

Elizabethtown College

Compass

Sophomore Year
Academic Advising
Handbook



'18-19

The Sophomore Year Experience at Elizabethtown College

Part Two of Your College Journey

soph·o·more

Did you know the word sophomore does not mean sophomoric as in immature? Though the first part does come from the Greek word sophos ("wise"), there is no direct relation to the Greek word for "foolish" as is commonly believed. In truth, sophomore is a variation of the word sophist. Originally, a sophist (Greek sophistes) was someone who achieved wisdom. The sophist Protagoras (c. 490 BC – c. 420 BC) is said to have been the first professional teacher. Professional teachers in ancient Greece became generally known as sophists, the sort of plausible yet unsound arguments they were fond of using are called sophisms and the use of such arguments is called sophistry. Other ancient Greek thinkers, more interested in finding truth than winning arguments, were less comfortable claiming to have achieved wisdom. They called themselves philosophers ("lovers of wisdom").¹

In the sixteenth and seventeenth centuries, debate and argument (as an educational exercise, not necessarily as a path to knowledge) was considered an important part of education at Cambridge University. A first-year student at Cambridge, who was not expected to engage in such arguments, was called a fresh-man, which originally meant a novice at any activity. Second- and third-year students were assigned points they were expected to defend in debate, and clever new arguments were called sophisms. From this, the upperclassmen were called sophisters ("users of sophisms"). This group was later divided into junior sophisters (or junior sophs, second-year students) and senior sophisters (or senior sophs, third-year students). In the seventeenth century, the designation sophumer (essentially a synonym of sophister, as noted above) was inserted between freshman and junior soph. John Harvard (1607-1638), was a graduate of Emmanuel College, Cambridge and the major benefactor of Harvard University where the sophister designations were employed. The system spread to other American schools. Harvard's influence extended to other educational terminology such as: Alma mater (from the Latin for "foster mother") and alumnus (Latin for "foster son"). By 1726 sophumer had become sophomore in America, the modern spelling probably being influenced by the false etymology from Greek moros ("foolish"). The upperclassmen's "sophister" designation was gradually dropped, disappearing by about 1850. Today we have the familiar first year students, sophomores, juniors, and seniors.

In this fine and historic tradition you are a sophomore student, a student on a journey of discernment. Last year, was your first year of discovery and this year begins a process of making decisions. Perhaps it is choosing a major or second major, changing your major, adding a minor, or selecting courses to finish your Core requirements? You may be discerning where you want to study abroad, or looking for an internship, externship, or field placement? Maybe you are interested in collaborating with faculty in research and writing? It is never too soon to contemplate graduate school programs and begin to formulate career aspirations. Perhaps you might focus these ideas based on your civic and community engagement? Maybe your college employment or work study has provided insight about your future plans? This is a transitional year for you academically. You will be working with the academic advisor within the academic department of your major. You will be taking more courses required by your academic program. Developing a strong advising relationship with your academic advisor is key to setting and attaining academic goals. As you work on focusing your academic interests, this is a good time to consider your calling, vocation, and purpose in life work. Faculty and staff Purposeful Life Work Mentors can play an important role in walking with you on this part of your journey. What have other students done? Senior students are available to mentor sophomore students. These student mentors are called the Blue Jay Vics. Keeping with the Blue Jay theme, when birds fly in a V formation they take turns leading the flock as the lead bird. The British Royal Air Force flies in the same V formation and the lead plane, or lead bird, or in our case lead Blue Jays are called Vics. Blue Jay Vics mentor sophomore students as they discern a major, minor, or concentration in a major, and in selecting from among the five Signature Learning Experiences required for graduation.

When you arrived in your first year you were guided by a student advising hand book called the RUDDER to keep you steady. Now as a sophomore we are providing you with an advising handbook called the COMPASS to help you chart the next part of your college journey.

¹ Greek sophisma ("sophism") seems to have entered the English language in two ways, first from the Old French sophime (or soffime), and later from the Latin source, sophisma (or perhaps from a different Old French form, sophisme, which is also the modern French form.) So English had both sophume and sophism as synonyms, and also had the synonymous pair sophumer and sophister for what we would now call a "sophist."

A Liberating Education

The concept of a liberal education is an education which liberates the individual and collectively the society. Think of ways an education liberates a person on various levels. A liberal education implies breadth and depth: basic knowledge in a range of disciplines, focused by more concentrated work in one. These goals are common to all liberal arts institutions, but at Elizabethtown they have a special context. Our Core curriculum ensures you freedom in directing the course of your education, but it also expects you to remain open—to people, ideas, and experiences. By cultivating such openness, you will learn to make the most of the freedom you have, and to chart the broadest possible intellectual journey.

What does it mean to be broadly educated? The first Western universities conceived of the liberal arts as seven distinct modes of thought, three based on language (grammar, rhetoric, and logic), and four on number (arithmetic, geometry, music, and astronomy). While this structure has changed over the centuries, the basic concept has endured. A modern liberal arts education is still defined in terms of a core curriculum comprised of several areas of knowledge. Our Core curriculum allows you to sample courses in the humanities, the social sciences, the life sciences, and the physical sciences. But the real challenge is to make connections between those courses, using the perspective gained from one discipline as a window onto the next. The most significant social, political, and moral issues of our time require the ability to think from multiple vantage points, and our Core curriculum affords you the opportunity to develop just this sort of nuanced perspective.

By the end of your sophomore year, you will have chosen an academic concentration, where you will develop perspective in the context of one discipline or department. For some majors this has already begun with introductory courses in the discipline in the first year. This is, in effect, what “concentration” means. Deepening your knowledge of a field implies understanding the range of ideas, and the methodological differences defining it. All concentrations have requirements ensuring students have covered the basics. But you will of course bring your own perspective to the field through your independent projects, and all the other work you will do both inside and outside the classroom through your work in at least two of the five signature learning experiences required for graduation as part of the Core curriculum.

