Mason Core Agenda
September 12, 2019
1:00-2:30pm, Merten 3300

1- Welcome and introductions

2- Elect a chair

3- Orientation
   a. What is the Mason Core?
   b. What is general education?
   c. How do we review proposals?
   d. How will we use this year to learn together and prepare for conversations about what is next

4- Getting faculty input during the upcoming year: Samaine Lockwood, Mason Core Faculty Fellow
   a. ITL session
   b. Core Conversations
   c. Focus Groups

5- ITL session planning

THE MASON GRADUATE IS...

...an engaged citizen:
> ethically oriented and committed to democratic ideals
> respectful of individual differences, rights, and liberties
> knowledgeable of important issues affecting the world
> focused on the well-being of others, today and tomorrow
> committed to building a just society

...a well-rounded scholar:
> thinks critically and creatively and demonstrates professional competence
> possesses an inquisitive nature
> appreciates science, humanities, and the arts
> skilled as a communicator
> committed to lifelong learning

...prepared to act:
> innovative, resourceful, and entrepreneurial; ready to do or create a job
> interested and practiced in working with individuals from other cultures, backgrounds, and perspectives
> equipped to make positive and meaningful changes in society

8,173
total number of 2013 graduates

153,366
total graduates worldwide

The Mason Core Committee
Charge

Composition:
The membership of the Committee comprises 14 voting members:
  A. Eight elected from the Faculty Senate for staggered three year terms ensuring that most academic units are represented, one at least should be a senator;
  B. Four faculty appointed by the Provost;
  C. The Associate Provost for Undergraduate Education; and
  D. A representative from the Center for Teaching and Faculty Excellence (ex-officio);
  E. A representative from the Office of Institutional Assessment (ex-officio); and
  F. One student elected by the Student Senate.

Charge:
  A. The Committee will work in cooperation with the Associate Provost for Undergraduate Education on all matters concerning the Mason Core (formerly general education).
  B. For all foundation, core, and synthesis and/or capstone experience Mason Core requirements, the Committee will approve courses to fulfill these requirements. The Committee will develop procedures for the measurement of "satisfactory skills in oral and written presentations" for the synthesis and/or capstone experience requirement, and work with the Office of the Provost to develop procedures for the demonstration of these skills.
  C. The Committee will approve and monitor, through periodic review, the proficiency examinations related to the Mason Core requirements, the competency tests, and any other alternatives proposed to fulfill the requirements.
  D. The Committee will maintain a file of all proficiency examinations and will approve policies related to their administration.
  E. The Committee will confer with the Faculty Senate Committee on Academic Policies when changes to Mason Core requirements impact the entire university and/or would be a change to the university catalog.
  F. The Committee will provide an annual report to the Faculty Senate. The report shall include:
      a) The number of students taking and passing proficiency examinations; and
      b) Changes in the criteria for the Mason Core;
  G. More frequent reports to the Faculty Senate might take place as adjustments to the Mason Core program may warrant.

The Mason Core

The Mason Graduate is an Engaged Citizen and Well-Rounded Scholar who is Prepared to Act. The Mason Core is Mason's general education program that builds the foundation for The Mason Graduate. The Mason Core is a set of required courses that create the foundation of your undergraduate degree. All undergraduates seeking a baccalaureate degree must complete Mason Core requirements. The Mason Core provides a breadth of liberal education courses, complementing the depth of knowledge and skills you build in their majors and minors. The Mason Core helps you become a Mason Graduate: an engaged, well-rounded scholar who is prepared to act.

The Mason Core is divided into three sections: Foundation, Exploration, and Integration (formerly named Foundation, Core and Synthesis/Capstone).

Foundation courses strengthen your foundation in key knowledge and skills needed for academic success. Exploration courses provide a breadth of learning across the university. Integration courses include upper-division courses that are designed to integrate knowledge and skills learned from Foundation and Exploration courses into learning in the major. Courses in each category are guided by specific student learning outcomes that are assessed on a regular basis through the student academic experience.

