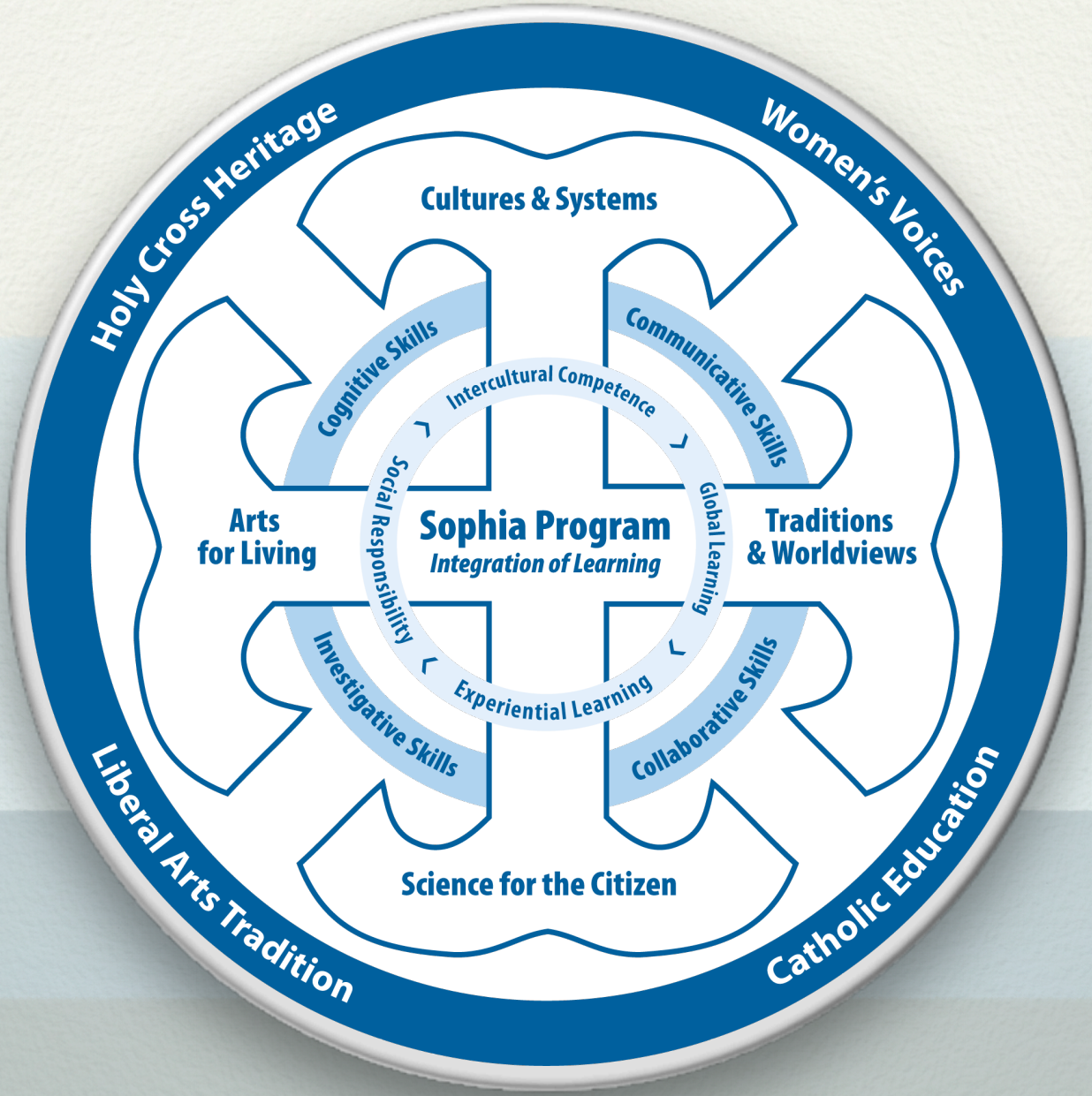
The Sophia Program in Liberal Learning: Saint Mary's College

Curriculum Guide 4.0



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I. The Context for Innovation

In various fits, stops, and starts, Saint Mary's College has been trying to reform its General Education curriculum for the better part of the past twenty years. The current program has, with very minor modifications along the way, served students and faculty for almost four decades. While many attempts were made to change this curriculum, none has progressed as far as the new program presented in this Curriculum Guide. The leadership of a new President, who made general education reform a priority from her first days on campus, has been pivotal in moving forward with the present curricular revision. On November 2, 2005, President Carol Mooney met with the College's Faculty Assembly to propose a new standing General Education Committee[1] under the Academic Affairs Council, and to outline a process for the eventual reform of the General Education curriculum.

