

QUEENS LEARNING COMMUNITIES

Queens Learning Communities (QLCs) are defined as a series of courses, taken concurrently, that are purposefully connected by a predetermined theme and an integrative project or assignment. Students must take three learning communities during their tenure at Queens. Each QLC is designed to foster a culture of collaborative learning among students and faculty by providing students with the opportunity to explore issues or themes from multiple methodological perspectives while also challenging them to refine and develop further the foundational capabilities necessary to be successful in the workplace upon graduation.

INSTRUCTOR PARTICIPATION

Individual instructors are invited to determine:

1. Course material – content and methodological approach to the QLC topic or theme.
2. Course schedule – day-to-day design of the course.
3. Nature and design of reflective thinking experiences.
4. Any additional high impact practices.

Instructors agree to:

1. Collaboratively design courses, assignments, and activities within the QLC.
2. Collaboratively design and grade a common integrative learning assignment/project.
3. Coordinate as needed with other members of the QLC team.

ESSENTIAL DESIGN ELEMENTS OF QLCs

QLCs share the following essential design elements:

1. Common QLC theme or topic.
2. Assignments and activities that challenge students to reflect on their learning and use AAC&U Foundations and Skills for Lifelong Learning Value Rubric for assessment.
3. An assignment that challenges students to integrate learning from all the courses in the QLC; graded collaboratively or normed; worth the same proportion of the final grade in every course; use AAC&U Integrative Learning Value Rubric for assessment.
4. QLCs are proposed at a 100, 200, or 300 level:
 - 100-level QLCs introduce students to the exploration of a theme or issue within the framework of the QLC.
 - 200-level QLCs explore more fully a theme or issue within the framework of the QLC and are communication-intensive, requiring students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual.
 - 300-level courses are community-engagement intensive, examining how moral and/or ethical values shape issues of civic and social responsibility in a variety of contexts and challenge students to apply their learning in at least one curricularly integrated community engagement experience.
5. QLCs include combinations of courses in the following areas: **Individuals & Society**, **Institutions & Society**, **Science & Society**, **Creativity & Innovation**, **Quantitative Literacy**. See the following pages for descriptions of each.

COMMUNICATION-INTENSIVE

At the 200 level, all QLC courses are “communication-intensive.” Communication-intensive refers to a course in which students to draft, revise, and produce artifacts in various modes (including but not limited to written, oral, visual/tactile, digital, and multi-modal formats). A communication-intensive experience invites students to translate their learning across at least two of these modes to approach learning outcome 2A: “Demonstrate communication fluency using multiple modes of expression.”

The communication-intensive requirement is intended to ensure that students develop intellectual capabilities in the creation/production of communicative artifacts in at least two modes. We invite faculty to be creative in their interpretation of communication-intensive while holding their communication-based assignment(s) to the specific standards of the medium or mode selected. Guiding rubrics for various modalities can be provided for instructor use in project assessments that fall outside of their specific expertise.

Translation of information could occur within each course in a learning community or between courses in the learning community or both:

WITHIN COURSES

To meet the communication-intensive requirement within an individual 200-level course, students might be asked to produce assignments or projects using two or more modes. An example of this might be an economics-focused course that invites students to present an oral presentation and to create a digital video on course content. A second example might be a 3D Art- focused course that invites students to create a tactile artifact and a multi-modal artist statement. These are just two examples of many.

BETWEEN COURSES/ACROSS A LEARNING COMMUNITY

Each 200-level course is part of a multiple-course learning community, in which students select two courses. For the communication-intensive requirement, a learning community might consider varying the multiple modes of communication not only within courses, but also between courses throughout the learning community. An example of this might be a learning community in which each individual course privileges expression in a different form of communication (written, oral, visual/tactile, digital, or multi-modal format). The possibilities here are many.

COMMUNITY ENGAGEMENT INTENSIVE

[This section is in draft format] A proposal for the 300-level, Community Engagement-Intensive QLC must include 4 courses (320, 330, 340 and 350) that connect a defined community engagement activity with an exploration of the moral and ethical implications of the course or discipline perspective. Successful proposals must include a community engagement activity for all participants in the QLC that:

- *Addresses the needs of a particular community.*
- *Is explicitly linked to the learning goals of each of the courses in the QLC.*
- *Applies ethical concepts to the explanation of why the community engagement activity is of high value.*
- *Results in an integrated project to be used for assessment*

PROGRAM OUTCOMES

SHARED BY ALL QLC COURSES

Habits of Mind 1A: Learners will evaluate information and approaches to complex problems.

Habits of Mind 1B: Learners will pursue opportunities to expand knowledge and capabilities.

Habits of Mind 1C: Learners will integrate learning from multiple contexts.

Intellectual Capabilities 2A: Learners will demonstrate communication fluency using multiple modes of expression.

Intellectual Capabilities 2c: Learners will construct arguments using multiple approaches with appropriately documented evidence.

Outcomes for each QLC section course are listed on subsequent pages for instructor reference alongside the suggested rubrics that will be used to assess these outcomes in QLC courses.