For certain degrees or majors, specific courses are used to fulfill the Mason Core. Please see the Catalog and your academic advisor to understand the specific requirements for your academic program. See the table below for a list of course categories. Click on the category name to see approved courses for that category.

MASON CORE SECTION	COURSE CATEGORIES
Foundation Courses	Written Communication--Lower Division (ENGH 101, 3 credits) Oral Communication (3 credits) Quantitative Reasoning (3 credits) Information Technology and Computing (3 credits)
Exploration Courses	Arts (3 credits) Global Understanding (3 credits) Literature (3 credits) Natural Science (7 credits) Social and Behavioral Science (3 credits) Western Civilization or World History (3 credits)
Integration Courses	Written Communication--Upper Division (ENGH 302, 3 credits) Writing-Intensive (3 credits*) Capstone or Synthesis (3 credits)
	Total: 40 credits

WRITTEN COMMUNICATION, LOWER AND UPPER
Learning Outcomes:
Students develop the ability to use written communication as a means of discovering and expressing ideas and meanings: in short, employing writing as a way of thinking. Students begin this process at the fundamental level in English 101 (100 for ESL students) and build higher-level skills in English 302. Writing will be emphasized in many courses throughout a student's career, and at least one course in every student's major is designated "writing intensive."

ORAL COMMUNICATION
Learning Outcomes:
1. Students will demonstrate understanding of and proficiency in constructing and delivering multiple message types.
2. Students will understand and practice effective elements of ethical verbal and nonverbal communication.
3. Students will develop analytical skills and critical listening skills.
4. Students will understand the influence of culture in communication and will know how to cope with cultural differences when presenting information to an audience. Students develop the ability to use oral communication as a way of thinking and learning, as well as sharing ideas.

QUANTITATIVE REASONING
Learning Outcomes:
1. Students are able to interpret quantitative information (i.e., formulas, graphs, tables, models, and schematics) and draw inferences from them.
2. Given a quantitative problem, students are able to formulate the problem quantitatively and use appropriate arithmetical, algebraic, and/or statistical methods to solve the problem.
3. Students are able to evaluate logical arguments using quantitative reasoning.
4. Students are able to communicate and present quantitative results effectively.

INFORMATION TECHNOLOGY AND COMPUTING
Learning Outcomes:
Information technology and computing can significantly augment humans' ability to produce, consume, process, and communicate information. Thus, students need to understand ways to use such technology to enhance their lives, careers, and society, while being mindful of challenges such as security, source reliability, automation, and ethical implications. These factors have made it essential for students to understand how to effectively navigate the evolving technological landscape. IT courses offered in the majors may focus on disciplinary applications and concerns of information technology.
IT courses meet the following learning outcomes:
1. Students will understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues.
2. Students will become critical consumers of digital information; they will be capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information.
3. Students can use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making.
4. Students will be able to choose and apply appropriate algorithmic methods to solve a problem.

ARTS

Mason courses in the film making, visual and performing arts stress generative, inquiry based learning through direct aesthetic and creative experience in the studio environment. Art history courses address the intrinsic relationship of personal and cultural creativity, and the manifestation of aesthetics, visual culture and visual narrative within historical contexts.

Learning Outcomes:

Students who successfully complete a course in the Arts category must meet the first learning outcome and a minimum of two of the remaining four learning outcomes:

1. Demonstrate an understanding of the relationship between artistic process, and a work's underlying concept, and where appropriate, contexts associated with the work.
2. Identify and analyze the formal elements of a particular art form using vocabulary and critique appropriate to that form.
3. Analyze cultural productions using standards appropriate to the form, as well as the works cultural significance and context.
4. Analyze and interpret the content of material or performance culture through its social, historical, and personal contexts.
5. Engage in generative artistic processes, including conception, creation, and ongoing critical analysis.

GLOBAL UNDERSTANDING

Learning Outcomes:

The goal of the global understanding category is to help students see the world from multiple perspectives, reflect upon their positions in a global society, and be prepared for future engagement as global citizens. While it may include a historical perspective, global understanding courses focus primarily on a contemporary understanding of one's place in a global society.

