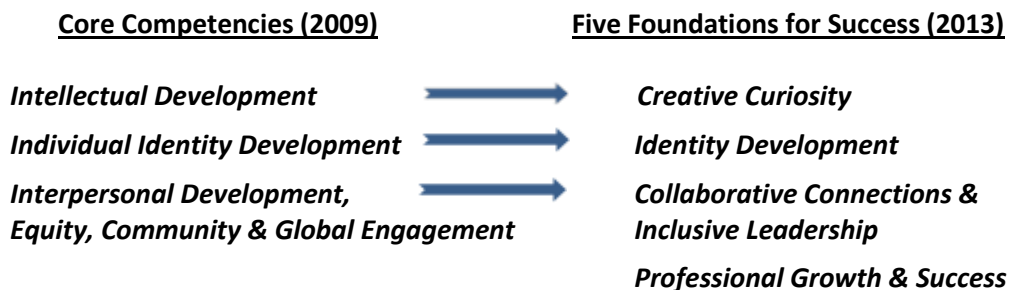# Student Life Curriculum
"bLUeprint"

I.   Background

Lehigh is an institution committed to producing students of the highest intellectual caliber and personal ability, in an environment that promotes and sustains opportunities for intentional learning. As noted in the National Panel Report *Greater Expectations: A New Vision for Learning as a Nation Goes to College[1]*, a critical role for Higher Education both today and in the future is to ensure that students coming to Lehigh participate in and receive an education of lasting value. A critical aspect of such an environment is Lehigh's ability to expose students to core, fundamental competencies that transcend their experiences across their academic, co-curricular, social and personal development.

The Lehigh University Student Life Curriculum- named **bLUeprint**- is a four-phase, basic to advanced process for Lehigh students to achieve five core learning outcomes through engagement within the Division of Student Affairs. Developed to *operationalize* the Core Competencies documented in the Lehigh University Strategic Plan (2009), **bLUeprint** is an updated and expanded strategy for student learning. While the core competencies remain the underpinning for all co-curricular student learning, **bLUeprint** redefines and expands upon the competencies utilizing student-friendly language. The concepts in the Five Foundations are similar to the core competencies with the exception of the last area, "professional growth and success," added to thoroughly describe the holistic student learning experience.

Core Competencies (2009)		Five Foundations for Success (2013)
Intellectual Development	➤	*Creative Curiosity*
Individual Identity Development	➤	*Identity Development*
Interpersonal Development, Equity, Community & Global Engagement	➤	*Collaborative Connections & Inclusive Leadership*
		Professional Growth & Success

Furthermore, **bLUeprint** involves a four-phase process where students *discover, explore, connect, and then apply* their learning across all five leaning outcomes. A number of learning strategies implemented within and across the division serve as activities through which students can accomplish their learning and development. Student Affairs educators intentionally sequence these learning strategies to match student with activities that are developmentally appropriate, yet challenging, to encourage continued development across the Five Foundations. Similar to the academic curricula, **bLUeprint** allows for students to develop the knowledge, skills and developmental capacities necessary to enact these outcomes.

II.   Five Foundations of Student Success

Creative Curiosity- Students will develop a creative and curious outlook to guide and shape every aspect of their lives.

Identity Development- Students will develop into their own unique person, living out their carefully chosen values and beliefs.

Collaborative Connections- Students will shape collaborative relationships and communities, utilizing their personal values, as well as their creative and curious outlook as a guide.

Inclusive Leadership- Students will develop the skills to guide their decision, actions, and contributions to a diverse community.

Professional Growth & Success- Students will create and live out a person definition of success based on their interests, who they are, and what they want to contribute to the world.

III.   Theoretical Framework

Self-authorship
A holistic theory of development, self-authorship (Baxter Magolda, 2001) is the ability to internally author one's beliefs, identify, and relationships into an enduring belief system, sense of self, and philosophy for guiding one's life. Self-authoring individuals seek and create experiences based upon their own personal visions and definitions of success as opposed to uncritically following others' visions and formulas for success. **bLUeprint** seeks to promote self-authorship as it is linked with the Five Foundations of Student Success. By utilizing the Leaning Partnerships Model (Baxter Magolda & King, 2004), a common set of principles used to appropriately challenge and support students, student affairs educators will promote self-authorship.

Social Change Model
The Social Change Model of Leadership (HERI, 1994) combines three sets of core values: individual values, group values, and society/community values. As individual leaders become conscious of their personal values and perspectives, they are able to choose worthwhile, values-driven communities with whom they can collaborate and establish a common purpose. These communities and the individuals therein can then take on a leadership role in society to enact positive change. This model combines personal transformation and society transformation. It includes the values of: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change.

IV. Conclusion

Finally, the Five Foundations and process for learning (discover, explore, connect, and apply) serve as a guide to planning learning strategies for individual departments and as a means of assessment for the entire **bLUeprint**. Attached to this document is a visual guide to the Five Foundations and learning process.

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Many statements and examples in this document are taken directly from *Frameworks for Assessing Learning and Development Outcomes* (Council for the Advancement of Standards in higher Education), 2006.
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A Social Change Model of Leadership Development: Guidebook Version III. Los Angeles: The Regents of the University of California.