Co-curriculum Sub-committee Report

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Illinois State University is committed to:

- a motivating and engaging faculty who inspire curiosity and empower students to challenge the status quo; and

- a seamless integration of curriculum and co-curriculum that engages students, extends beyond the classroom, and broadens their horizons.¹

¹Excerpt from the Proposed General Education Preamble
Question guiding inquiry:

• Is student services programming aligned with general education, supporting or reinforcing student learning in general education courses? If not, what changes in student services programming might be made?

Refocused question to include:

• Is the co-curriculum integrated with the general education curriculum, supporting and reinforcing student learning in general education courses? If not, what changes in student services programming might be made?
What is the co-curriculum?

A collection of educational opportunities occurring beyond the classroom either on or off campus that may be seen as a partner or extension of the curriculum towards the goal of Integrative Learning.

Including, but not limited to:

- Athletics
- Camps
- Ceremonies
- Civic engagement
- Conferences/symposia
- Dance performances
- Elections
- Exhibits
- Fundraisers
- Intramurals
- Leadership development
- Lectures or talks
- Master classes
- Meetings
- Movies and films
- Recitals/concerts
- RSO involvement
- RSO leadership
- Panels, seminars, colloquia
- Performances
- Professional development
- Recreation
- Research
- Service learning
- Speakers
- Theatre
- Webinars
- Workshops
What is Integrative Learning?

Integrative Learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.¹

¹Integrative Learning Definition from the Association of American Colleges and Universities
Role of Integrative Learning in GE

Understanding that learning is not compartmentalized:

- Curricular and co-curricular educational experiences inform each other to place the student’s reflective processes at the core of the learning experience.

- It will enable students to evaluate both new information and the frames of reference through which the information acquires meaning in the world around them.¹

Goal: To Foster Integrative Learning

- Encourage and help students develop the capacity to make and evaluate sound and useful connections between things that they encounter in different courses, disciplines, and domains of life.

- Be more intentional about helping students, faculty, and staff build links into the GE curriculum, and create opportunities for all students to integrate their learning at multiple points throughout their college careers.
Structure and Curriculum Mapping

• As syllabi are created or redesigned for General Education, co-curricular assignments should be required.

• Provide easy accessibility to the co-curriculum through tools, resources, and professional development.
Administrative Structure & Communication

• Broaden representation on council to include staff involved with co-curricular programs and services.

• Incorporate a broader definition of learning through the use of such terms as integrative, transformative, interdisciplinary, connected, etc.
Administrative Structure & Communication

- Communicate and market the value of the co-curriculum within the goals of general education (recruitment, orientation, syllabi reinforcement, Blackboard, etc.).

- Include co-curricular programs and projects as a unique feature of general education.
Administrative Structure & Communication

• Reward excellent proponents of Integrative Learning.

• Include assessment of the co-curriculum within the methods of evaluating course requirements.

• Use reflective exercises in programs and activities coordinated by Student Affairs/Services to connect learning outcomes to curricular goals.
Pedagogy & Professional Development

• The use of the co-curriculum offers strategies and new approaches to teaching and learning.

• Ensure the implementation of integrative learning through a university-supported unit.

• Provide resources and tools for successful implementation and utilization of the co-curriculum.
Pedagogy & Professional Development

• Include the use of Integrative Learning as a criterion of General Education Faculty Distinction and ASPT processes.

• Broaden representation of General Education Fellows to include staff involved with co-curricular programs and service units other than colleges (if not fellows, identify designees).
Assessment

In order to assess the co-curriculum, we first need to:

Conduct a syllabus audit to determine the current co-curricular practices in GE courses:

- Is it happening?
- What’s happening and to what extent?
- Are the activities/experiences promoted within the department/discipline? Outside?
- What is the reflective experience?
- How is it being described?
- How is it evaluated?
Assessment

Initial steps:

• Code artifacts as curricular and co-curricular assignments.

• Create rubrics for use by faculty.

• Illustrate and communicate contributions of the co-curriculum to student learning.
Questions or Comments