Clark University’s LEEP (Liberal Education & Effective Practice) posits developmental arcs for several skills students are expected to master during their college years. This poster presents developmental arcs for responsibility, integration, and the four capacities of adaptive expertise, creativity, collaboration, and implementation. We built the developmental arcs through a “grounded theory approach” by coding 27 Clark student blogs (324 entries) from 2012 in three categories: LEEP Pioneers, Study Abroad, and Clark Diaries. The arcs represent the progression from more easily articulated or readily accessible aspects of these six skills to the more difficult or less likely to be encountered aspects from students’ subjective perspectives. The student point-of-view is important because LEEP aims to provide student experiences and support students’ purposeful self-development., both which involve subjectivity.

**Collaboration**

Students describe five stages for collaboration. “We have already departed considerably from what currency originally meant” is an example of the first stage: recognition. Second, students develop expertise by gaining new knowledge or skills, such as in an internship or studying abroad. Third, students implement their plans, which displays an interdependent working relationship to achieve a common goal. Fourth, students evaluate whether the idea succeeded in meeting the identified need. Fifth, regardless of whether their idea succeeded or failed to meet the initial need, students consider what they learned from engaging in a collaborative process. Although several students described the early stages of creativity, not all implemented an idea that met a need nor learned from the creative process. A LEEP Pioneer, however, exemplified the complete developmental arc for creativity. He recounted his experience making a video to show the “green” initiative of the company where he was interning. He suggested the company should promote their initiative: decided to create a video for them; coordinated, planned, and made the video, and presented the video to the supervisors for them to use. He learned that good communication is key to getting things done.

**Adaptive Expertise**

Adaptive expertise has five stages that switch back and forth between advancing expertise then adapting. Eventually, the two become integrated: First, students develop expertise by gaining new knowledge or skills, such as in an internship or studying abroad. Second, students recognize that they need to adapt as early stages challenges their assumptions and routines. For example, a student in London wrote, “This course really makes me question everything.” Third, students embrace change as a habit. One student described how a class taught: “not only botany, but contemporary conservation issues... that are being undertaken today.” Fourth, students take the new habituated skill and apply it to a seemingly unrelated situation. This application is possible because they have already practiced adaptation. After completing method courses, one student observed that “conducting a study on...Sri Lanka.” Finally, students establish a new mindset that views new situations as opportunities to adapt their knowledge from one context to another.

**Integration**

Students experience integration in four stages. First, students recognize a need for functional responsibility. Second, the student identifies and overcomes challenges. Third, the student puts the plan into action: study abroad at the University of London School of Oriental and African Studies. Fourth, the student identifies and overcomes challenges. For example, a student majoring in global environmental studies attended Clinton Global Initiative University and met people who address social changes. She connected with one of them and decided to spend her summer in Kenya after she finished her study abroad program in Luxembourg. Another example was a student who segued from a study abroad to an honors program without articulating the connection between the two programs in terms of longer-term goals or purposes.