The Ad Hoc Committee on General Education began its work the following fall (2006) under the guidance of Interim Vice-President and Dean of Faculty, Professor Jill Vihtelic, and its new Associate Dean of Faculty, Dr. Joseph Incandela. In August of 2007, President Mooney asked that the Ad Hoc Committee report directly to the new Senior Vice President and Dean of Faculty, Dr. Patricia Fleming. While administrative leadership is needed to ensure effective design and successful implementation of a new general education curriculum, revising such a crucially important aspect of the education we offer requires the generous efforts of many members of our community. Foremost is the faculty. Thanks to the involvement of approximately a third of full-time faculty (drawn from virtually every academic department and program on campus) who served on committees, design teams, or advisory panels; scores of others who came one or more times to all-day development workshops, GenEd lunches, and meetings with departments and programs; as well as many articulate and committed members of the student body who contributed their ideas, their energy, and in many cases even the wording found in the new requirements; the revision of the General Education curriculum is nearing completion almost three and a half years since President Mooney's charge established the Ad Hoc Committee on General Education.

During that committee's first year (AY 06-07), conversations centered around various conceptual schemes that might define a new curriculum. This approach was succeeded in the second year (AY 07-08) by one that focused first on the learning we intend that our students achieve during the four years they are enrolled at Saint Mary's College. From that point on, learning outcomes have formed the basis of our curricular revision. That means that we seek to be very explicit about what knowledge, skills, and dispositions a student should gain through the courses and experiences comprising the Sophia Program. The creative arrangement of learning outcomes into a curriculum shows how the particular elements of a Saint Mary's education follow from the College's Mission Statement. Such a curriculum, based upon learning outcomes derived from the Mission Statement, gives students a greater sense of the purpose of each requirement through clear articulation of its place in the whole and makes their education more transparent and intentional through advance notice of what they should expect to gain from it.

Based upon the College's Mission Statement, we put forward three main sets of learning outcomes:

① **Knowledge Acquisition & Integration of Learning**

② **Cognitive & Communicative Skills**

③ **Intercultural Competence & Social Responsibility**

We distinguish between broad college-wide outcomes and those specific learning outcomes included in a general education curriculum. These are respectively referred to as "liberal learning outcomes" and "sub-outcomes." Each liberal learning outcome has particular sub-outcomes that show how the higher-level outcome will be realized in the general education curriculum. Our design, then, shows how each requirement is fulfilled and what the rules are for how each will tracked by the College in the student's record. Among the newer elements of what we propose are the following:

- A Critical Thinking Seminar for first-year students which will be related to the Cross Currents Program

- A common experience for first-year students featuring lectures, performances, or shows; also related to Cross Currents
- A professional arts requirement, which includes the professional disciplines in the Sophia Program for the first time ever
- A learning outcome associated with the creative and performing arts, resulting in the requirement that all students engage in some direct creative activity
- Learning outcomes in the sciences requiring students to apply scientific knowledge to critical issues facing them as citizens, resulting in course content that modifies our current general education requirement in both the social and natural sciences
- Skills for the 21st century in information literacy, technological literacy, and media literacy
- A set of learning outcomes focused on social responsibility that emphasizes our identity as a Holy Cross institution under the sponsorship and charism of the Sisters of the Holy Cross, resulting in:
    - Requirements for the first time in experiential learning
    - The introduction of requirements in global learning
- New learning outcomes and concomitant requirements in encountering and reflecting upon diversity
- A more uniform General Education Curriculum across all degrees at the College
- Learning outcomes achieved through courses or experiences where Women's Voices are highlighted and diffused throughout the curriculum in a way that is unique among all our Women's College and Women's Catholic College Peers[2]

While the design we have created introduces many new elements into general education, it is also guided by the long-established principle that general education conveys breadth of learning while the student's major conveys depth. We continue to see these as complementary and equally necessary in a Saint Mary's graduate. The introduction of learning outcomes into our program, though, allows for a more permeable border between these two components of the education we offer. In this way, it also allows credit-heavy majors to participate more in the Sophia Program than they previously have.