As with Core classes, the same is true with Signature Learning Experiences, the challenge, once again, is for you to make the connections. This means striving above all to develop the full range of your intellectual capacities and acting on what you learn, thus having an impact on the world around you. How should you go about expanding those capacities? Below are a few goals to keep in mind as you plan your course of study and learning experiences.

Work on your speaking and writing

Writing, speaking, and thinking are interdependent. Developing a command of one of them means sharpening another. Seek out courses, both in and out of your concentration, helping you to improve your ability to communicate in English as well as in another language. Whether you concentrate in the sciences, the social sciences, or the humanities, your ability to speak and write clearly will help you succeed in your college coursework and in your life after Elizabethtown College.

Understand differences among cultures

Your future success will also depend on your ability to live and work in a global context. Knowing as much about other cultures as you do about your own is very important. Choose courses and international experiences helping you develop a more self-conscious and expansive sense of how different cultural groups define themselves through social, aesthetic, and political practices. Working with international students, faculty, and staff on our campus can make you equally aware of the challenges of communicating across linguistic and cultural barriers. Fluency in a second language, coupled with time spent studying abroad, will sharpen your sensitivities, enlarge your sense of geography, and prepare you for leadership in an increasingly interconnected world.

Evaluate human behavior

Knowing how individuals are socialized and express their identities can lead to deeper insights about the nature of human organization, the sources of political power and authority, and the distribution of resources. The study of race, gender, ethnicity, and religion can help you think more deeply not only about yourself, but also about the social institutions serving to define our very notions of self, together with the policies and institutions that maintain them.

Learn what it means to study the past

Understanding how people and institutions have changed over time is fundamental to a liberal education. Just as you should expand your cultural breadth, so should you also develop your historical depth. Coming to terms with history involves far more than learning names and dates and events. It means understanding the problematic nature of evidence, and the distance separating the present from the past. It also means thinking critically about how histories themselves are written and who has the power to write them.

Experience scientific inquiry

Evidence is also a central aspect of scientific inquiry. The interpretation of natural or material phenomena requires a unique combination of observation, creativity, and critical judgment honing your inductive reasoning, sharpening your ability to ask questions, and encouraging experimental thinking. Understanding the nature of scientific findings, along with their ethical, political, and social implications, is also critical to an informed citizenry. As you plan your course of study and experiences, look for opportunities to experience direct, hands-on research.

Develop a facility with symbolic languages

Symbolic languages make it possible to think abstractly across many disciplines. Linguistics, philosophy, computer science, mathematics, and musical are among the disciplines developing symbolic systems to make theoretical assertions about their objects of study, or to imagine alternate realities. Courses in these areas will teach you what it means to conceptualize systems and structures having the potential to reframe our notions of time and space.

Expand your reading skills

Studying written texts, interpreting graphs, and evaluating systems and codes are all forms of analysis that belong to the more general category of “reading.” Learning how to read closely makes you aware of the complex nature of expression itself, where the mode of expression is as important as what is expressed. Gaining experience with close reading—across many genres— may be one of the most important things you will learn to do at Elizabethtown College.

Enhance your aesthetic sensibility

A liberal education implies developing not just new ways of reading but also of seeing, hearing, and feeling, based on exposure to a range of aesthetic experiences. Courses and experiences in the visual and performing arts, music, and literature will deepen your understanding of many kinds of expressive media, past and present, and the kinds of realities they aim to represent. Developing your own creative abilities in one or more art forms will deepen your self-understanding and enhance your ability to appreciate the work of others.

Embrace diversity

Achieving excellence in liberal education requires a commitment to diversity in the broadest sense. This means embracing not only a range of intellectual perspectives, but also a diversity of people. Think broadly about the nature of complexity itself, and learn how to participate productively in a pluralistic society. Choose courses and experiences offering you a chance to enlarge your perspectives in just this way. Seek experiences inside and outside the classroom challenging your assumptions, and allow yourself to develop a more open and inclusive view of the world and your place in it.

Collaborate fully

Learning never happens in isolation, and the quality of your experience at Elizabethtown College will depend on your ability to collaborate fully with others: with teachers, with fellow students, with advisors and mentors of all kinds. Be as bold in seeking guidance as you are in pursuing your educational aspirations. Begin developing your network of collaborators early, and work to stay connected with those teachers, advisors, and peers who have meant the most to you. Visit office hours not just to expand your understanding of course material, but to get to know your teachers as people. Reach out to Academic faculty advisors, Purposeful Life Work Mentors, and Blue Jay Vics at other events, or over lunch or coffee. Work on research projects or independent studies with professors whose interests match your own. Make use of the many offices and centers supporting you in reaching your academic and personal goals. By taking charge of your education in this way, you will enrich your teachers’ and mentors’ understanding as much as you will expand your own capacity to learn, not just here at Elizabethtown College, but in

many other environments, and for many years to come. This is how a liberal arts education liberates the individual.

Apply what you have learned

Your liberal education at Elizabethtown College in your sophomore year will be enriched by the many kinds of work you do beyond the classroom. Real-world experiences anchor intellectual pursuits in practical knowledge and help you develop a sense of social and global responsibility. Internships, public service, and other community activities both on campus and beyond not only have the potential to strengthen your core education; they also can strengthen your moral core, by showing you how and why your liberal studies matter. Looking beyond the horizon of your immediate interests and sharing your knowledge and talents with others can expand intellectual and ethical capacities making it possible for you to lead a full and engaged life, or, in the words of the college motto a life of education for service.



Working with Your Advising Partners

Students need a strong network of advisors and mentors to engage fully and successfully in their sophomore year experience of discernment. Our advising system provides you with the guidance you need to experience a liberal—and thus liberating—education. Build strong working relationships with your (a) Faculty Academic Advisor (b) Faculty/Staff Purposeful Life Work Mentor (c) Senior Student Blue Jay Vic Mentor.

