models and much discussion and debate among students, faculty, staff, and administrators. Allowing four co-curricular learning credits provides students the opportunity to earn (on average) one co-curricular learning credit per year. Co-curricular course completion and award of credit will be determined using the pass/no pass evaluation method. In addition, a student can take no more than (2) co-curricular learning courses and earn no more than three (3) co-curricular learning credits in any academic term (semester). Co-curricular learning credits

earned in an academic term will be used to help determine student status, academic standing, and financial aid eligibility. Co-curricular learning credits cannot be used to replace any of the course requirements of the Core Curriculum.

NOTE: Physical education courses (e.g., PE xxx) and the existing academic enrichment course (ID 212 Strategies for Academic Success) are not categorized as credit-bearing co-curricular learning courses. One credit-bearing co-curricular learning course was identified by the Task Force -- RS 130 Cultivating the Human Spirit (1cr). The Erat Scholars course and travel is also under consideration.

- Collaboration with Registrar and Center of Student Services: The Task Force has been in contact with the Center for Student Services and Registrar's Office during the development of this proposal and will work closely with the Registrar during the implementation process. The credit-bearing co-curricular course designation process will occur as part of the course approval process and follow existing procedures. In addition, the course approval process and credit tracking process will require collaboration with the Center of Student Services. Implementation discussions will include specific details about credit hours and any special considerations regarding sequencing, timing, and awarding of credit, etc.
- Faculty Compensation and Workload: During the development of this proposal, the Task Force discussed compensation for instructors who teach a credit-bearing co-curricular course. The Task Force has been advised by the academic deans that the topics of compensation and workload calculation re: instruction of credit-bearing co-curricular opportunities will be included in the existing work of the Personnel Policies and Finance Committee (PPFC).

Appendix I: Co-Curricular Task Force Members

Leslie Bishop, Associate Professor of Chemistry

Josh Blumenthal, Head Men's Lacrosse Coach and Intramural Coordinator

Susan Decker, Assistant Director of Athletics for Student Athlete Welfare

Ricky Delgado, Student, Class of 2015

Kate Edney, Adjunct Lecturer of History

Mike Emanuelson, Student, Class of 2016

Raffaele Florio, Associate Professor of History

Cathy Fuller, Associate Professor of Health and Fitness

Steven Hall, Director, Fine Arts Center

Walt Horner, Assistant Dean of Students

Bernard Jackson, Assistant Professor of Philosophy

Susan Kennedy, Director of the Center for Internships and Career Placement

Paul Murphy, Director of Student Programming and Leadership

Frans Rijnbout, Associate Professor of Theatre

Ann Rosas, Coordinator of Graduate Student Services and Engagement

Mary Beth Scanlon, Assistant Professor of Nursing

Sean Sevey, Academic Advisor for Transfer, Junior and Continuing Education Students

Stephanie Tineo, Student, Class of 2014

Jacqui Williams, Student, Class of 2013



Proposal on the Co-Curricular Portion of the Regis College Core Curriculum

Background

Continuing the institution's revision of its Core Curriculum for undergraduate education, the Co-Curriculum Summer Work Group met to design a structure for unifying students' academic and co-curricular experience. This task is mandated in the charge to the Regis College faculty, with regard to Core Curriculum, stemming from the 17 January 2007 report of the Evaluation Committee representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (CIHE/NEASC). This charge reads, "To develop an exciting, integrated Core Curriculum that (1) is distinct and speaks to the mission of Regis College; (2) is coherent (i.e., as a whole, is greater than the sum of its parts; and (3) unifies the academic and co-curricular experience."

The work group was composed of full-time faculty, staff, and administration. The group examined how the term "co-curricular" is interpreted across a variety of institutions, and it investigated ways in which these interpretations might be applied at Regis College to unify students' academic and co-curricular experience. While Regis offers a wide variety of non-academic programming, the work group focused on co-curricular activities that display the following characteristics: (a) are non-credit bearing; (b) are campus-initiated; (c) promote active student engagement; (d) enrich the student's college experience; and (e) are specific to the institution's mission and/or philosophy.

In the course of its investigation, the group recognized the excellent, on-going nature of programs organized and led through the Office of Student Affairs, and also of programs led by faculty members outside the classroom, that share the above characteristics. The group also recognized the freedom of the Office of Student Affairs to offer or support programming that did not share or address all or any of those characteristics.