Throughout the revision process, we returned to the notion of "finitude" as marking the boundaries of possible innovation. We have tried to be both realistic about our resources—human and material—and creative in our conception of a general education for the twenty-first century at Saint Mary's. Nearing the end of this process, we have done far more than merely rearrange the furniture in the existing Sophia Program. Rather, we believe we have renovated an educational space that will be cleaner, more functional, and more exciting for both students and faculty to inhabit.

II. Foundations for Revision

A. Learning Outcomes: What they are & why they help

Nothing will have a greater effect on the success of the new General Education curriculum than the work done with learning outcomes.[3] General and specific learning outcomes in large part determine the shape of the program, its rules and requirements, its governance, and its ability to be assessed. Recommendation 1 ("Design a New General Education Program") of Goal #1 ("Educational Excellence Equal to that of the Best Colleges in the Country") of the Saint Mary's Strategic Plan, *The Path to Leadership 2012,* states this:

> Our first steps are to review and design an improved General Education Program. The process will involve wide discussion and dissemination within the College community of three elements:
>
> 1. the learning goals and outcomes of the liberal education we seek to provide our students in their four years with us;
> 2. the specific learning outcomes of the General Education Curriculum which will help us realize those four-year goals; and
> 3. the schematics for and requirements of the General Education Curriculum.[4]

By "learning outcomes," we mean the effect of instruction in the student, or "the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences."[5] We contrast this term with course *goals* or *objectives,* which exhibit the hopes or intentions of the instructor in her or his teaching, rather than the achievement of those hopes or intentions in the student. None of these terms should replace the other(s), and all should find homes on syllabi and within course planning. Their directionality is indeed complementary: learning goals are directed from instructor to student; learning outcomes are achieved by (and within) the student in response.

We consider the use of learning outcomes beneficial to both faculty teaching and student learning. First and perhaps most importantly, learning outcomes give us a college-wide common vocabulary with which to discuss student learning. As such, learning outcomes turn a collection of courses into a *program.* In so doing, this language (a) encourages migration out of disciplinary silos, (b) opens up an avenue for more efficient governance and course certification, and (c) helps with assessing how well the program is doing what it claims to do, which in turn will assist us in improving what we need to do better. We also make our curriculum more transparent and understandable both for faculty and for students. For faculty, this yields benefits in course design and planning. For students, it makes learning both more intentional (in knowing where a particular educational experience is supposed to take them, they can notice more along the way) and more integrated (they can see both before and during their education how each part of the curriculum assembles into a larger whole).

The college-wide learning outcomes listed below were derived first and foremost from the College's Mission Statement and refined through the "wide discussion" mentioned in the Strategic Plan and included in President Mooney's charge to the Ad Hoc Committee on General Education (Appendix A). These discussions involved conversations with departments and interdisciplinary programs, sessions at faculty development days, and correspondence of various sorts and media. Their aim was to produce a succinct statement of the most basic components of a Saint Mary's education within the context of our identity as a Catholic college for women sponsored by the Sisters of the Holy Cross.

B. Liberal Learning Outcomes[6]

Saint Mary's College offers a liberal education committed to promoting a life of intellectual vigor, shaped by the distinctive tradition of the Sisters of the Holy Cross. This tradition promotes learning that encourages the growth of the whole person and the assumption of social responsibility. A Saint Mary's education, therefore, guides women to develop a strong sense of personal integrity, the capacity for dialogue with others, the ability to reflect on intellectual, spiritual, and aesthetic traditions that shape our world, and a readiness for action in a global community. Saint Mary's is a place where women acquire the skills and knowledge to contribute confidently and creatively to the common good in a rapidly changing world. The college-wide learning outcomes for all students are as follows:

① Knowledge Acquisition & Integration of Learning

Catholic education in the liberal arts tradition values knowledge for its own sake and affirms the interconnectedness of all learning. Therefore…

- A Saint Mary's student exhibits sound knowledge of the formation of human identities, the development and functioning of diverse cultures and social groupings, the practice of creative artistry, the multi-faceted nature of religion and the Catholic tradition, the complexity of fundamental philosophical questions, and the intricate workings of the natural world.
- A Saint Mary's student demonstrates the ability to look at issues from multiple perspectives, recognizing the effect that differences in areas such as gender, religion, values, culture and privilege can have on the ways that people interpret and act in the world; and she makes connections across disparate settings and areas of study.