The Advising Network

All kinds of people can serve as advisors for you as you chart your pathway through your sophomore year. Engage in meaningful conversations with people in the advising network about making connections between your academic activities and your life outside the classroom. The strength of your network will depend, to a large degree, on your willingness to take advantage of the full range of individuals available to offer you support, guidance, and good counsel.

Your Responsibilities As An Advisee

As the primary architect of your education, you will benefit from your advising relationship to the extent you engage actively, express your thoughts and feelings candidly, and remain open to different points of view. Below are a few suggestions for making the most of the time you have with your advising partners.

Your Faculty Academic Advisor

Your faculty academic advisor is the expert in what is needed for you to graduate with a degree in your particular major. Work with your advisor to ensure you are meeting all the requirements explained in the college catalog and outlined in the departmental check sheet. Your advisor will serve as a supportive critic, asking probing questions and suggesting alternatives you may not have considered. Academic advisors are happy to address concerns or apprehensions you may have about particular courses or areas of study. They can also help you balance your course choices and construct a tentative plan of study for future semesters.

Building Relationships with Your Professors

Getting to know your professors is a critical part of your college education. By the end of your first year of study, in addition to your academic advisor, you should know at least one faculty member well enough to advise you. This is not about academic advising, but about mentoring and building strong relationships with the faculty. Often this can be the student's FYS instructor/Academic Advisor or a professor who taught one of the student's Core classes.

Purposeful Life Work Mentor

Purposeful Life Work Mentors are part of a network of faculty and staff mentors available to students through the Chaplain's Office under the component of vocation, life calling, and purposeful life work. This mentoring network fosters among students an understanding of education for a life of purpose based on a holistic model of student development integrating career development; reflection on vocation, meaning and life;

and a commitment to civic engagement. Purposeful Life Work mentors encourage students to understand the importance of reflection on vocation and purposeful life work for intentional decision-making during their Elizabethtown career and beyond. Mentors are committed to: developing students' concept of vocation and purposeful life work, encouraging students to reflect on what really matters to them, challenging students to discern their own vocation and purpose.

Blue Jay Vics

Senior students are available to mentor sophomore students. These student mentors are called the Blue Jay Vics. Keeping with the Blue Jay theme, when birds fly in a V formation they take turns leading the flock as the lead bird. The British Royal Air Force flies in the same V formation and the lead plane, or lead bird, or in our case lead Blue Jays are called Vics. Blue Jay Vics mentor sophomore students as they discern a major, minor, concentration in a major, and in selecting from among the five Signature Learning Experiences required for graduation.

Always come prepared for conversations

- Come to your advising meeting with some thoughts, written or not, about your academic hopes and plans for the semester.
- Be ready to explain to your faculty academic advisor why you are interested in a particular set of courses. Do they relate to one another? If not, what principles and motivations drove your selections?
- Bring a list of courses to your faculty academic advisor you are considering. Ask your advisors what steps they would suggest you take to figure out which courses interest you the most.
- Sketch out a long-term plan with your Purposeful Life Work Mentor to help them get a sense of where you might be headed, intellectually and vocationally. This plan could include future courses, but it could also include service work, study abroad, internships, and other Signature Learning Experiences.
- Take the initiative in meeting with your Senior Student Mentor Blue Jay Vic and your academic advisor. Visit your advisor during their office hours, email your Blue Jay Vic from time to time, and ask for help! It is easy to get lost if you do not allow others to accompany you on your journey, and it is far more rewarding when you do.

Advisor Responsibilities

Student Responsibilities

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| The advisor is responsible to meet with their advisees to support them in their academic/educational transition during their second year at the college. | The student has the responsibility to meet with their advisor throughout their second year at the college. |
| The advisor is prepared to meet with advisees within the first week to assist with schedule changes in the drop/add period. | The student has the responsibility to meet with the advisor during the first week of the semester to open communications and adjust schedules during the drop/add period. |
| The advisor assists students in identifying academic, career, and personal goals. | The student is an active participant in the advisor/advisee relationship. As such, the student communicates concerns, needs, and problems in an effort to keep the advisor apprised. |
| The advisor assists their advisees who receive one or more early warnings during the fifth week of classes to develop an academic plan to actualize goals and objectives. | If a student receives one or more early warnings, during the fifth week of classes, the student should consult with their advisor to assess goals and objectives. |
| The advisor encourages students to take an active role in their academic program and refers the students to regulations, programs, and graduation requirements. | The student is knowledgeable about college policies, procedures, and regulations as well as program and graduation requirements. Sources of information include the College Catalog, the Academic Advising Handbook, Core and the major check sheets. |
| The advisor serves as a primary communication source for students providing current information about academic policies, procedures, regulations, and programs during registration, weeks ten through twelve. | The student schedules a pre-registration advising appointment with their advisor to discuss program development in relation to course selection, major/career goals, and scheduling of classes during the tenth and twelfth weeks. |
| The advisor maintains a current file on each student's progress toward major and degree requirements, commensurate with the student's goals and objectives. | The student has prepared in advance for the registration advising appointment, has obtained materials from the Registration and Records office in readiness for the advising session, knows course requirements for the major program, has thought about course selection and has developed a tentative outline of their class schedule. |
| The advisor has knowledge of college referral sources and services which may assist students in their academic, career, and/or personal development. When appropriate, the advisor may act as a referral agent. | The student understands the first year advisor is an informational source. When appropriate, the advisor may serve as a referral agent helping the student to obtain assistance in areas of concern. |
| The advisor is a listener, and facilitates students' growth in the areas of academic, career, and personal concerns. | The student has responsibility to maintain a personal advising file which includes program requirements, advising notes, and other information disseminated by the advisor. |
| The advisor confronts students openly and honestly on issues of integrity, academic honesty, behaviors, rights and responsibilities. | The student is familiar with, and committed to upholding, the Pledge of Integrity |
| The advisor has regular office hours posted. | The student knows the office hours and location of the advisor. |

Sophomore Advising Questionnaire

At the beginning of the fall semester of your sophomore year you may choose to complete the Sophomore Advising Questionnaire (SAQ) to help your advising team learn to know more about your strengths, interests, aspirations, plans and goals. On the SAQ, you will note your major, concentration within the major, whether you are currently considering a secondary field or minor, which of the five Signature Learning Experiences (SLE) appeal to you, your post-graduate plans, and your co-curricular engagement. The information on the SAQ should serve as a useful starting point for your initial conversations with your Faculty Academic Advisor, Purposeful Life Work Mentor, and Blue Jay Vic.