INDIVIDUALS & SOCIETY (120, 220, 320)

Individuals and Society courses explore themes or issues of identity and personal responsibility in a variety of contexts and challenge students to draw connections and reflect on their learning within the QLC. Titles of each section will vary by QLC.

FRAMING QUESTION

How are individual identities constructed and represented within society?

APPLIED LEARNING REQUIREMENT

A hands-on exploration of the self and personal responsibility in society through reflective practice including the processes of description, evaluation, and application, and the intentional integration of resulting ideas into personal action.

POTENTIAL LAUNCHING POINTS

- How might individuals impact societies?
- How might underlying ethics or value systems guide the construction and representation of individual and societal identities?
- How might underlying ethics or value systems shape an understanding of personal responsibility toward others?
- In given contexts, how do individuals and societies determine what is the right thing to do and determine the nature of personal obligations toward others?

PROGRAM OUTCOMES ASSESSED IN THIS COURSE

In 100, 200, & 300-level courses

Intercultural Knowledge 3A: Learners will recognize one's own cultural rules and biases in relation to various cultures and worldviews.

Intercultural Knowledge 3B: Learners will examine the role of diversity in shaping human experiences.

Personal and Social Responsibility 4A: Learners will evaluate the consequences personal choices have on the well-being of communities.

Additional in 200-level courses

Intellectual Capabilities 2A: Learners will demonstrate communication fluency using multiple modes of expression.

Additional in 300-level courses

Personal and Social Responsibility 4C: Learners will appraise the interaction between ethics and social responsibility.

Assessment Tools

- 2A: AAC&U Creative Thinking Value Rubric
AAC&U Problem-Solving Value Rubric
Locally developed artistic literacy rubrics
- 3A/3B: AAC&U Intercultural Knowledge and Competence Value Rubric
- 4A: Locally developed Rubric
- 4C: AAC&U Ethical Reasoning Value Rubric

INSTITUTIONS & SOCIETY (130, 230, 330)

Institutions and Society courses explore themes or issues of civic and social responsibility in a variety of contexts and challenge students to draw connections and reflect on their learning within the QLC. Titles of each section will vary by QLC.

FRAMING QUESTIONS

How do institutions function in society:

- How does the practice of citizenship shape the interaction between institutions and society?
- How does diversity shape the interaction between institutions and society?

APPLIED LEARNING REQUIREMENT

A hands-on exploration of the social scientific process including guidance in asking questions, gathering data, interpreting results, drawing appropriate conclusions from analyses, and making inferences about the social world.

POTENTIAL LAUNCHING POINTS

- How are institutions (re)formed within societies?
- How is institutional power used?
- How do citizen influence institutions?
- How have institutions shaped society?
- How have societies shaped institutions?
- How does a global perspective shape the interaction between institutions and society?
- How does a local perspective shape the interaction between institutions and society?
- How do institutions function in global settings?
- How do institutions function in local settings?

PROGRAM OUTCOMES ASSESSED IN THIS COURSE

In 100, 200, & 300-level courses

Intercultural Knowledge 3B: Learners will examine the role of diversity in shaping human experiences.

Intercultural Knowledge 3C: Learners will reflect critically on the relationship between global and local contexts.

Personal and Social Responsibility 4B: Learners will assess the variety of ways to practice citizenship.

Additional in 200-level courses

Intellectual Capabilities 2A: Learners will demonstrate communication fluency using multiple modes of expression.

Additional in 300-level courses

Personal and Social Responsibility 4C: Learners will appraise the interaction between ethics and social responsibility.

Assessment Tools

2A: AAC&U Creative Thinking Value Rubric
AAC&U Problem-Solving Value Rubric
Locally developed artistic literacy rubrics
3B/3C: AAC&U Intercultural Knowledge and Competence Value Rubric
4B: Civic Engagement Value Rubric
4C: AAC&U Ethical Reasoning Value Rubric

SCIENCE & SOCIETY (140, 240, 340)

Science and Society courses explore themes or issues relating to the important roles scientific knowledge and practice play in public life and challenge students to draw connections and reflect on their learning within the QLC. Titles of each section will vary by QLC.

FRAMING QUESTION

How does scientific thinking inform understanding of issues or themes in public life?

APPLIED LEARNING REQUIREMENT

A hands-on exploration of the scientific process including guidance in asking questions, gathering data, interpretation of results, drawing appropriate conclusions from analysis, and making inferences about the physical and natural world.

POTENTIAL LAUNCHING POINTS

- How do scientific knowledge and practice impact communities and society?
- How do scientific knowledge and practice shape the interaction between ethics and social responsibility in various contexts?

PROGRAM OUTCOMES ASSESSED IN THIS COURSE

In 100, 200, & 300-level courses

Habits of Mind 1A: Learners will evaluate information and approaches to complex problems.

Habits of Mind 1B: Learners will pursue opportunities to expand knowledge and capabilities.

Personal and Social Responsibility 4C: Learners will appraise the interaction between ethics and social responsibility.

Additional in 200-level courses

Intellectual Capabilities 2A: Learners will demonstrate communication fluency using multiple modes of expression.