Courses in this category must meet a <u>minimum of three</u> of the following learning outcomes:

1. Identify and articulate one's own values and how those values influence their interactions and relationships with others, both locally and globally.
2. Demonstrate understanding of how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies.
3. Demonstrate the development of intercultural competencies.
4. Explore individual and collective responsibilities within a global society through analytical, practical, or creative responses to problems or issues, using resources appropriate to the field.

Note: A student may also meet the Global Understanding requirement through a full-semester study abroad or 12-15 credit hour program; shorter-term study abroad courses must include and meet the learning outcomes listed below and be evaluated prior to departure.

LITERATURE

Learning Outcomes: Courses must meet at least three of the five following outcomes.

1. Students will be able to read for comprehension, detail, and nuance.
2. Identify the specific literary qualities of language as employed in the texts they read.
3. Analyze the ways specific literary devices contribute to the meaning of a text.
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.
5. Evaluate a critical argument in others' writing as well as one's own.

NATURAL SCIENCE, LAB AND NON-LAB
Learning Outcomes:
The general education natural sciences courses engage students in scientific exploration; foster their curiosity; enhance their enthusiasm for science; and enable them to apply scientific knowledge and reasoning to personal, professional and public decision-making. Lab courses must meet all five learning outcomes. Non-lab courses must meet learning outcomes 1 through 4.
To achieve these goals, students will:
1. Understand how scientific inquiry is based on investigation of evidence from the natural world, and that scientific knowledge and understanding:
   - a) evolves based on new evidence
   - b) differs from personal and cultural beliefs
2. Recognize the scope and limits of science.
3. Recognize and articulate the relationship between the natural sciences and society and the application of science to societal challenges (e.g., health, conservation, sustainability, energy, natural disasters, etc.).
4. Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).
5. Participate in scientific inquiry and communicate the elements of the process, including:
   - a) Making careful and systematic observations
   - b) Developing and testing a hypothesis
   - c) Analyzing evidence
   - d) Interpreting results

SOCIAL AND BEHAVIORAL SCIENCES
Learning Outcomes:
The following three learning outcomes are required goals of disciplinary or interdisciplinary courses:
1. Explain how individuals, groups or institutions are influenced by contextual factors;
2. Demonstrate awareness of changes in social and cultural constructs;
3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

WESTERN CIVILIZATION/WORLD HISTORY
Learning Outcomes: Courses must meet at least three of the five following outcomes.
1. Demonstrate familiarity with the major chronology of Western civilization or world history.
2. Demonstrate the ability to narrate and explain long-term changes and continuities in Western civilization or world history.
3. Identify, evaluate, and appropriately cite online and print resources.
4. Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.
5. Communicate effectively— through speech, writing, and use of digital media—their understanding of patterns, process, and themes in the history of Western civilization or the world.

WRITING INTENSIVE

As part of the university's commitment to student writers in all undergraduate programs, at least one upper-division course in each major has been designated as fulfilling the "writing intensive" (WI) requirement. While other courses in the major may require written projects, teachers of the designated WI courses will devote class time to instruction on how to complete assignments successfully, assign and grade a minimum of 3500 words, provide constructive feedback on drafts, and allow revision of at least one graded assignment. See the description of each major for the specific course or courses that fulfill the WI requirement.

CAPSTONE

The purpose of the capstone course or sequence of courses is to provide a high impact, culminating element of an undergraduate education, helping students develop a more comprehensive and integrative understanding of their area of study and to utilize critical thinking skills. Capstone courses provide students opportunities to apply and demonstrate their knowledge and generally involve integrative /applied/experiential projects. Student learning in a Capstone course is assessed using a set of identified learning outcomes, and for critical thinking, as defined by the American Association of Colleges & Universities. **While each academic degree program defines its learning outcomes, a Capstone course or sequence should follow these guidelines:**

- Minimum of 3 credits
- Later in the curriculum, after a student has taken at least 85 credits, and at the 400 course level
- No more than 35 students in the course or equivalent instructional/mentored support
- Emphasis on experiential/applied/integrative learning
- Allow students to apply critical thinking skills
- Learning outcomes defined by the degree program

SYNTHESIS

Learning Outcomes:

The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the Mason Core curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of Mason Core learning outcomes.