Submit Introduction Letters to Your Advisors

Write a letter of introduction to your Faculty Academic Advisor, Purposeful Life Work Mentor, and Blue Jay Vic. This letter is an opportunity for you to share your academic goals and interests with your advising team. Express your thoughts in your own words and use this letter to invite the first meeting you have with these advisors when you will discuss your responses to the Sophomore Advising Questionnaire (SAQ). This letter can also be submitted via Starfish.

Sophomore Plan of Action

The Sophomore Plan of Action is a reflection on your experiences, and a plan for your remaining time at Elizabethtown College. Rely on the wide range of advising resources to help you identify opportunities, understand requirements, weigh your options and, ultimately, set your path. The plan is about how you will chart the next part of your academic journey. Students are encouraged to take full ownership of their academic experience and to make deliberate decisions about their academic careers.

Sophomore Plan of Action I

A brief (1-2 page) description of the primary interests, purposes, and principles organizing your program of study, including major(s), and minors accompanied by a semester-by-semester list of courses which are central to your academic program. This list will assist planning for the next two years. From a purely informational perspective, most of the particulars about major are available in the college catalog and departmental advising check sheets. In writing Part I of your plan, the challenge at this stage is not usually “What courses do I take to fulfill this or that requirement?” but rather, “What do I want to study (even within my major), and how does this relate to who I am and what direction I want my life to take?” All students are expected to have an approved major by the end of their sophomore year.

Sophomore Plan of Action II

A brief (1-2 page) description of which two of the five Signature Learning Experiences you will choose to complete. Reflect on how the SLE relates to your major. Take an interdisciplinary approach and decide how your SLE choices relate to the courses you are taking for Core. Consider how the Signature Learning Experiences will enrich your college experience and prepare you to achieve post graduate goals.

The Core Curriculum & Signature Learning Requirements

The Core Program supports the academic goals expressed in Elizabethtown College’s mission statement. It has four major purposes: to provide a sense of mission and purpose to general education, to provide a foundation for successful study in liberal arts and professions, to integrate knowledge across the disciplines by engaging students in the study of the natural world and the human experience, and to develop habits of the mind fostering continued intellectual growth. The Core Program promotes truth, tenable judgments and important ideas by assuring a student has the opportunity to acquire significant knowledge and accepted methods of inquiry.

Students enroll in ten courses in eight Areas of Understanding. The thematic Areas of Understanding unite the Core Program into a cohesive offering, develop skills of self-education, and integrate knowledge across the disciplines. Any exceptions to Core requirements must be petitioned to the Academic Standing Committee.

Common Core

Areas of Understanding

The Elizabethtown College Core Program consists of eight thematic Areas of Understanding (AU).

Power of Language (two courses)

Students are required to take one English-based course (Power of Language - English) and one Modern or Ancient Language Course (Power of Language - Other) to complete this Area of Understanding. Courses in the English component of this AU emphasize the use of the English language in logic, rhetoric, and persuasive communication. Students learn to articulate ideas and critically evaluate arguments. Students may complete a writing-based English course (EN 100) or, for students who test accordingly, an advanced course (EN 150 or PH 110). Students placed in English 100 must successfully complete EN 100 for their Power of Language AU. Students who receive credit for EN 100 (including transfer or AP credit) cannot receive credit for EN 150 . The Power of Language – English course must be taken during the students’ first year or prior to the start of their second year.

Student Learning Outcomes for the Power of Language (English-based)

Students will be able to:

- Construct logical and persuasive argument.
- Read carefully and critically.
- Analyze and synthesize new ideas.
- Explain how language affects thinking and conceptual development.

Sociology/Anthropology, Religious Studies, Modern Languages, and Political Science.

Student Learning Outcomes for the Western Cultural Heritage

Students will be able to:

- Demonstrate an understanding of the importance of a specific aspect of Western cultural heritage.
- Explain the historical context of the subject under study, illustrating the complexity of the past and its relationship to the contemporary world.
- Explain how knowledge can be subject to a variety of interpretations.
- Analyze primary and/or secondary sources.

Non-Western Cultural Heritage (one course)

This AU introduces students to Non-Western culture and history through the critical analysis of significant human endeavors in societies other than European ones and/or the global offshoots of European societies. Communities in Asia and the Pacific, Africa, and the Middle East typically (though not exclusively) fall into this category. The courses in this AU come primarily from the departments of English, History, Philosophy, Sociology/Anthropology, Religious Studies, Modern Languages, and Political Science.

Student Learning Outcomes for the Non-Western Cultural Heritage

Students will be able to:

- Demonstrate an understanding of the importance of a specific aspect of non-Western cultural heritage.
- Explain the historical context of the subject under study, illustrating the complexity of the past and its relationship to the contemporary world.
- Explain how knowledge can be subject to a variety of interpretations.

Natural and Physical Sciences (two courses in different disciplines)

This AU explores the natural and physical world through discussion and discovery of major scientific concepts and theories. Students must complete two courses in different disciplines. At least one course must include a laboratory component, which emphasizes “the hands on” nature of science. These courses come primarily from the departments of Biology, Chemistry, and Engineering and Physics.