Ultimately, the work group concluded that much of what is offered through the Office of Student Affairs or by faculty members outside the classroom can ably serve to integrate the academic and co-curricular experience, if more regular communication and cooperation were fostered between the faculty and Student Affairs staff. The group created a plan by which the working relationship between the faculty and Student Affairs Staff can be improved, with the objective of unifying the academic and co-curricular experience at Regis.

Rationale

Across institutions of higher learning, co-curricular activities add value to course content and to students' college experience. Consonant with the mission of Regis College, co-curricular programming functions in partnership with academic programming to promote the development of the whole person. In keeping with the Regis College Educational Goals (December 2007), active student engagement in co-curricular programming is especially desired in the following six areas:

- Health and Wellness
- The Values of the Congregation of the Sisters of St. Joseph of Boston, including the iterations of those values in the Regis College *Student Handbook*
- Intellectual Enrichment
- Appreciation for the Arts
- Global Awareness
- Leadership and Service

Proposal (For Vote by the Faculty)

To encourage students to experience the growth-producing opportunities offered across the institution in the six areas identified immediately above, faculty members agree to connect Regis College courses to co-curricular activities in ways they find appropriate. The degree of connection between a course and a co-curricular activity from one or more of the identified areas is at the discretion of the faculty member.

Options for Implementation

A range of options for encouraging student participation in co-curricular activities may include (but are not limited to) the following:

- Placing a tab on courses in Moodle to alert students to co-curricular activities available during the semester.
- Announcing in class co-curricular activities scheduled on and/or off campus.
- Requiring attendance (as part of a course, on the syllabus) of a co-curricular activity.
- Requiring an assignment (as part of the evaluation criteria of a course, such as a course assignment paper/discussion, on the syllabus) of a co-curricular activity.
- Requiring a component of course (as part of a course, on the syllabus, such as a pass-fail exercise or discussion in class) to be centered on a co-curricular activity.
- Using class time for participation in a co-curricular activity and shifting class activities scheduled for that day to an asynchronous format, such as a Moodle online discussion or assignment. If desired, such asynchronous instruction could evaluate how the co-curricular activity did or did not enhance the learning of class content.

Implementation of this initiative will begin in the fall semester of 2010. The Summer Work Group responsible for this proposal will reconvene in May 2010 to coordinate final planning for implementation.

Resources for Implementation

To ensure that faculty and students are aware of co-curricular opportunities present each semester for the six identified areas, the following resources will be available:

- A dedicated web page listing co-curricular opportunities and linking them with corresponding areas. Content for this page will be maintained by the Office of Student Activities and updated before the beginning of each semester.
- A general list of regular co-curricular activities published in the college's catalogue.
- Regular updates on co-curricular activities and student body issues given by Student Affairs staff at faculty meetings.
- The normal distribution of the campus calendar by the Office of Student Activities.
- Informational materials or sessions provided during student orientation.
- A tab in Moodle listing co-curricular opportunities by corresponding area, available for integration into a student or faculty member's Moodle dashboard.
- Idea-sharing forums offered for faculty and staff during Sandwich Seminars.

In addition to the above resources, the work group recommends that the institution consider the following:

Formation of an Ad-Hoc On-Going Coordinating Committee or Assignment to the Standing Cultural and College-Wide Programs Committee

The charge of the Ad-Hoc Committee or the additional charge to the Standing Committee would be (1) to ensure that the resources listed above were overseen in a systematic fashion; (2) to observe connections between academic courses and co-curricular activities; and (3) to assist in assessment activities for this portion of the Core Curriculum.

The Ad-Hoc Committee would include members from the following constituencies: faculty, Student Affairs, the Student Success Center, the Fine Arts Center, the student body, and ITS (preferably the web master).

Assessment

While assessment of institutional programs and initiatives falls under the purview of the Assessment Committee, the work group suggests that effectiveness in uniting the academic and co-curricular experience be measured through a combination of results from faculty-response surveys and institutional data derived from the National Survey of Student Engagement (NSSE).

Faculty-response surveys would measure (a) the extent to which faculty members connect their courses to co-curricular activities and (b) the number of areas identified in the Rationale above that were addressed through connecting courses to co-curricular activities. Institutional data derived from NSSE would be benchmarked from results of the 2007-08 academic year. These data would reflect results from items 7a, 7b, 7c, 10e, 10f, 11n, 11o, 11p and selected items from the Institutional Consortium in which Regis College participates.