② Cognitive & Communicative Skills

As a women's college, Saint Mary's emphasizes the value of women's voices and their distinctive contribution to intellectual life. Therefore…

- A Saint Mary's student masters a broad set of sophisticated intellectual skills, including critical thinking, careful interpretation of complex texts and artifacts, accurate evaluation of data, investigative problem solving, quantitative reasoning, historical analysis, as well as technological, media, and information literacy. She reflects analytically on her experience as a woman, on the contributions of women's voices, and on constructions of gender.
- A Saint Mary's student communicates her ideas, insights, thought processes, and conclusions with accuracy, competence, and style in various media and contexts.

③ Intercultural Competence & Social Responsibility

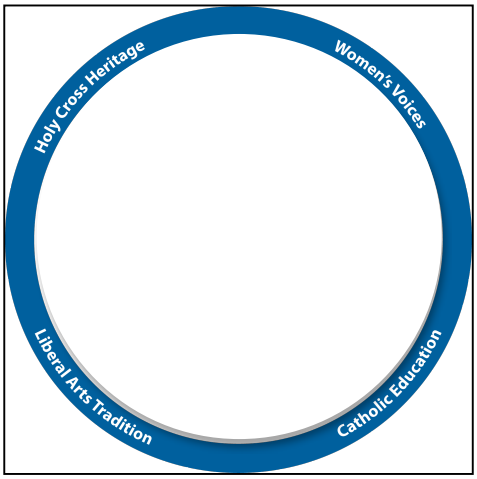
Furthermore, as a Catholic, women's college, Saint Mary's fosters respect and compassion for all people and honors leadership that improves the human community. Therefore…

- A Saint Mary's student develops reflective and collaborative skills that enable her to learn from and participate in dialogue with diverse people and cultures. She does this by attaining competence in another language and by study and experience that reveal both cultural differences and the connections joining people in a global society.
- In keeping with the mission of the Sisters of the Holy Cross and their stance in solidarity with the poor and powerless, a Saint Mary's student will evaluate social conditions, discern human needs, and be able to respond as an agent of change.

C. The Sophia Program Diagram

These three sets of college-wide liberal learning outcomes form the basis of the Sophia Program diagram found on the cover of this *Curriculum Guide.* Understanding the composition of this diagram and what it represents is foundational for grasping what this new curriculum tries to achieve.

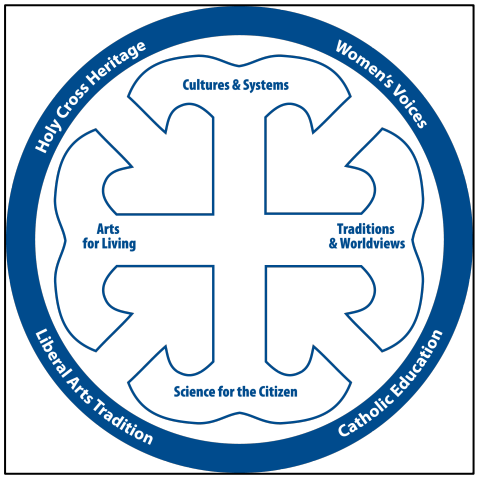
Figure 1



We begin with the four main aspects or values of a Saint Mary's education, which effectively surround all that we do at the College. These are depicted in the outer ring as Women's Voices, Catholic Education, Liberal Arts Tradition, and Holy Cross Heritage.