Student Learning Outcomes for the Natural and Physical Sciences

Students will be able to:

- Describe and apply major scientific concepts of a particular field.
- Explain methods of scientific inquiry.
- Collect (if a lab-based course), analyze, and interpret data.

Power of Language Other

Courses in the other component of the Power of Language AU allow students to start or continue the study of a Modern or Ancient Language. These courses come primarily from the Department of Modern Languages.

Student Learning Outcomes for the Power of Language (other)

Students will be able to:

- Comprehend and/or produce the target language at the appropriate course level for the discipline.
- Demonstrate knowledge of corresponding culture(s) at the appropriate course level of the discipline.

Mathematics (one course)

This AU develops competency in quantitative reasoning and problem-solving skills. These courses come primarily from the Department of Mathematical and Computer Sciences.

Student Learning Outcomes for the Mathematics

Students will be able to:

- Use inductive or deductive reasoning to formulate and evaluate arguments.
- Model real-world phenomena mathematically.
- Utilize mathematics effectively in problem-solving strategies.

Creative Expression (one course or course equivalent)

Courses in this AU include analysis and interpretation of artistic works. Students focus on creation or performance within a particular artistic discipline. These courses come primarily from the Department of Fine and Performing Arts (Art, Music, Theatre, Dance) and the English department. Students can also use any combination of private music lessons or ensembles equaling 4 credits to satisfy this requirement.

Student Learning Outcomes for the Creative Expression

Students will be able to:

- Discuss concepts employed in the creation and analysis of like artworks.
- Develop and articulate informed aesthetic judgments.
- Create or perform artistic work representative of the discipline.
- Express the intrinsic value of an artistic medium.
- Give examples of the way in which creative art forms show and affirm human feelings, desires, experiences, and/or values.

Western Cultural Heritage (one course)

This AU introduces students to Western culture and history through the critical analysis of significant human endeavors in European societies and/or their global offshoots. Communities in Europe and the Americas typically (though not exclusively) fall into this category. The courses in this AU come primarily from the departments of English, History, Philosophy,

Social Sciences (one course)

Courses in this AU observe and analyze human behavior, ranging from the formation of the self and family structures to economic trends and the interactions of nations. These courses come primarily from the departments of History, Political Science, Sociology/Anthropology, Psychology, and Economics.

Student Learning Outcomes for the Social Sciences

Students will be able to:

- Discuss and apply major concepts and theories that interpret and explain human behavior and interaction.
- Describe the diversity and/or integration of social worlds.
- Explain the organization and function of one or more social systems.
- Analyze influences that affect human thought, feelings and behaviors.
- Describe the methods and procedures of social science research.

Humanities (one course)

Courses in this AU examine ethical and moral dilemmas, values, and choices from an analytical or critical perspective. Students are engaged in the decision-making process and consider the implications of their choices for self and society. Courses in this AU come primarily from the departments of Philosophy, English, History, Religious Studies, and Fine and Performing Arts.

Student Learning Outcomes for the Humanities

Students will be able to:

- Describe the nature and origin of one or more values that govern human conduct.
- Relate the value or values under study to a fundamental human dilemma.
- Describe the way in which a major work (literary, artistic, historical, religious, or philosophical) contributes to our understanding of values.
- Explain how an individual's values and choices can be influenced by many factors.
- Apply knowledge about values to a particular ethical situation, moral dilemma or aesthetic judgment.

Additional Requirements and Policies

Students must take at least one Guided Writing and Research (GWR) course beyond their Power of Language – English course. GWR courses can be in any AU other than Power of Language – English. Refer to the online list of Core courses for those designated as GWR.

Courses approved by Academic Council for Core that also are required for a particular major or minor may be used to fulfill both requirements.

Seniors may enroll in Core Program courses to complete Core, major or minor requirements as needed. Seniors may not enroll in Core Program courses for elective purposes until all enrolled underclass students have had the opportunity to select courses during official registration periods in November and April. In this context, seniors include students of senior status and juniors who will achieve senior status at the completion of the current semester.

The Core Program may be satisfied in its entirety by transfer courses (i.e., there is no residency requirement for the Core). Students wishing to satisfy the GWR requirement with an off-campus course must submit a syllabus for evaluation. Students can satisfy Core AU requirements with transferred courses that are worth at least three credits.

Majors with more than 125 credits for graduation may be allowed to count two courses required of the major in lieu of two courses from the Core. Courses would have to meet the goals for the appropriate AU. Academic Departments may apply to the Core Committee and Academic Council to demonstrate how the major courses satisfy the goals of the AU.

When course requirements for an academic program meet the educational objectives for a Core AU, Academic Departments may petition Academic Council for a waiver of that AU for students completing the program. The course requirements supporting the waiver must be an integral part of the academic program.

Students are required to complete the appropriate level of mathematics, English, and modern/ancient language courses as determined by the College. Once students have completed the appropriate level, they cannot receive credit for taking a lower-level course in the sequence.

The First-Year Seminar may not be substituted for a major or minor course or to waive a requirement for the major or minor.





• **Supervised Research**

Investigate, test and study big questions under the supervision of a faculty mentor.

• **Internships, Field Placements, Practicums**

Students become immersed in a professional setting in their chosen field of study or career interest.

• **Capstone Course, Project or Development Portfolio**

Students are encouraged to integrate, apply and demonstrate what they've learned through a project, exhibit, performance or showcase.

• **Community-Based Learning**

Students engage in service projects in communities locally and beyond that are related to their field of study.

• **Cross-Cultural Experience**

Students explore different cultures by living and studying in a different culture either abroad or in the U.S.

Discuss these opportunities with the members of your advising network and explore the College website to see how other students have personalized Signature Learning Experiences and find the ones which will work with your academic and personal goals.

Interdisciplinary Colloquium Pilot Program

Each Interdisciplinary Colloquium is a course team-taught across two Core Areas of Understanding by faculty members from two different departments. These courses offer dynamic opportunities for teaching and learning as well as a distinct curricular advantage.