A Mason Core synthesis course must address outcomes 1 and 2, and at least one outcome under 3. Upon completing a synthesis course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
2. Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns
3. Apply critical thinking skills to:
    1. Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,
    2. Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards

An Introduction to LEAP

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Liberal Education *&* America's Promise

EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

LEAP

AAC&U
Association
of American
Colleges and
Universities

An Introduction to LEAP

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About LEAP

Liberal Education and America's Promise (LEAP) is a national advocacy, campus action, and research initiative that champions the importance of a twenty-first-century liberal education—for individual student success and for a nation dependent on economic creativity and democratic vitality.

The LEAP vision for college-level learning described in this booklet provides the intellectual framework for high-quality college learning. Through LEAP, we seek to **Make Excellence Inclusive** by providing

- **Essential Learning Outcomes**—the learning outcomes essential for success in life, civil society, and work in the twenty-first century (see page 4).
- **High-Impact Educational Practices (HIPs)**—engaging and challenging students through first-year programs, intensive writing, collaborative assignments, undergraduate research, service learning, internships, learning communities, diversity experiences, and major projects that help students achieve Essential Learning Outcomes.
- **Authentic Assessments**—using students' own work and faculty-validated rubrics, probing whether individual students have developed essential capacities and can apply their learning to complex problems and real-world challenges.

LEAP leaders also work to engage the public with core questions about what really matters in college and to connect employers and educators as they build new partnerships and make the case for the importance of liberal education in the global economy and in our diverse democracy.

The LEAP vision guides all aspects of AAC&U's educational work with colleges, universities, community colleges, and state systems.

Explore LEAP Resources and Publications

Through LEAP, AAC&U has developed a suite of online and print resources valuable for campus curricular change projects and for both external and internal communications and advocacy for liberal education.

To download or order print publications, see **www.aacu.org/leap/publications**. See other online resources, including *The LEAP Challenge Blog* at **www.aacu.org/leap**.

The LEAP Initiative Provides:

National, State, and Institutional Leadership

The LEAP **National Leadership Council** includes educational, business, community, and policy leaders who exercise strong advocacy for liberal education nationally and in their own spheres of influence.

The **Presidents' Trust** includes leaders from all sectors of higher education who are committed to advocating for the vision, values, and practices that connect liberal education with the needs of the twenty-first century.

Campus-Based Reform and Funded Campus and State System Initiatives

The **Campus Action Network** (CAN) provides support for LEAP efforts at individual institutions. Through the CAN, institutions work to ensure that all their students achieve the Essential Learning Outcomes, to expand their use of high-impact educational practices, and to use authentic assessments to track student progress.

In the **LEAP States Initiative**, state system leaders, institutional administrators, and faculty from two-year and four-year campuses are collaborating within and across states to raise levels of inclusion and success for all students. They are working on issues of quality and student success through campus action and curricular and systemic reform.

Research and Resources on Documenting Student Achievement

LEAP provides reports and research on such topics as student achievement of key learning outcomes, making the case for liberal education, high-impact educational practices, and assessment of learning outcomes.

The **VALUE** (Valid Assessment of Learning in Undergraduate Education) initiative is an approach to learning assessment that privileges authentic assessment of student work and shared understanding of student learning outcomes on campus. A set of sixteen VALUE rubrics—available for use at any institution—keyed to the LEAP Essential Learning Outcomes has been developed collaboratively by teams of faculty and academic professionals.