LO1

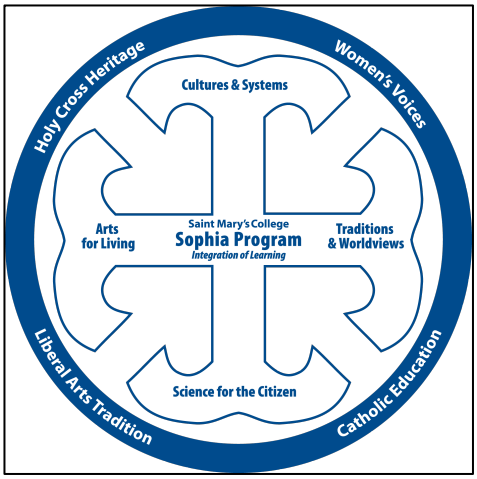
Figure 2



The French cross within the outer circle groups all knowledge outcomes under four headings within the Knowledge Outcomes of Learning Outcome 1: "Cultures & Systems," "Traditions & Worldviews," "Science for the Citizen," and "Arts for Living." Each of these has two – four areas underneath it that represent a category of learning outcomes. There are a total of 15 courses required around the arms of the cross. Each requirement has particular outcomes assigned to it (see pp. 18-22).

The introduction in the center of the design of an area known as "The Crossing" is meant to signify integration of learning across and through the middle of the diagram. Together with the knowledge outcomes corresponding to the course areas in the arms of the cross, the integration outcomes comprise the first main set of liberal learning outcomes entitled "Knowledge Acquisition & Integration of Learning."

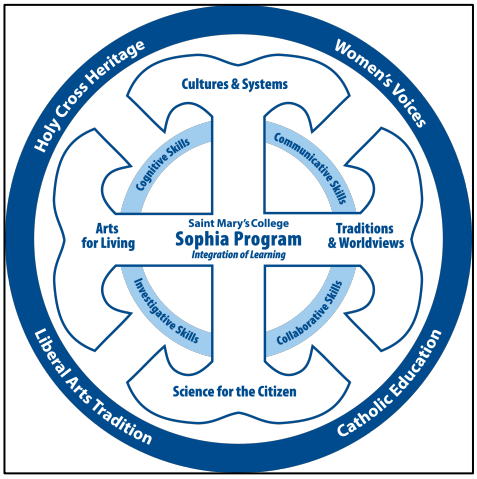
Figure 3



LO2

The Cognitive & Communicative skills outcomes are depicted in blue circular arcs linking the arms of the cross. These skills outcomes have their own sub-outcomes listed on pp. 28-31 of this *Guide*. Together, they comprise the second main set of liberal learning outcomes.

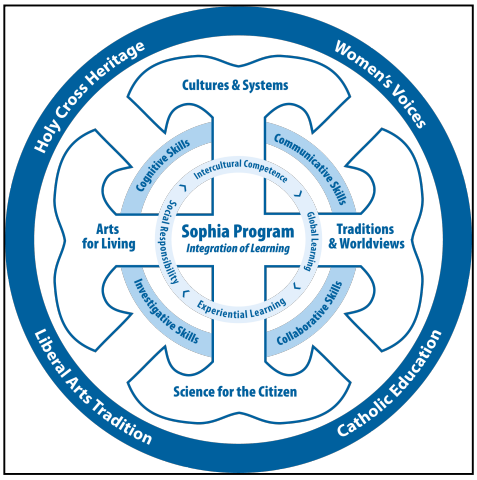
Figure 4



LO3

Finally, the outcomes for Social Responsibility & Intercultural Competence particularly relate to our Holy Cross heritage. These are contained in a circle at the center of the design to depict the centrality of the Holy Cross educational tradition for the Saint Mary's Sophia Program. The sub-outcomes for LO3 appear on pp. 39-40.

Figure 5



If this diagram is now rotated and placed on its side, it becomes easier to see how the knowledge outcomes associated with LO1 form the footprint for this general education curriculum. Everything else (the integrative learning outcomes of LO1; the skills outcomes of LO2, including the requirements in Women's Voices described below in section III.B.4; and the LO3 outcomes in Social Responsibility & Intercultural Competence) sits on top of these outcomes. This gives this particular general education program both three-dimensionality and texture.