Students completing an Interdisciplinary Colloquium will fulfill the requirements for two Areas of Understanding at once and thereby make room for a Core elective. The latter may be fulfilled either by (1) taking a Core course in an area of the student's choosing, or (2) taking a 200-, 300-, or 400-level course outside the student's primary major. The Interdisciplinary Colloquium pilot program will run in the spring of 2017 and again in the spring of 2018.



Signature Learning Experiences

An important component of Elizabethtown College Signature Learning Experiences is the high impact practices which supplement classroom learning. Signature Learning Experience is so significant that, completing at least two of these five Signature Learning Experiences (SLE) is a graduation requirement for all Elizabethtown College students. The student's academic adviser will assist in choosing two of five SLEs:



Elizabethtown College

Core Program & SLE Planner

Name: _____

Elizabethtown Entry Year: _____

Major(s): _____

Minor(s): _____

The 2016 CORE PROGRAM

| Area of Understanding** | Core Code | Course Code | Credits | Semester/ Year Taken |
|--|------------------------------|-------------|---------|-------------------------|
| Common Core <i>Complete 1st semester</i> | FYS 100 First Year Seminar | FYS | | |
| Power of Language: 2 courses <i>Complete PLE 1st year</i> | PLE (English-Based) | | | |
| | PLO (Modern or Ancient) | | | |
| Mathematics <i>(MA 251 or MA 121)</i> | MA | | | |
| Creative Expression | CE (to total 4 credits) | | | |
| Western Cultural Heritage | WCH | | | |
| Non-Western Cultural Heritage | NCH | | | |
| Natural & Physical Sciences: <i>2 courses, two different disciplines</i> | NPS with a Lab | | | |
| | NPS with or without a lab | | | |
| Social Sciences | SSC | | | |
| Humanities | HUM | | | |
| Interdisciplinary Colloquium Pilot Program <i>Optional course; satisfies 2 AU.</i> | IC Also list AUs covered: | | | |
| Core Elective <i>Required only if taking an Interdisciplinary Colloquium</i> | | | | |

**One course ABOVE must be Guided Writing & Research (GWR)

SIGNATURE LEARNING EXPERIENCES (SLE)

All students must complete at least two Signature Learning Experiences as part of their graduation requirements. See reverse side of this document for a complete list of SLE options.

| | Term | Year | Credits |
|-------|-------------|-------------|----------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

- An **Interdisciplinary Colloquium**, normally taken in the second semester of the sophomore year, is a course that is team-taught across two Areas of Understanding (AU) by faculty from two different departments. An Interdisciplinary Colloquium satisfies two AUs. Completion of an IC generates space for a **Core Elective**: either a Core course in an area of the student's choosing or a 200-, 300-, or 400-level course outside the student's primary major.
- In the **Natural and Physical Sciences** AU, the two required courses must come from different disciplines (disciplines are indicated by the course prefix) and at least one of the courses must include a lab.
- The **Creative Expression** AU may be satisfied with a combination of courses totaling 4 credits.
- Students may double-count any major or minor course that is also a core course.
- Students are required to complete the appropriate level of **English and Modern Language** courses as determined by the College.
- Students are encouraged to complete Core program requirements prior to earning 72 or more completed credits. A student with 72 or more completed credits is referred to as a "Rising Senior." Rising Seniors may enroll in Core Program courses to complete Core, Major or Minor requirements as needed; however, rising seniors may not enroll in Core Program courses for elective purposes until all enrolled underclass students have had the opportunity to select courses during the official registration periods.
- The Core Program may be satisfied in its entirety by transfer courses (i.e., there is no residency requirement for the Core). Transferred courses must be worth at least 3 credits to satisfy an AU course requirement but this does **not** increase the value of the course from 3 to 4 credits. It only means that an additional credit for that particular Core requirement is not required. It also does not reduce the 125 overall minimum credits needed for graduation.
- **Transfer students** who transfer 24 or more credits of course work from another college are not required to complete the First Year Seminar.

SIGNATURE LEARNING EXPERIENCES (SLE) NOTES:

- **Supervised Research** – Undergraduate research actively engages students in scholarship at an advanced level under the close supervision of a faculty mentor or approved disciplinary expert. Results from the research should be disseminated publicly in a way that is appropriate to the discipline (presentation, in writing, performance, exhibition, prototype development, etc.).
- **Cross-Cultural Experience or Exchange** – Cross-cultural experiences allow students to engage meaningfully with diverse cultures, experiences, and worldviews, by living and studying in a culture different from their own. These experiences can be domestic or abroad and include traditional semester study abroad programs as well as short-term faculty-led programs.
- **Internship, Field Experiences or Practicum** – A transcribed academic internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. A field experience or practicum is a learning opportunity that takes place in the field of practice, is embedded in an associated course, and supervised by faculty
- **Community-Based Learning** – Community-Based Learning is an instructional strategy that gives students opportunities to apply knowledge and skills from the classroom to analyze and address community problems. In so doing, students achieve a deeper and more integrated understanding of their studies while benefitting the community.
- **Capstone Course, Projects, or Development Portfolio** – Culminating experience near the end of the college career in which students integrate, synthesize and apply what they have learned in the major or program. Capstone experiences can include courses, projects, performances, exhibits, and/or portfolios. Portfolios should include artifacts and narratives, sampled during the college career under faculty review, that demonstrate competencies or learning outcomes in the major or program.

Your Sophomore Year Experience at Elizabethtown College

The Annual Fall Sophomore Class Dinner & Annual Spring Sophomore Class Reception

Join us in September for a special dinner to open the Sophomore year, learn about the programming offered through the Compass: The Sophomore Year Experience, be introduced to Purposeful Life Work Mentors and Blue Jay Vics, begin thinking about your major/minor, finishing the Core curriculum, choosing Signature Learning Experiences, and exploring your vocation or calling in life. Let's gather for one more meal together in April where we can celebrate our accomplishments and focus on the road ahead – your junior and senior years.