Research on the Economic Value of Liberal Education Outcomes

Through LEAP, AAC&U has commissioned several studies of the learning students need in a fast-changing economy. National surveys of employers show that, across many fields and sectors of the economy, employers seek college graduates who have achieved a broad set of liberal education outcomes.
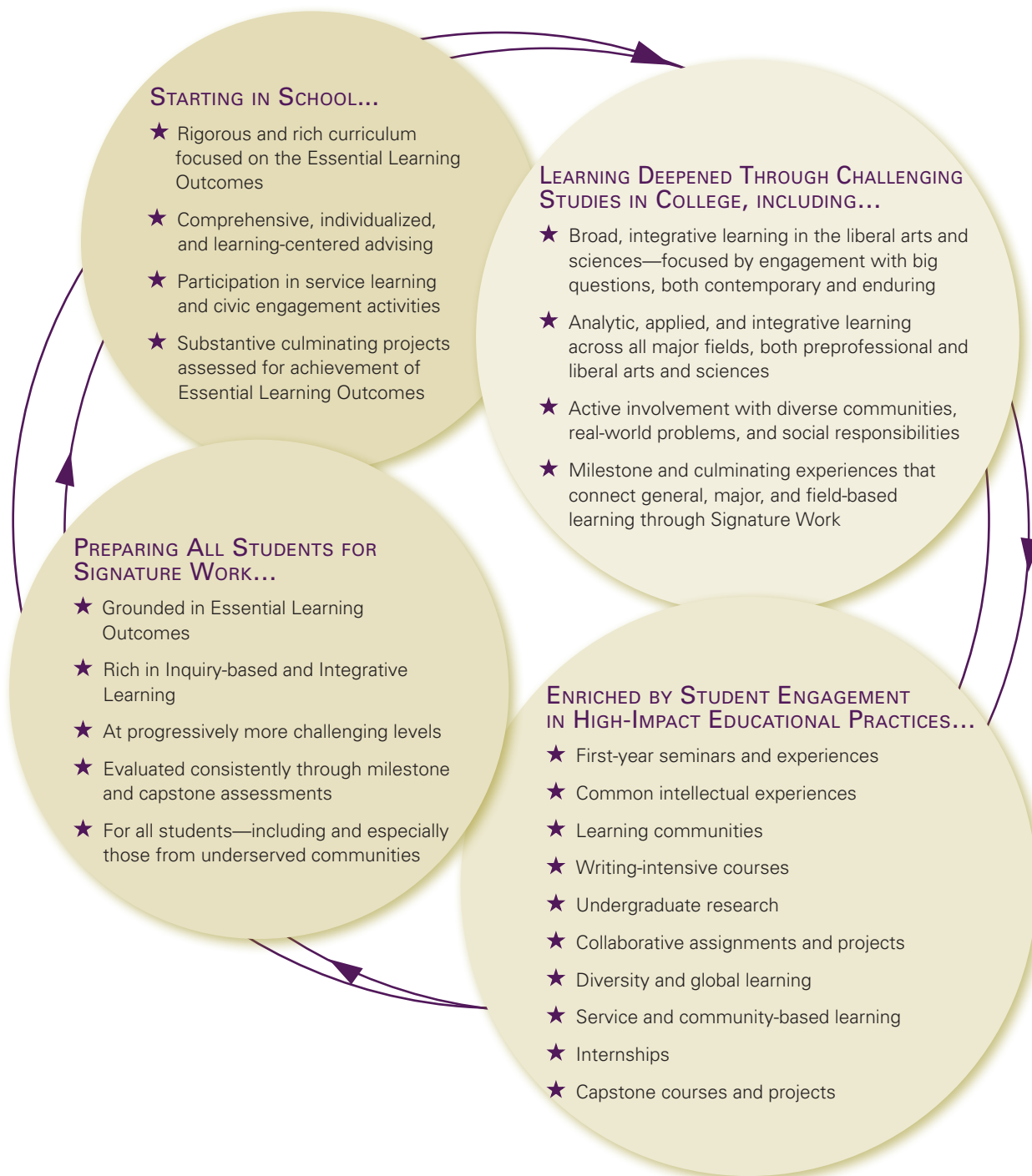
LEAP

In 2015, AAC&U launched the next decade of LEAP with the LEAP Challenge

The LEAP Challenge invites colleges and universities to make Signature Work a goal for all students—and the expected standard of quality learning in college. See page 6 for more information about the LEAP Challenge.