**Appendix III: Co-Curricular Learning Goals &
Relationship to Regis College Educational Goals and Learning Outcomes**

Regis College Educational Goal and Learning Outcomes	Co-Curricular Learning Goal/s	Co-Curricular Learning EXAMPLES
<p>I. Heritage & Foundation</p>	<p>CSJ Values; Appreciation for the Arts; Global and Cultural Awareness; Health and Wellness; Leadership and Service; Intellectual Enrichment</p>	<p>1. Non-Credit-Bearing 2. Course-Embedded 3. Credit-Bearing</p>
<p>1. Foster student development of intellectual and practical skills essential for successful learning: communication ability, quantitative reasoning, and information management.</p> <p style="padding-left: 20px;">a. Express ideas orally and in writing that are appropriate and relevant in content and format for a variety of purposes and audiences.</p> <p style="padding-left: 20px;">b. Apply mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form to solve different types of problems.</p> <p style="padding-left: 20px;">c. Gather, evaluate, and organize information from both traditional and electronic sources and appreciate the legal, ethical, and social implications for use.</p>	<p><u>Intellectual Enrichment:</u> Provide students with opportunities for intellectual interaction in environments beyond the classroom that promote intellectual growth and personal exploration of their Regis College education.</p>	<p>1. Student attends Leadership Workshop Series on Presentation Skills</p> <p>2. FYS faculty require attendance at Student Success Center Mini-Versities</p> <p>3. Library staff, Writing Center, and English faculty develop 1-credit CC course on writing tutoring, research methods, citation, etc. and students serve as peer tutors for the Writing Center</p>
<p>2. Engage students with the Catholic intellectual tradition of learning.</p> <p style="padding-left: 20px;">a. Identify, connect, and apply the principles that characterize the Catholic intellectual tradition to appropriate issues in academic and co-curricular settings.</p> <p style="padding-left: 20px;">b. State arguments accurately and clearly, and identify strengths and weaknesses of different</p>	<p><u>CSJ Values:</u> Emphasize co-curricular opportunities that focus on one or more of the values of the Sisters of St. Joseph of Boston: diversity, peaceful resolution of conflict, service to the dear neighbor, social justice, care for the earth, and compassion.</p>	<p>1. Student participates in Campus Ministry retreat</p> <p>2. Religious Studies course requires attendance at speaker/conference with related assignment</p>

<p>arguments, before stating their own opinion or conclusion.</p> <p>c. Recognize ethical issues and defend conclusions using relevant evidence and reasoned argument.</p>		<p>3. Erat Scholars Program including course and associated travel and reflection</p>
<p>3. Emphasize the values of the Sisters of St. Joseph of Boston: diversity, peaceful resolution of conflict, service to the dear neighbor, social justice, care for the earth, and compassion.</p> <p>a. Articulate and apply the values of the CSJs to present day issues and problems as they engage in opportunities to practice CSJ values in academic and co-curricular experiences and use the values as context for personal decision-making.</p>	<p><u>CSJ Values:</u> Emphasize co-curricular opportunities that focus on one or more of the values of the Sisters of St. Joseph of Boston: diversity, peaceful resolution of conflict, service to the dear neighbor, social justice, care for the earth, and compassion.</p> <p><u>Health and Wellness:</u> Foster student well-being and engagement in their own health by the learning of self care and physical, emotional, intellectual, social, and spiritual wellness behaviors.</p>	<p>1. Student attends Founders Day and Heritage Day programming</p> <p>2. Faculty include service-learning project with a CSJ sponsored ministry as part of course requirements</p> <p>3. Physical Plant staff, Biology faculty, and Residence Life staff develop a 1-credit CC Eco-Rep program where students organize recycling and sustainability projects across campus</p>
<p>II. Contemporary World & Self</p>		
<p>1. Involve students in the exploration of the content, methods, and integration of the arts and sciences.</p> <p>a. Recognize and analyze key events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.</p> <p>b. Develop and demonstrate an understanding of an aesthetic or artistic discipline and the creative process therein.</p> <p>c. Assess the role, interaction, and limitations of science in complex issues, including</p>	<p><u>Global and Cultural Awareness:</u> Involve students in opportunities for cross-cultural interaction and communication with those who differ from them in beliefs, behaviors, values, and views; and who come from diverse cultural and socioeconomic backgrounds.</p> <p><u>Appreciation for the Arts:</u> Offer</p>	<p>1. Student earns an acting role in a Regis College theatre production</p> <p>2. Chemistry and Education faculty members partner with local school district including assignment where Regis students support youth in developing projects for the</p>

