

Hamline Plan “W” or LEAD: Connections between curriculum, work, and civic learning (revised 1/18/13)

LEAD to LEAP Proposal 3.0 (revised 1/18/13)

NOTE: *The revised proposal on the following pages was shaped considerably by suggestions made by faculty members who attended the October 4, 2012 and November 8, 2012 feedback sessions. Language has been tweaked, and some proposals have been changed based on those suggestions. The LEAD/LEAP Working Group genuinely appreciates the suggestions and contributions of faculty members and welcomes additional feedback on this proposal. Please contact Jane Turk with any comments, questions, suggestions or requests for earlier versions of the proposal at jturko2@hamline.edu.*

Current bulletin description: “One LEAD experience is required, but students are strongly encouraged to take more. This requirement provides a way to explore the connections among the liberal arts and work. Some ways the LEAD requirement may be fulfilled include traditional internships; LEAD (W) classes; LEAD-approved apprentice teaching, service learning, collaborative research, or international internships; all HECUA (Higher Education Consortium for Urban Affairs) internships; and LEAD-approved student initiated and designed projects. All LEAD work must be done in consultation with a faculty member.”

Alignment with University-Wide Learning Outcomes:

The “W”/“P” of the Hamline Plan aligns with the following University-Wide Learning Outcomes:

- 1) “serve, lead, and collaborate in a community”
- 2) “engage independently and reflectively in lifelong learning”
- 3) “communicate effectively in writing and in speaking”
- 4) “work and create understanding across cultural differences locally, nationally, and internationally”
- 5) apply theories and methods of a field of expertise

LEAP (“P”) Learning Outcomes:

Upon completion of a LEAP experience, a student will be able to:

- Connect relevant experience and academic knowledge.*
- Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.*
- Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.*
- Articulate the connection between their LEAP work and Hamline’s mission, vision and values.

* From AAC&U Integrative Learning VALUE Rubric.

CURRENT PROPOSALS:

Proposal #1: Change “W” Acronym from LEAD to LEAP – “Liberal(-arts) Education As Practice” and the “W” to a “P” standing for “practice.”

The LEAD acronym -- “Leadership Education And Development” -- has led to some confusion as to the purpose of the requirement. Leadership is arguably one learning outcome with which the “W” could be associated, but more typically “W” is thought of as an exploration the world of work as well as various hands-on, community-based applications of academic theory. For these reasons, we propose that the name of the “W” requirement should be changed to **LEAP**, “**Liberal Education As Practice.**” LEAP

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experiences combine theory and practice to activate and advance academic, career, and civic development. “Liberal Education As Practice” synthesizes internships, community-based learning experiences, apprentice teaching, civic engagement course components, service-learning, and collaborative research into a coherent whole. The common element is *practice--experiential*, real-world applications of the learning done in the general education curriculum, the student’s major and in the greater context of Hamline University’s mission, vision and values.

Proposal #2: Revise bulletin language for LEAP.

The committee recommends removing hour requirements from the bulletin language. All registered internships carry a 120 hour work requirement in order to merit 4 academic credits and the LEAP designation. This hour requirement equates to roughly the amount of time a student would spend on a four-credit class over the course of a term, including outside study time. Students may also register for 0-credit, LEAP-bearing internships as a way to minimize tuition costs during summer or when they are at risk of a credit-overload situation. However, these internships still require 120 hours of work in order to merit the “W”/“P” Hamline Plan designation, and to provide sufficient time for the student become fully immersed in the organizational culture at the internship site and achieve the objectives of the LEAP program. However, the hands-on, experiential component of a LEAP course or other LEAP experience should be geared toward achieving the learning outcomes associated with LEAP rather than meeting a certain hour requirement. We have addressed this in the recommended bulletin language below.

Recommended new bulletin language: LEAP (Liberal(-arts) Education As Practice) experiences serve as platforms for students to connect their academic work with the world of work and civic responsibility. The purpose of LEAP is to encourage student development as liberal-arts educated practitioners and global citizens, and to provide a structure in which students can synthesize and integrate the mission, vision and values of Hamline, their academic skill-set and their career development through hands-on practice. It is strongly encouraged that students’ LEAP experiences take place in their majors, and that students participate in more than one LEAP experience during their Hamline career.

LEAP experiences provide students the opportunity and support to:

- enhance and apply academic skills by taking part in hands-on learning experiences.
- emerge as civic professionals by actively connecting liberal arts with the world of work.
- identify and develop civic knowledge, skills and values that undergird lifelong community engagement and global citizenship.

LEAP courses and experiences have a strong emphasis on hands-on, experiential learning. Many LEAP experiences – including study abroad, service-learning, community-based learning and internships—are classified as high-impact learning practices. LEAP experiences include:

- pre-approved LEAP courses which carry a “W” (these may be service-learning courses or contain other curricular civic engagement components)
- internships* **
- qualifying collaborative research projects*
- apprentice teaching *
- study abroad*
- student teaching*
- qualifying independent student projects*

* Note: Students must fill out appropriate learning agreements, identify learning outcomes, and develop an assessment plan in consultation with a supervising faculty member for all LEAP experiences that are not pre-approved LEAP courses. Internships must be approved by the

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Internship Program Director, and all other LEAP experiences must be approved by the LEAP Program Director in consultation with the LEAP Advisory Committee.

** Note: All registered internships – 4-credit or 0-credit—require a minimum of 120 hours of work at the internship site. Some departments may carry additional requirements to comply with outside accreditation guidelines (i.e. the American Bar Association). Students should consult with their department to determine any additional requirements for their internship.