LEAP Vision for Inclusive Excellence

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Guided Learning Pathways, Essential Learning Outcomes, High Student Achievement

STARTING IN SCHOOL...

★ Rigorous and rich curriculum focused on the Essential Learning Outcomes

★ Comprehensive, individualized, and learning-centered advising

★ Participation in service learning and civic engagement activities

★ Substantive culminating projects assessed for achievement of Essential Learning Outcomes

LEARNING DEEPENED THROUGH CHALLENGING STUDIES IN COLLEGE, INCLUDING...

★ Broad, integrative learning in the liberal arts and sciences—focused by engagement with big questions, both contemporary and enduring

★ Analytic, applied, and integrative learning across all major fields, both preprofessional and liberal arts and sciences

★ Active involvement with diverse communities, real-world problems, and social responsibilities

★ Milestone and culminating experiences that connect general, major, and field-based learning through Signature Work

PREPARING ALL STUDENTS FOR SIGNATURE WORK...

★ Grounded in Essential Learning Outcomes

★ Rich in Inquiry-based and Integrative Learning

★ At progressively more challenging levels

★ Evaluated consistently through milestone and capstone assessments

★ For all students—including and especially those from underserved communities

ENRICHED BY STUDENT ENGAGEMENT IN HIGH-IMPACT EDUCATIONAL PRACTICES...

★ First-year seminars and experiences

★ Common intellectual experiences

★ Learning communities

★ Writing-intensive courses

★ Undergraduate research

★ Collaborative assignments and projects

★ Diversity and global learning

★ Service and community-based learning

★ Internships

★ Capstone courses and projects

The Essential Learning Outcomes

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Beginning in school, and continuing at successively higher levels across their college studies, students can prepare for both responsible citizenship and a global economy by achieving the Essential Learning Outcomes (ELOs).

✶ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

✶ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

✶ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

✶ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *College Learning for the New Global Century* (2007) and *The LEAP Vision for Learning* (2011). For more information, see www.aacu.org/leap.

LEAP

The Principles of Excellence

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The Principles of Excellence offer both challenging standards and flexible guidance for an era of educational reform and renewal. These Principles can be used to guide change in any college, university, or community college. They are intended to influence practice across the disciplines as well as in general education programs.

Principle One

Aim High—and Make Excellence Inclusive

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

Principle Two

Give Students a Compass

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

Principle Three

Teach the Arts of Inquiry and Innovation

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

Principle Four

Engage the Big Questions

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

Principle Five

Connect Knowledge with Choices and Action

Prepare Students for Citizenship and Work through Engaged and Guided Learning on "Real-World" Problems

Principle Six

Foster Civic, Intercultural, and Ethical Learning

Emphasize Personal and Social Responsibility, in Every Field of Study

Principle Seven

Assess Students' Ability to Apply Learning to Complex Problems

Use Assessment to Deepen Learning and Establish a Culture of Shared Purpose and Continuous Improvement

LEAP

The LEAP Challenge: Signature Work for All Students

The LEAP Challenge invites colleges and universities to make Signature Work a goal for all students—and the expected standard of quality learning in college.

What Is Signature Work?

In Signature Work, a student uses his or her cumulative learning to pursue a significant project related to a problem she or he defines. In the project conducted throughout at least one semester, the student takes the lead and produces work that expresses insights and learning gained from the inquiry and demonstrates the skills and integrative knowledge that characterize a twenty-first-century liberal education. Faculty and mentors provide support and guidance.