FIGURE 6

In a recent book, philosopher Alasdair MacIntyre says that colleges and universities are "not only institutions within which different academic disciplines are pursued and taught, but also institutions that by their structure exhibit some view of how the different disciplines are related, of what it is in which the unity of knowledge and understanding consists."[7] The diagram explained above and used throughout this *Guide* depicts not only the components of a Saint Mary's general education, but especially how we understand the relationship of what is taught and learned in light of the educational values we hold most dear.

D. Building on Liberal Learning Outcomes

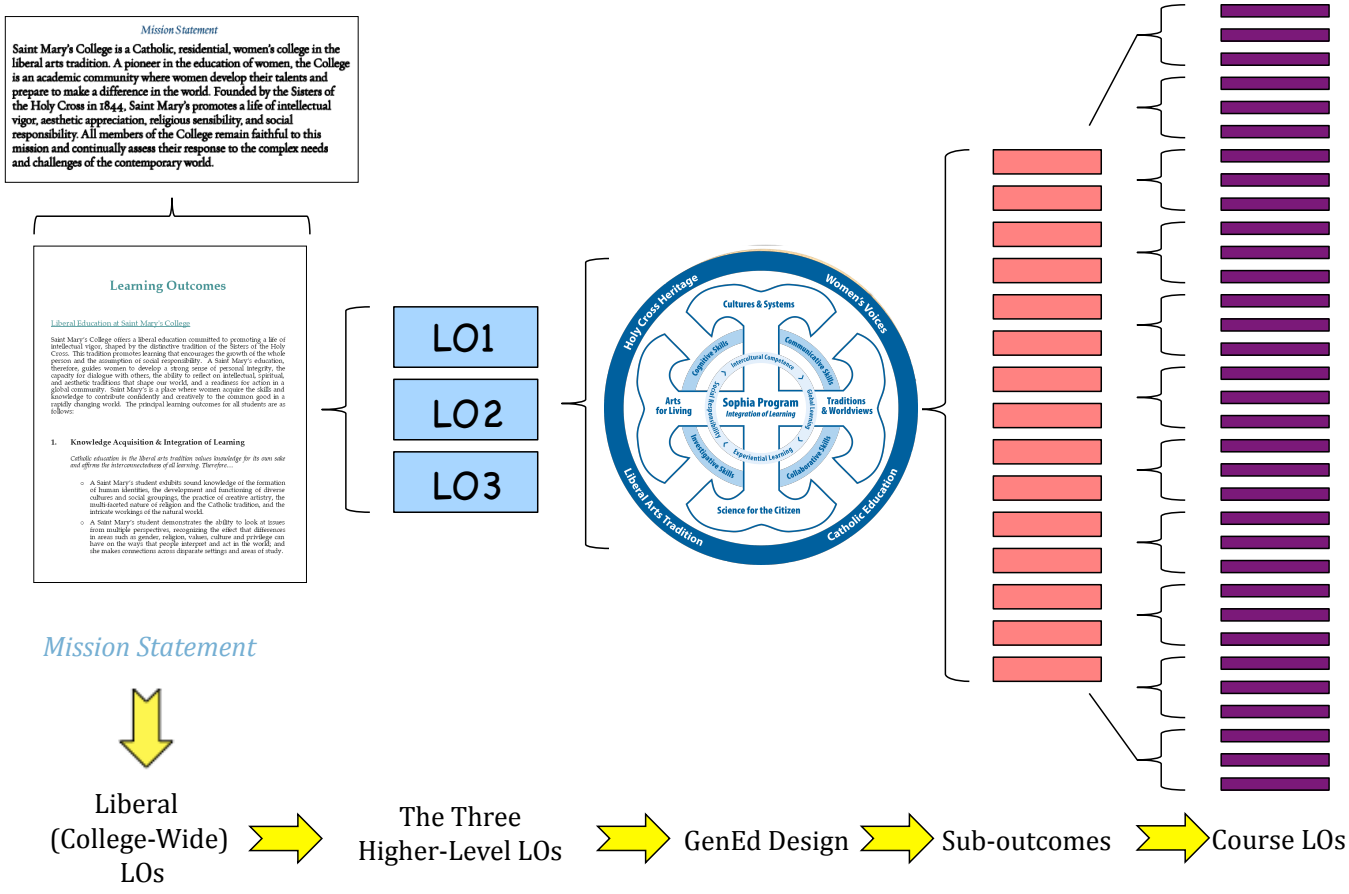
As said above, a Holy Cross education centers on educating the whole person. This notion is typically derived from Blessed Basil Anthony Moreau's oft-quoted statement from Circular Letter 36 that "the mind will not be cultivated at the expense of the heart." One helpful way to parse this idea identifies the three key aspects of a Holy Cross pedagogy as *information, formation,* and *transformation*.[8] We see a fortuitous resonance between these concepts and the liberal learning outcomes stated above, which leaves us confident that the curriculum we outline here is faithful to the tradition of the sponsoring congregation.