The Advising Network

Your Faculty Advisor, Purposeful Life Work Mentor, and Blue Jay Vic Mentor will serve as both advocates and supportive critics. If you have trouble with a class, a family problem, or a health issue, any concerns, these persons are there to help you navigate the issue and the College's resources as smoothly as possible. The advisors in this network can also challenge you to think seriously about your academic goals and vision for the future. Time spent with your members of your advising network should foster personal reflection on both your strengths as a student and areas where you can improve. Getting to know your advisors/mentors will also prepare you to approach other professors and professional staff one-on-one.

Engage Your Advisors/Mentors

Remember, faculty members have often spent several decades working in their specific field. Keep an open mind. By asking questions about the advisor/mentor's research or professional career, going to office hours periodically, and being responsive and prompt when your advisor contacts you, you will gradually be able to build a rapport with your advisor/mentor. This can help you build confidence and set a precedent for contacting professors and professional staff outside of class. Developing a relationship with your advisor/mentor can also be useful if you need references or letters of recommendation. Who knows, your advisor/mentor's interests may help you discern your choices in Signature Learning Experiences, choose courses for Core, find extra reading on an interesting topic, or connect with professors in fields of interest to you. Like your Faculty Advisor and Purposeful Life Work Mentor, your Blue Jay Vic may have interests far afield from your own. However, your Blue Jay Vic has been provided with an abundance of resources and has plenty of experience at the college as a senior student. So, even if your Blue Jay Vic has not had a relevant experience, it is likely he or she knows someone who has. If you have a question, there is a 99.99% chance we can help, and a 100% chance we want to. Your Blue Jay Vic wants to help you, so trust in their experience and eagerness to help you find your way.

Ask Questions

The advisors and mentors in your advising network know a great deal about resources and have information which could be useful to you, but it is difficult to anticipate every question or concern you will have. Each sophomore year experience is different, so make sure to ask any and all questions which come up throughout the year. You should not expect your advisors/mentors to have an answer to every specific question which may arise. However, they can be very helpful in pointing you in the right direction by acquainting you with the College's resources. We are here to help, and never want you to struggle through something all alone. Faculty Advisors and Purposeful Life Work Mentors often have just a few ways they like to be contacted (usually email and personal visits during office hours). Blue Jay Vics will be open to a wide variety of technological forms of communication. After you learn your advisor's preferred mode of communication, make sure to respond when they contact you. Not responding to a Faculty Advisor or Purposeful Life Work Mentor can seem disrespectful. If you need advice, set up a meeting to speak in depth. As for contacting your Blue Jay Vic, you should agree on how you would like to contact one another. Whether you want to text, call, or send a Facebook message, your Blue Jay Vic will be there for you. Establish a method of communication with which you feel comfortable early in the year, so you and your Blue Jay Vic know how to reach each other on a consistent basis. Always respond promptly to your advisor/mentor's emails (48 hours is a good limit), be on-time to meetings, and never skip them. If there is an exception; send a prompt apology email asking to reschedule. While we want to help, you are also responsible for shaping your sophomore year experience. Taking the time to set goals for yourself and your relationships can often help you develop more fruitful and productive connections with your advisors/mentors. While your advisors/mentors are available to deal with all of your issues, staying in contact with them throughout the year can help prevent colossal problems from arising. Constant contact can also give advising teams the background knowledge necessary to help you solve your issues effectively. We know you get (or will get) a million emails a day, but make time for three more people in your life – this way; we can help you navigate your sophomore year experience like a compass.

Establishing Your Advising Network

Your Academic Faculty Advisor:

Uncertain who is your faculty advisor? Check your Jay Web account to locate and confirm your faculty advisor. Still not certain who is your faculty advisor? Contact the Student Information Systems Coordinator, Academic Advising, Center for Student Success: (717) 361-1415.

Your Purposeful Life Work Mentor:

You can elect to have a Purposeful Life Work Mentor who is a member of the faculty or professional staff at the college. This component of your advising network is available through the programming of Vocation, Life Calling, and Purposeful Life Work through the Chaplain's Office. To choose a Purposeful Life Work Mentor contact: calledtolead@etown.edu or Stacey Zimmerman, Assistant Director of Called to Lead (717) 361-1353.

Your Senior Student Blue Jay Vic Mentor:

You can elect to have a Senior Student Blue Jay Vic mentor who can be a resource to you, especially in discerning choices for meeting the SLE requirements. This component of your advising network is available through the office of Academic Advising. To choose a Senior Student Blue Jay Vic contact: Stephanie Rankin, Associate Dean of Students, Director of Center for Student Success and Academic Advising: rankins@etown.edu (717) 361-1569.

Additional Questions:

Contact the following:

Dr. Brian Newsome:

Dean for Curriculum and Honors, and Professor of History
newsomewb@etown.edu (717) 361-1251

Rev. Dr. Tracy Wenger Sadd:

Chaplain, the Director of Religious Life, and the Executive Director for Ethical Leadership and Purposeful Life Work.