THE
LEAP
CHALLENGE

Education for a World
of Unscripted Problems
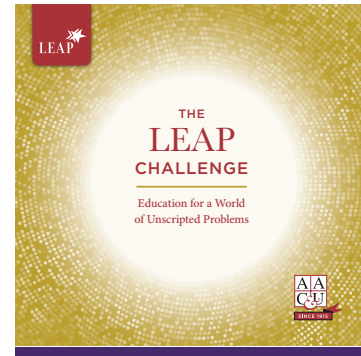
Signature Work might be pursued in a capstone course or in research conducted across thematically linked courses, or in another field-based activity or internship. It might include practicums, community service, or other experiential learning. It always should include substantial writing, multiple kinds of reflection on learning, and visible results. Many students may choose to use e-portfolios to display their Signature Work products and learning outcomes.

The entire college experience should prepare students to produce high-quality Signature Work.

Why Is Signature Work So Important?

A twenty-first-century education prepares students to work with unscripted problems. Today's graduates will participate in an economy fueled by successful innovation—and engage with diverse communities that urgently need solutions to intractable problems. Our graduates will have to secure environmental sustainability, find ways to maintain human dignity and equity in an increasingly polarized nation, and manage a world rife with conflict. They will need to balance family and career in a climate that increasingly devalues personal privacy and presents obstacles to flourishing.

Negotiating this world demands an education that explores issues from multiple perspectives and across disciplines—and that helps students apply what they learn to complex problems and questions. Signature Work is a powerful way to help students integrate various elements of their education and apply their learning in meaningful ways.

SIGNATURE WORK ADVANCES PROFESSIONAL SUCCESS

87%
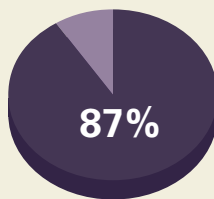
Percentage of employers who say they would be more likely to consider hiring a candidate if she or he had completed an advanced, comprehensive senior project.

*Hart Research Associates. *Falling Short? College Learning and Career Success* (AAC&U, 2015).

How to Get Involved

Campus Action Network

The best way for individual campuses to get involved in LEAP is through the Campus Action Network (CAN). CAN institutions are provided opportunities to engage with AAC&U and each other around their work to improve student achievement in college. LEAP resources are provided to CAN members as they become available. Any AAC&U member institution is welcome to join the Campus Action Network.

Presidents' Trust

The Presidents' Trust includes presidents from all sectors of the higher education community who have made a significant commitment to providing local, regional, and national leadership for liberal education. Membership in the Trust includes a financial commitment. Any AAC&U member president may join the Trust.

LEAP States Initiative

The LEAP States Initiative brings AAC&U, state systems, and campus networks into intentional work together to advance systemic change. LEAP States supports public advocacy for liberal education and frameworks to advance Essential Learning Outcomes in general education and across the curriculum and cocurriculum. Inclusion in the LEAP States Initiative is developed through a collaborative process involving state system representatives, institutional leaders, and AAC&U.

LEAP Online and Print Resources

• Original Publications and Blogs
LEAP publishes many reports and monographs on liberal education, assessment, the Essential Learning Outcomes, high-impact educational practices, campus-based models of integrative liberal education, and ways to educate students and the public about liberal education. AAC&U also publishes *The LEAP Challenge Blog,* with postings from AAC&U staff and experts in the field (www.aacu.org/blog), and a weekly Liberal Education News Watch.

• LEAP Online Resource Hubs
Online, interactive resource hubs for campus practitioners and other educators to access concise, useful research narratives, examples of campus work, tools for campus change, and assessment instruments.

• Speeches and Articles on Liberal Education
The LEAP Liberal Education News Watch includes links to articles and speeches through which people from many backgrounds are effectively making the case for liberal education.

• Data and PowerPoint Presentations
LEAP-based PowerPoint slides present data that educational practitioners and leaders can use to make the case for liberal education more effectively.

• Employer Surveys and Public Opinion Research
AAC&U regularly commissions surveys of employers that explore the value of liberal education outcomes in today's workplace. All survey findings and PowerPoint slides for use in presentations are available on the LEAP website.

For more information or to find resources, visit aacu.org/leap or contact:
LEAP Coordinating Director, Bethany Zecher Sutton (sutton@aacu.org)

LEAP
www.aacu.org/leap