

Specifically with regard to oral communication, all students will be introduced to and practice:

Active and appropriate contribution to group discussion of an idea, issue, text, topic or work of art.

Active and critical listening in such situations as lectures, forum discussions, media presentations, and group discussions.

Research, preparation, and oral presentation on a topic in the students' field of study.

Analysis and response to the oral presentations of peers.

Use of appropriate visual and technological aids to facilitate the preparation and/or delivery of an oral presentation.

Specifically with regard to critical thinking, all students will be introduced to and practice:

Analysis of underlying assumptions, biases, and appeals to emotion in arguments.

Analysis and assessment of the reasoning used to support an argument.

Conscious awareness of processes used to learn and integrate new ideas.

Consideration of issues and problems from multiple perspectives with the recognition that not all points of view are valid.

Critical evaluation of the credibility of information resources.

Specifically with regard to problem-solving, all students will be introduced to and practice:

Identification and analysis of problems.

Articulation and application of the problem-solving processes in a field of study.

Information gathering using a variety of strategies: e.g. observation, experimentation, interviewing, and library, database, and online research.

Appropriate and substantial participation in collaborative problem-solving processes.

Recognition of the implications and new problems arising from the proposed solution to a problem.

Individual department implementation plans can be found under the department's heading in the Courses of Study section of this catalog.

The Collaborative Learning Center

The Collaborative Learning Center is an adjunct of the Communicating Plus Program. Located at 420 Thorne Street, the Collaborative Learning Center provides a student peer mentoring program under faculty direction. The Center offers group study space, computer facilities, a public speaking laboratory, and video viewing areas. The student mentors are available for essay and presentation critiques and assistance with other course assignments. They also develop and present a variety of workshops with faculty and staff partners, with the goals of supporting the Communicating Plus Program and addressing perceived student needs.

Majors and Minors

Majors

A student's major provides two important elements of liberal education: understanding of what mastery in a field entails, and expertise necessary for subsequent study or employment. Each major provides depth of analysis to complement the breadth aimed at in the distribution requirements.

Four broad categories of majors are available at Ripon: discipline-based, interdisciplinary, broad field, and self-designed. Because of the problems of scheduling necessary courses, it is advisable to make the choice of a major

no later than the end of the sophomore year.

Because major requirements differ in each field of study, students should refer to "Courses of Study" for specific information about each major offered. The typical major consists of at least 24 credits of upper-class courses in the major field. At least one-half of the credits counted toward a major must be taken at Ripon.

All courses required for a major, including required courses in departments other than the major department, and all courses elected to count toward the major must be passed with a grade of C- or higher in order to count toward that major. (This C- rule does not apply to courses needed as a prerequisite to a required major course except where noted.) A 2.00 average must be attained for all courses presented for a major. No course may be substituted for a course required for a major without the approval of the chair of the department and the associate dean of faculty.

All students are expected to meet the requirements of their major department in effect at the time they declare their major. If requirements change after they have declared a major, they may choose either the new or old set of requirements. In extenuating circumstances, students may, with the written approval of their major advisor, arrange a combination of old and new requirements.

Some students arrange their programs so as to complete two departmental or interdepartmental majors.

Interdisciplinary majors, established by the faculty, combine courses from two or more fields when the courses have strong interrelations, serve an emerging vocational objective, and constitute a legitimate and liberal area of study.

Self-designed

Self-designed majors are for the ma-

ture student with special interests and abilities and the motivation to design a unique major not available through existing college programs. Self-designed majors should be structured out of courses from different academic departments or disciplines, supplemented in most cases by independent study. The student's academic ability, motivation, justification, and coherence in planning will be considered when a proposal for a self-designed major is evaluated for approval.

Proposals for self-designed majors are usually prepared during the sophomore year and must be submitted before fall break of the fifth semester and approved by the end of the fifth semester. The student chooses as an advisor a faculty member who will assist the student in designing an individualized major with a coherent theme, oversee the work, advise the student throughout the program, and supervise the completion of a senior essay or project which will integrate the courses chosen for the major. Two to four credit hours will be given for the senior essay/project course.

Under the guidance of the advisor, the student will write a detailed outline of the proposed major, describing its purpose and rationale and specifying the courses to be taken. The proposal must specify how coursework for the major addresses the Communicating Plus goals of written communication, oral communication, critical thinking, and problem solving. No self-designed major will be approved without this material. This written proposal is then submitted to the associate dean of faculty for evaluation. If the proposal is approved, the student will then become a "self-designed major" under the supervision of the student's chosen advisor.

A student may do an independent study project in one of the academic departments (see Independent Study in

this section of the Catalog) or design an interdisciplinary project (see Interdisciplinary Courses in the Courses of Study section of this Catalog). All students must submit a written evaluation of their self-designed major to the associate dean of faculty by the last class day of their senior year.

The self-designed major must not duplicate too closely existing college programs and should be comparable in breadth, depth, and intellectual content to such specific interdisciplinary majors as Business Management, Chemistry-Biology, Latin American Area Studies, and Psychobiology. A minimum of eight courses, amounting to at least 32 credits, with a reasonable distribution of courses at the 200, 300, and 400 level, will be required. Application forms for self-designed majors are available in the office of the associate dean of faculty.

Recently approved self-designed majors include Classical Studies, Criminal Justice, and Journalism.

Minors

Departments are authorized to request approval of minors totaling no fewer than 18 and no more than 22 credits and made up of a group of courses selected on the basis of close integration of contents and methodology. At least one-half of the credits counted toward a minor must be taken at Ripon. For a student who completes these courses with a 2.00 average and no grade below C- and no S-U grade, the name of the minor will be recorded on the permanent record.

A student who elects a major in a course of study may not also elect a minor in the same course of study; only one minor in any course of study may be elected.

No course may be counted toward both a major and a minor or toward two minors. Where a given course is required

for both the major and the minor or for two minors, an additional course must be selected with the approval of the head of the appropriate course of study.

Academic Integrity Policy

Ripon College's vision and educational mission statements are printed on page 1 of this Catalog. In order to fulfill the college's mission, a high degree of academic integrity is required. The college is concerned with developing in its members the ability to use responsible inquiry; effective communication; and the other skills of analysis, understanding, and transmittal. For that development to occur, each individual must use his or her own resources; each must develop his or her own talents in cooperation with others; each must be honest with him or herself as well as with others in assessing and presenting the skills that have been developed and the information that has been accumulated. Only in this way will the maximum growth in ability occur, and only in this way will a true community of learning flourish.

Practicing, condoning, or even ignoring academic dishonesty must result from a radical misunderstanding of or disagreement with the very nature of the academic community at Ripon College. Academic dishonesty frustrates the growth, undermines the development, mocks the community, and thwarts the advancement of learning. Therefore, each member of the community has a responsibility to one's self and to others to do all possible to maintain the highest possible level of academic integrity on campus. As much as possible, faculty members have the responsibility to design courses and assignments within courses which require the development of skills of analysis and understanding and which limit opportunities for dishonest responses. Students have the responsibility to take their own develop-