MONMOUTH COLLEGE CO-CURRICULUM

Mission, Structure and Goals

Monmouth College has a rich array of co-curricular activities which promote the College’s mission and purposes by providing a learning environment which is value centered, intellectually challenging, aesthetically inspiring, and culturally diverse. Just as students’ classroom experiences are carefully coordinated within the framework of Monmouth’s academic curriculum, so are many of our students' residential experiences coordinated within what we call the co-curriculum. While the academic curriculum and the co-curriculum address different developmental needs, together they provide a cohesive, well-conceived experience that gives shape and direction to developing minds and bodies.

The academic curriculum comprises the Freshman Seminar, the general education components, the major, and elective courses. These elements provide a balance between general education—in the general education components—and specific education—in the major. The interplay between these two intellectual forces helps to prepare individuals who are adaptable and analytical and who, at the same time, view the world with a set of values and sense of purpose.

Recognizing that students develop in several ways during the college years, not just intellectually, the co-curriculum deals with other major facets of a student’s growth. The four elements of the co-curriculum are career and leadership development, social skills development, wellness in mind, body & spirit, and intellectual development.

Elements of the Co-curriculum and Their Purposes

CAREER & LEADERSHIP DEVELOPMENT involves the analysis of the world of work, self-assessment, and making decisions about life plans. It includes learning to be an adaptable and ethical leader not only in a workplace, but in the community. Using the resources of the “Wackerle Career & Leadership Center,” programs on leadership development, involvement, graduate school, graduate entrance examinations, resume writing, undecided majors, interview workshops, internships, resume writing, and leading by serving are held throughout the campus. In addition, faculty, staff, senate members, alumni, and community members address the campus community or participate in panel discussions and help clarify how a liberal arts education contributes to sound leadership in the various communities we will live and work in.

College purposes served:
1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
SOCIAL SKILLS DEVELOPMENT entails learning about self and others by acquiring skills essential to forming open, intimate, and mature relationships. Besides informal discussions and experiences coordinated through the residence halls, fraternity houses & commuter lounge, numerous activities are sponsored on campus through the student programming board and its subcommittees, student government and various campus organizations. Dances, coffeehouse performances, and other planned activities also encourage this development. In addition, special programs on relationships, dating, and communication are also organized. Avenues for exploring social values include open forums about ethnic diversity, retreats and trips to expose students to differences in culture.

College purposes served:
3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.
4. Create and maintain a learning environment which is value centered, intellectually challenging, aesthetically inspiring, and culturally diverse.
6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.

WELLNESS-THE DEVELOPMENT OF A HEALTHY MIND, BODY & SPIRIT includes the learning of behaviors that promote a life-style of health. Wellness at Monmouth offers students, faculty & staff aerobics, yoga, meditation, dance, health walks, and conditioning. Incentive programs and health screenings to check cholesterol and blood pressure are also sponsored. A newsletter, speakers and an intramural program also provide the campus community with information about health and opportunities to participate in activities. Spiritual and religious programming is offered through the chaplain intern’s office and through the campus series, “Our Search for Meaning.”

College purposes served:
1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.

INTELLECTUAL DEVELOPMENT is designed specifically to support and extend ideas and concepts explored in the academic curriculum. This is accomplished through programs in the living units and on campus that, for example, support the areas of the general education program: Beauty & Meaning in Works of Art, Human Societies, Physical Universe & Its Life Forms, Issues & Ideas, and Language.

College purposes served:
1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.
4. Create and maintain a learning environment which is value centered, intellectually challenging, aesthetically inspiring, and culturally diverse.
5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.
6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.
7. Foster and promote intellectual inquiry and critical analysis through mentoring relationships characterized by individual attention.
8. Develop creativity and skills in written and oral communication and artistic expression.
9. Understand the methods of inquiry and expression in the arts, humanities, sciences and social sciences.
The following checklist provides a sampling of possible activities in which a student can engage to supplement his/her classroom experience. The intent of this list is to provide ideas for involvement and only represents a fraction of the many opportunities available to students. Feel free to add items as they seem appropriate. Students are encouraged to involve themselves at least once in each of the four areas of the Co-curriculum during their four years at the College.

**Career and Leadership Development**
*Involves the analysis of the world of work, self-assessment, and making decisions about life plans. It includes learning to be an adaptable and ethical leader in the work place and the larger community.*
- [ ] Hall Council
- [ ] Student Association
- [ ] Campus Clubs/Organizations
- [ ] Committees/Task Forces
- [ ] Campus Media
- [ ] Residence Hall Programs
- [ ] Workshops, seminars, special training
- [ ] Wackerle Career Development Programs
- [ ] Wackerle Discover Self-Assessment Program
- [ ] Wackerle Leadership Development Workshops
- [ ] Position of Leadership within a campus club or organization
- [ ] Panhellenic Council involvement
- [ ] Interfraternity Council involvement
- [ ] Campus employment
- [ ] Internships

**Social Skills Development**
*Entails learning about self and others by acquiring skills essential to forming open, intimate and mature relationships. Also includes avenues for exploring social values such as open forums about cultural diversity, retreats and trips to expose students to differences in culture.*
- [ ] Attendance at various campus club/organization sponsored events
- [ ] Cultural field trips
- [ ] Multicultural events and programs
- [ ] Programs on relationships and dating
- [ ] Music and theater performances
- [ ] Informal discussions in residence halls, cafeteria, etc.

**Wellness in Mind, Body and Spirit**
*Includes the learning of behaviors that promote a life-style of health in mind, body and spirit.*
- [ ] Wellness Center activities
- [ ] Recreational sports (Intramurals)
- [ ] Varsity sports
- [ ] Religious and/or spiritual program participation
- [ ] Service to the community

**Intellectual Development**
*Is designed specifically to support and extend ideas and concepts explored in the academic curriculum.*
- [ ] Attendance at various campus lectures and programs
- [ ] Employment or Internship within academic discipline
- [ ] Research projects
- [ ] Position as tutor
- [ ] Host of campus program on curriculum related topic
- [ ] Presentation of paper
ASSESSING THE EFFECTIVENESS OF THE CO-CURRICULUM

The effectiveness of the Co-curriculum is assessed in a number of ways. Each semester the Student Affairs Staff reviews the various areas of the Co-curriculum with student focus groups (students selected at random and student leaders) to assess the impact of the Co-curriculum and to seek recommendations from the student body. Also each semester the preprogram guides and the program evaluation forms that are used by residence hall staff when planning and evaluating each program’s effectiveness are reviewed in an effort to assess attendance and the over-all value of each program. At the close of each semester the Student Affairs Staff reviews the work of the semester in light of the feedback from the student focus groups, the residence hall staff evaluation information and the College’s Mission and Purposes and plans for the following semester accordingly. Finally, the Assessment Committee’s annual portfolio review, which includes a senior transcript reflection, will include questions about the Co-curriculum.