Additional in 300-level courses

Personal and Social Responsibility 4C: Learners will appraise the interaction between ethics and social responsibility.

Assessment Tools

1A/1B: AAC&U Inquiry and Analysis Rubric

2A: AAC&U Creative Thinking Value Rubric
AAC&U Problem-Solving Value Rubric
Locally developed artistic literacy rubrics

4C: AAC&U Ethical Reasoning Value Rubric

CREATIVITY & INNOVATION (150,250,350)

Creativity and Innovation courses explore the way creative and innovative thinking and practice shapes individual identity, community development and society and challenge students to draw connections and reflect on their learning within the QLC. Titles of each section will vary by QLC.

FRAMING QUESTION

How does creative and innovative thinking and practice shape individual identity, community well-being and society?

APPLIED LEARNING REQUIREMENT

Creativity & Innovation courses must include a hands-on exploration of the creative, divergent and innovative thinking process that results in the production of a creative artifact characterized by one or more of the following:

- combine or synthesize existing ideas, images, or expertise in original ways;
- think, react, or work in an imaginative way characterized by a high a high degree of innovation, divergent thinking, and risk taking;
- design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal;
- exercise creative practices that require imagination, investigation, construction and reflection.

POTENTIAL LAUNCHING POINTS

- How does innovation and divergent thinking impact the relationship between individuals and society?
- How do creative processes or expressions shape personal and community identity?
- How do creative processes or expressions shape understanding diversity?
- How does innovation and divergent thinking shape efforts to resolve problems, answer open-ended questions or achieve a desired goal?
- How does innovation and divergent thinking shape interaction between ethics and social responsibility?
- How do creative processes or expressions shape interaction between ethics and social responsibility?

PROGRAM OUTCOMES ASSESSED IN THIS COURSE

In 100, 200, & 300-level courses

Intellectual Capabilities 2A: Learners will demonstrate communication fluency using multiple modes of expression.

Intercultural Knowledge 3A: Learners will recognize one's own cultural rules and biases in relation to various cultures and worldviews.

Intercultural Knowledge 3B: Learners will examine the role of diversity in shaping human experiences.

Additional in 200-level courses

Intellectual Capabilities 2A: Learners will demonstrate communication fluency using multiple modes of expression.

Additional in 300-level courses

Personal and Social Responsibility 4C: Learners will appraise the interaction between ethics and social responsibility.

Assessment Tools

2A: AAC&U Creative Thinking Value Rubric
AAC&U Problem-Solving Value Rubric
Locally developed artistic literacy rubrics

3A/3B: AAC&U Intercultural Knowledge and Competence Value Rubric

4C: AAC&U Ethical Reasoning Value Rubric

QUANTITATIVE LITERACY (160, 260, 360)

Quantitative Literacy courses explore quantitative approaches to problem-solving within intercultural, personal or social contexts and challenge students to draw connections and reflect on their learning within the QLC. Titles of each section will vary by QLC.

FRAMING QUESTION

How does quantitative reasoning shape approaches to problems-solving within intercultural, personal or social contexts?

APPLIED LEARNING REQUIREMENT

A hands-on exploration of quantitative reasoning process including guidance in asking questions, gathering information, interpreting results, drawing appropriate conclusions from data, making inferences and communicating conclusions using a variety of formats (graphs, tables, charts, etc.).

POTENTIAL LAUNCHING POINTS

- How does one ask quantitative questions that make a difference for society?
- How does quantitative literacy impact citizenship?
- How does quantitative literacy shape understanding diversity?
- How does quantitative literacy shape efforts to resolve problems, answer open-ended questions or achieve a desired goal?
- How does quantitative literacy shape interaction between ethics and social responsibility?

PROGRAM OUTCOMES ASSESSED IN THIS COURSE

In 100, 200, & 300-level courses

Intellectual Capabilities 2B: Learners will demonstrate quantitative literacy within an array of contexts.

And 2 other outcomes selected from

Intercultural Knowledge 3A, 3B, 3C:

3A: Learners will recognize one's own cultural rules and biases in relation to various cultures and worldviews.

3B: Learners will examine the role of diversity in shaping human experiences.

3C: Learners will reflect critically on the relationship between global and local contexts.

Personal & Social Responsibility 4A, 4B, 4C:

4A: Learners will evaluate the consequences personal choices have on the well-being of communities.

4B: Learners will assess the variety of ways to practice citizenship.

4C: Learners will appraise the interaction between ethics and social responsibility.

Additional in 200-level courses

Intellectual Capabilities 2A: Learners will demonstrate communication fluency using multiple modes of expression.

Additional in 300-level courses

Personal & Social Responsibility 4C: Learners will appraise the interaction between ethics and social responsibility.

Assessment Tools

2A: AAC&U Creative Thinking Value Rubric
AAC&U Problem-Solving Value Rubric
Locally developed artistic literacy rubrics

2B: AAC&U Quantitative Literacy Value Rubric

3A/3B/3C: AAC&U Intercultural Knowledge and Competence Value Rubric

4A: Locally developed Rubric

4B: AAC&U Civic Engagement Value Rubric