- Learning Outcome 1 (Knowledge) → **Information**
- Learning Outcome 2 (Skills) → **Formation**
- Learning Outcome 3 (Social Responsibility) → **Transformation**

But how do we translate the College's Mission Statement and these more general learning outcomes into a specific general education curriculum? Figure 7 on the next page both depicts the derivation of the learning outcomes from the College's Mission Statement and shows how the liberal (or higher-level) learning outcomes become progressively more refined in the sub-outcomes that guided us in the creation of the Sophia Program and finally in individual course outcomes. In this way, a programmatic structure is created that organizes a curriculum and grounds more particular learning outcomes within the larger contexts that produced them.

These sub-outcomes define the scope of the Sophia Program. Their relevance for a Saint Mary's education extends beyond the general education curriculum and should be addressed by major and minor programs in a variety of ways. In some cases the Sophia Program makes this relevance explicit by requiring majors to address certain outcomes, but this in no way exhausts the opportunities for major and minor programs to engage with these outcomes.

FIGURE 7


Mission Statement
Saint Mary's College is a Catholic, residential, women's college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary's promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.
Learning Outcomes
Liberal Education at Saint Mary's College
1. Knowledge Acquisition & Integration of Learning
LO1
LO2
LO3
Holy Cross Heritage
Women's Voices
Liberal Arts Tradition
Catholic Education
Cultures & Systems
Arts for Living
Traditions & Worldviews
Science for the Citizen
Sophia Program
Integration of Learning
Mission Statement
Liberal (College-Wide) LOs
The Three Higher-Level LOs
GenEd Design
Sub-outcomes
Course LOs

III. The General Education Curriculum

General education and the student's major are vital, complementary parts of a student's preparation for an active and meaningful life. The Sophia Program seeks to develop the breadth of knowledge and intellectual flexibility students need to apply their expertise appropriately inside and outside the classroom, foster the intellectual coherence enabling students to engage constructively with a diverse world, and encourage students to live intellectually active, socially responsible lives characterized by a lifelong love of learning. The specific learning outcomes discussed in the following sections articulate the ways in which these goals are realized.

A. LO1: Knowledge Acquisition & Integration of Learning

1. Knowledge Acquisition

Of all the learning outcomes, those pertaining to knowledge are perhaps the most straightforward, so they provide the primary structure for the general education curriculum. The sub-outcomes for knowledge acquisition are divided among fifteen course areas: a student must take one course in each of these areas to achieve the knowledge outcomes. For a course to occupy one of the areas, it must address the outcomes that define that area.[9] Learning outcomes addressing skills (LO2) and action in the world (LO3) that are closely related to a particular knowledge outcome are also included: each area, then, typically has three or four outcomes.

This General Education Curriculum design moves away from a pure distribution model of course requirements. It will no longer be enough for students to choose classes based upon a menu requiring X number of courses from Y department. That is not to say that many LO1 areas won't remain comfortably and reliably occupied by certain departments—they will. But it is to say that a deeper level of engagement with the curriculum and its rationale will be required for all students because of the move towards learning outcomes. This deeper level of engagement with the curriculum, as well as the