FUTURE LEAP RECOMMENDATIONS (pending resource availability):

Proposal #3: Require two LEAP experiences—one of which must be a LEAP course— with strong recommendation that at least one experience fall within a student’s major. Two required LEAP experiences would provide opportunity to reinforce LEAP learning outcomes and to ensure deeper student learning and self-reflection; strengthen student commitment to civic engagement via Hamline’s mission, vision and values; and establish clear ties between academic knowledge and practice.

Proposal #4: Establish a LEAP Advisory Committee comprised of faculty, the Internship Program Director, the Coordinator of Civic Engagement and Service-Learning/LEAD Program Director and other relevant program directors as needed who will work on an ongoing basis to:

- 1)** review LEAP experiences and the application process for qualifying LEAP experiences and make recommendations about best practices and criteria to which both should conform.
- 2)** integrate university-wide learning outcomes, professional skill development, and community-based civic learning into faculty development, training, application and assessment practice around LEAP experiences.

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GLOSSARY OF TERMS:

Civic Engagement: The development of skills, knowledge, values and practices that facilitate the identification and advancement of the public and/or community good. Civic engagement should not be conflated with political engagement, and is not synonymous with volunteerism or community service. Rather, civic engagement spans a wide range of activities on campus with an eye toward positive social change. Although there are multiple definitions of civic engagement, the working definition for the following proposal also follows closely the definition given by Thomas Ehrlich in the introduction to *Civic Responsibility in Higher Education* (2000): “Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.”¹

Civic professionalism: An emergent concept in liberal arts education, advanced by scholars of higher education and civic engagement such as Harry Boyte and John Saltmarsh, “civic professionalism” posits that work life and civic engagement are not mutually exclusive but rather complementary and should be developed simultaneously, especially in the context of liberal arts education. According to *Imagining America*, “civic professionalism motivates inquiry into the relationship between academic disciplines and the public good as well as between intellectual pursuit, character formation, and vocational discernment/exploration. It reflects both the importance of students choosing a meaningful career path and developing skills needed for democratic citizenship.”² Further civic professionalism “recognizes that there is finally no separation between the skills of problem solving and those of deliberation and judgment, no viable pursuit of technical excellence without participation in those civic enterprises through which expertise discovers its human meaning.”³

Service-learning and community-based learning: Both service-learning and community-based learning are identified as high-impact educational practices⁴ by the AAC&U. In order to be high-impact, these practices must be tied to academic curriculum, and should not be conflated with volunteerism or community service. The AAC&U elaborates:

[service-learning and community-based learning are] field-based “experiential learning” with community partners is an instructional strategy—and often a required part of [a] course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that

¹ For further information about civic engagement in higher education, please refer to “A Brief Review of the Evidence of Civic Learning in Higher Education” (http://www.aacu.org/civic_learning/crucible/documents/CivicOutcomesBrief.pdf). For further reference regarding the range of activities that fall under the umbrella of “civic engagement,” one helpful diagram is the Social Change Wheel prepared by Minnesota Campus Compact (in video format here: http://www.youtube.com/watch?v=xK7Sk_ODlhI – accessed 11/01/12).

² <http://imaginingamerica.org/research/engaged-undergrad/> -- accessed 11/01/12.

³ Caryn McTighe Musil quoted in John Saltmarsh’s 2005 article “The Civic Promise of Service-Learning” (<http://www.iun.edu/cistl/docs/the-civic-promise-of-service-learning.pdf> -- accessed 11/01/12).

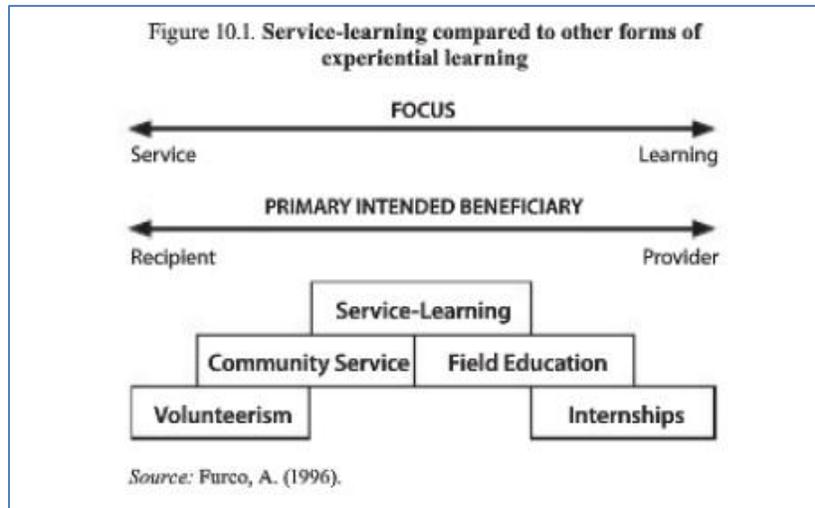
⁴ <http://www.aacu.org/leap/hip.cfm> -- accessed 11/01/12.

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giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.⁵

When true service-learning courses meet the criteria of 1) academic/curricular connection, 2) reciprocal relationship between faculty, students and community partner and 3) clear tie to civic engagement (as defined above), service-learning provides a mutual--and ideally reciprocal--benefit between campus and community. Such courses are ideally poised to cultivate students’ academic, career and civic development.

Figure One: Comparing service-learning to other forms of experiential learning.



⁵ Ibid.