Saddt@etown.edu (717) 361-1261

Stephanie Rankin:

Associate Dean of Students, Director of Center for Student Success & Academic Advising
rankins@etown.edu (717) 361-1569

| <u>Academic Departments</u> | <u>Student Services</u> |
|--|--|
| Accounting.....1270 | Academic Advising.....1415 |
| Anabaptist & Pietist Studies1234 | Admissions Office1400 |
| Anthropology1308 | Blue Bean Café2084 |
| Biology Department.....1389 | Blue Jay Sports Net Hotline.....1311 |
| Biology Lab1326 | Body Shop1444 |
| Business Department1270 | Business Office1417 |
| Chaplain.....1260 | Campus Operator0 |
| Chemistry and Biochemistry Department.....1126 | Campus Security1263 |
| Communications Department1262 | Career Services1206 |
| Computer Engineering1348 | Center for Global Citizenship1108 |
| Earth Science1329 | Center for Student Involvement.....1260 |
| Economics.....1270 | Center for Student Success1415 |
| Education Department1210 | Chaplain.....1260 |
| English Department1234 | College Bookstore.....1131 |
| Environmental Science1317 | College Life1196 |
| Fine and Performing Arts.....1212 | College Relations1410 |
| Art.....1385 | Community Service Work Study1108 |
| Dance1136 | Conestogan Office1107 |
| Music1212 | Copy Services1122 |
| Theatre.....1160 | Counseling Services.....1405 |
| Forestry/Environmental Management.....1389 | Dining Services.....1158 |
| History Department.....1234 | Director of Student Wellness.....1300 |
| Industrial Engineering.....1329 | Disability Services1549 |
| International Business.....1270 | Diversity and Community Outreach1198 |
| Mathematical Sciences Department.....1329 | Emergency Number1111 |
| Modern Language Department.....1234 | Etownian Office.....1132 |
| French1234 | Financial Aid Office1404 |
| Spanish.....1234 | (ITS) Help Desk.....1435 |
| German1234 | Human Resources1406 |
| Japanese1234 | Jay's Nest.....1221 |
| Music Department.....1212 | Learning Services1549 |
| Education.....1212 | Library1451 |
| Therapy.....1212 | Mail Services1124 |
| Occupational Therapy Department1174 | Marketplace/Kitchen.....1522 |
| Peace and Conflict Studies.....1234 | Night Dispatcher, Public Safety.....1264 |
| Philosophy Department.....1234 | Plant Operations.....1408 |
| Physical Education Department.....1137 | Registration and Records1409 |
| Physics and Engineering Department1329 | Residence Life1197 |
| Political Science Department1308 | Service Learning1108 |
| Psychology Department1329 | Sports Information1311 |
| Religious Studies Department.....1234 | Student Activities.....1260 |
| Social Studies.....1210 | Student Senate.....1223 |
| Social Work Department.....1308 | SWEET1303 |
| Sociology Department1308 | Swimming Pool.....1274 |
| Theatre1160 | Writing Services Room.....1185 |
| Visual Arts1212 | |
| Administration | Residence Halls |
| Office of the President1193 | Brinser Residence Office1208 |
| Provost1416 | Founders Residence Office1570 |
| Registrar.....1333 | Vera Hackman Apartments.....1596 |
| | Myer Residence Office1503 |
| | Ober Residence Office1106 |
| | Royer Residence Office1442 |
| | Schlosser Residence Office.....1104 |
| | Residence Hall Association1154 |
| | |
| | When using a cell phone the area code is 717 and the prefix 361. |

**ELIZABETHTOWN COLLEGE
COMPASS
SOPHOMORE PLAN OF ACTION COVER SHEET**



ID #: _____ NAME: _____

CLASS YEAR: _____ E-MAIL: _____ DATE: _____

Fill in the Intended Plan box below.

Attach this form to your completed Sophomore Plan Narrative, an up to date Core check sheet, and up-to-date Major/Minor check sheet – check sheets should indicate which courses you have completed, a plan for the courses you will take in your junior and senior years, and your grad audit from Jay Web.

If you would like to consult with an Academic Advisor to discuss your plan, please contact the Academic Advising office at: (717) 361-1415 or stop in BSC 216.

Your Intended Plan of Action:

MAJOR: _____

CONCENTRATION WITHIN MAJOR:

Optional:
SECOND MAJOR _____

Optional:
MINOR(s): _____

Required:
SLE Option #1: _____

SLE Option #2: _____

Sophomore Plan Narrative:

(Submit this with your sophomore plan)

Answer the following questions:

1. Academic plan:

- a) Why have you chosen your major?
- b) What is interesting to you about this major?
- c) How did you choose the concentration in your major?
- d) Why did you choose a second major or minor?
- e) How does your major relate to your other fields of study?
- f) How does your major/minor relate to your calling or vocation in life?

2. Post graduate plan:

- a) What do you intend to do with your major/minor?
- b) What graduate programs are you considering?
- c) What are your career aspirations?
- d) What opportunities for service relate to your major, vocation, and career?

3. SLE Choices:

- a) How did you choose your SLE options?
- b) How will these SLE options relate to your major/minor?
- c) How will these SLE options relate to graduate school or career goals?
- d) How do these SLE options relate to your vocation or calling in life?

4. General Interests:

While your Sophomore Plan is a moment when you make academic decisions, it is also a moment when you should take the time to make other life choices. For many of you those choices will be: personal, social, wellness, co-curricular. Fortunately, Elizabethtown College offers a broad range of venues, resources, and people who can help you to meet your general interests. It might be time to start something new, or time to address a vexing habit or issue. It might be time to make new friends or commit to current relationships. Please take a moment to be in the *present*, to reflect upon your *past* and *future*, and answer the following two questions:

- a) Identify a general interest goal you would like to address during your last two years at Elizabethtown College. List three steps you believe you need to take to accomplish your goal.
- b) Identify a campus resource or advisor/mentor who you will meet with to discuss this plan.

5. Discerning choosing or changing your major:

- a) Use the form on the next page and discuss your ideas with your advising network.



MAJOR DECISION SHEET 1

| List majors currently under consideration and rate each potential major on each factor (again using a scale of 1-10). | List the factors you are using to make the decision about a major - i.e. | Assign each factor an importance weight from 1 to 10 (10 being extremely important) |
|---|--|---|
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MAJOR DECISION SHEET 2

List all of the potential majors under consideration (those you listed on Sheet 1). Indicate your overall feeling of how good a choice each is for you, again using a scale of 1 to 10.

| Potential Major | Overall feeling (Rate 1-10) |
|------------------------|------------------------------------|
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