<p>technology, society, and ethics.</p> <p>d. Apply the scientific method, develop quantitative problem solving skills and use logical reasoning and scientific tools of inquiry in the conduct of laboratory experiments.</p>	<p>students experiences to analyze ways in which the visual and performing arts reflect and communicate aspects of the human experience.</p>	<p>Middle-School Science & Engineering Fair and serve as judges</p> <p>3. Public Heritage Institute and Stamp Museum develop a 1-credit CC course where students research and present philatelic projects in partnership with Weston High School faculty and students</p>
<p>2. Enable students to examine questions and contemporary issues critically and from a variety of perspectives.</p> <p>a. Recognize cultural traditions and understand and appreciate the diversity of the human experience.</p> <p>b. Identify and analyze a current social or political issue at the local, national, and global levels.</p> <p>c. Assess and articulate positions on a contemporary issue with an awareness and appreciation of the viewpoints of others.</p>	<p><u>Global and Cultural Awareness:</u> Involve students in opportunities for cross-cultural interaction and communication with those who differ from them in beliefs, behaviors, values, and views; and who come from diverse cultural and socioeconomic backgrounds.</p> <p><u>Health and Wellness:</u> Foster student well-being and engagement in their own health by the learning of self care and physical, emotional, intellectual, social, and spiritual wellness behaviors.</p>	<p>1. Student volunteers at the annual Health & Wellness Fair</p> <p>2. Political Science faculty and students conduct voter registration drive and organize legislative education sessions</p> <p>3. Faculty develop intensive 1 and 2-credit CC summer service and study abroad experiences</p>
<p>3. Provide opportunities to cultivate leadership skills through teamwork, collaboration, and creative problem solving.</p> <p>a. Collaborate effectively with others by using the motivations, talents, and knowledge of all group members to accomplish common goals.</p>	<p><u>Leadership and Service:</u> Engage students in experiences allowing them to develop attitudes, knowledge, and skills to live a life of leadership, service, and social and civic responsibility.</p> <p><u>Health and Wellness:</u> Foster student</p>	<p>1. Student serves on Executive Board of the Student Government Association</p> <p>2. Nursing faculty include team service-learning project as part of course requirements</p>

<p>b. Develop and demonstrate the leadership skills required – ability to influence, integrity, and respect – to achieve goals and implement change initiatives.</p>	<p>well-being and engagement in their own health by the learning of self care and physical, emotional, intellectual, social, and spiritual wellness behaviors.</p>	<p>3. Psychology, Management, and Ethics faculty and Athletics staff develop 1-credit CC course on leadership for student-athletes serving as team captains</p>
<p>4. Encourage students to assume personal and social responsibility – locally and globally – and to embrace a commitment to service.</p> <p>a. Articulate the nature, significance, and meaning of the concepts of volunteerism and civic engagement, identify strategies for involvement, and recognize the impact of actions on an individual, a community, and society.</p>	<p><u>Leadership and Service:</u> Engage students in experiences allowing them to develop attitudes, knowledge, and skills to live a life of leadership, service, and social and civic responsibility.</p>	<p>1. Student volunteers with Cradles to Crayons</p> <p>2. Honors Program students complete service as requirement of ID 330 The Common Good</p> <p>3. RS 130 Cultivating the Inner Spirit -- Peru Alternative Spring Break</p>
<p>III. Application & Integration of Knowledge</p>		
<p>1. Provide students with opportunities to apply their knowledge, skills, and values to real-world situations.</p> <p>a. Connect general education and major learning to real-world situations by engaging in experiential learning.</p>	<p><u>Intellectual Enrichment:</u> Provide students with opportunities for intellectual interaction in environments beyond the classroom that promote intellectual growth and personal exploration of their Regis College education.</p>	<p>1. Communication students staff the <i>Pride Post</i>, the Regis College online student newspaper</p> <p>2. Faculty and students develop community-based research project</p> <p>3. Faculty and Student Affairs staff develop 1-credit CC opportunity for students who serve as Resident Assistants</p>

<p>2. Offer a capstone experience in which students synthesize and integrate the values, traditions, and knowledge acquired through a Regis College education.</p> <ul style="list-style-type: none"> a. Develop and demonstrate an in-depth understanding of a specific field of study or practice (i.e., major), its principal information resources, and its interrelatedness with other areas. b. Identify and synthesize the fundamental principles, theories, methodologies, and issues from multiple disciplines to solve problems and gain new insights. (Approach issues and problems from multiple frameworks by using the diversity of knowledge, experiences, and imagination to produce a result or conclusion.) c. Present a culminating project/essay that synthesizes and integrates the components of a Regis College education. 	<p><u>Intellectual Enrichment:</u> Provide students with opportunities for intellectual interaction in environments beyond the classroom that promote intellectual growth and personal exploration of their Regis College education.</p>	
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