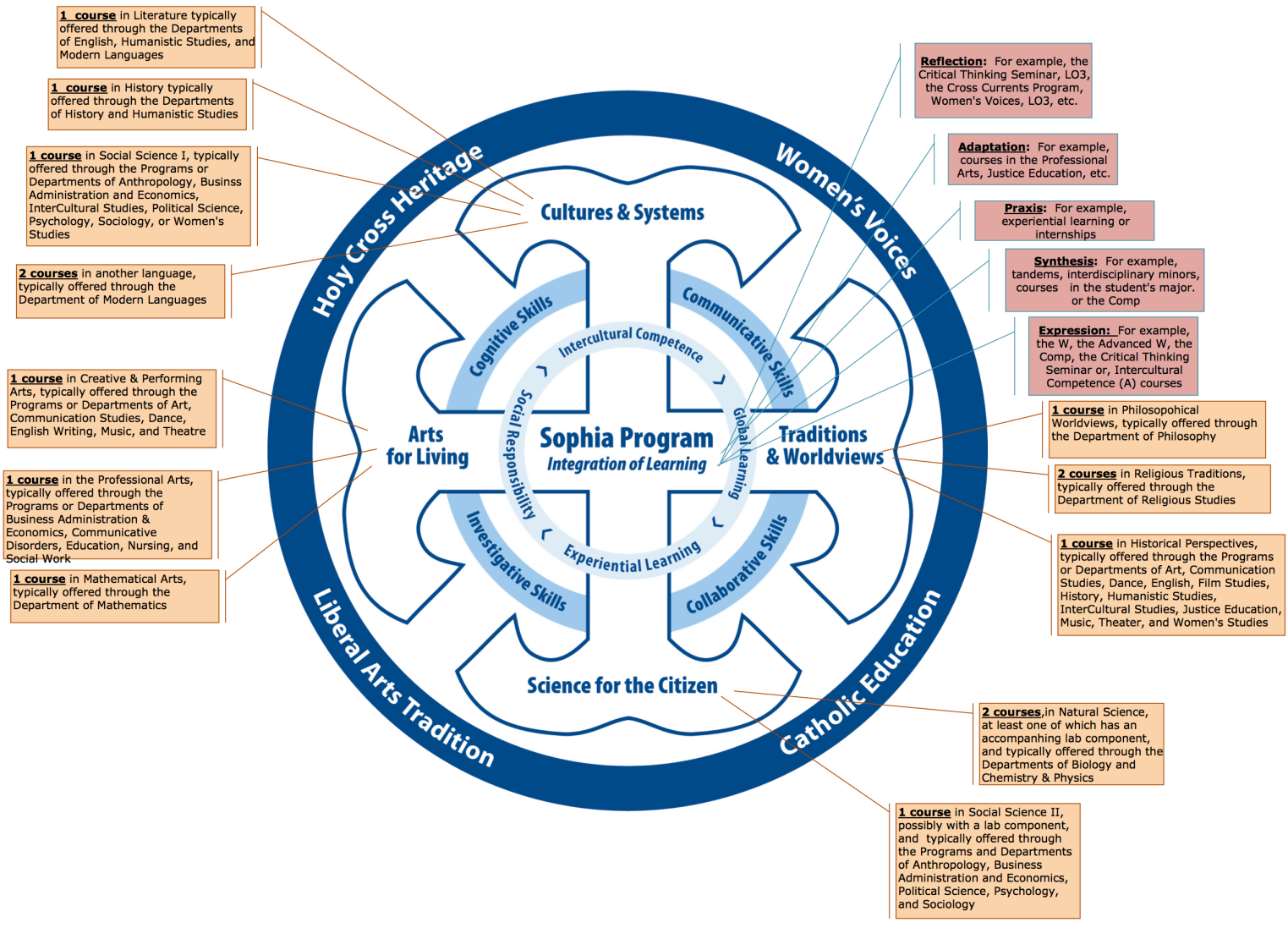
articulation of learning outcomes for the general education program, were both called for in the Strategic Plan: "Every faculty member and every student should be able to readily recite the reasons for the components of Saint Mary's General Education and the integral way it achieves the liberal learning objectives of our students' four-year Saint Mary's educational experience."[10]

The role of the knowledge outcomes as the primary structural element of the new program is represented by the cross shape in the diagram that provides a visual representation of the whole program, which is displayed Figure 8 below.[11] The knowledge we want our students to acquire is captured in four arms of the cross as **Arts for Living**, **Cultures & Systems**, **Traditions & Worldviews**, and **Science for the Citizen**:

FIGURE 8

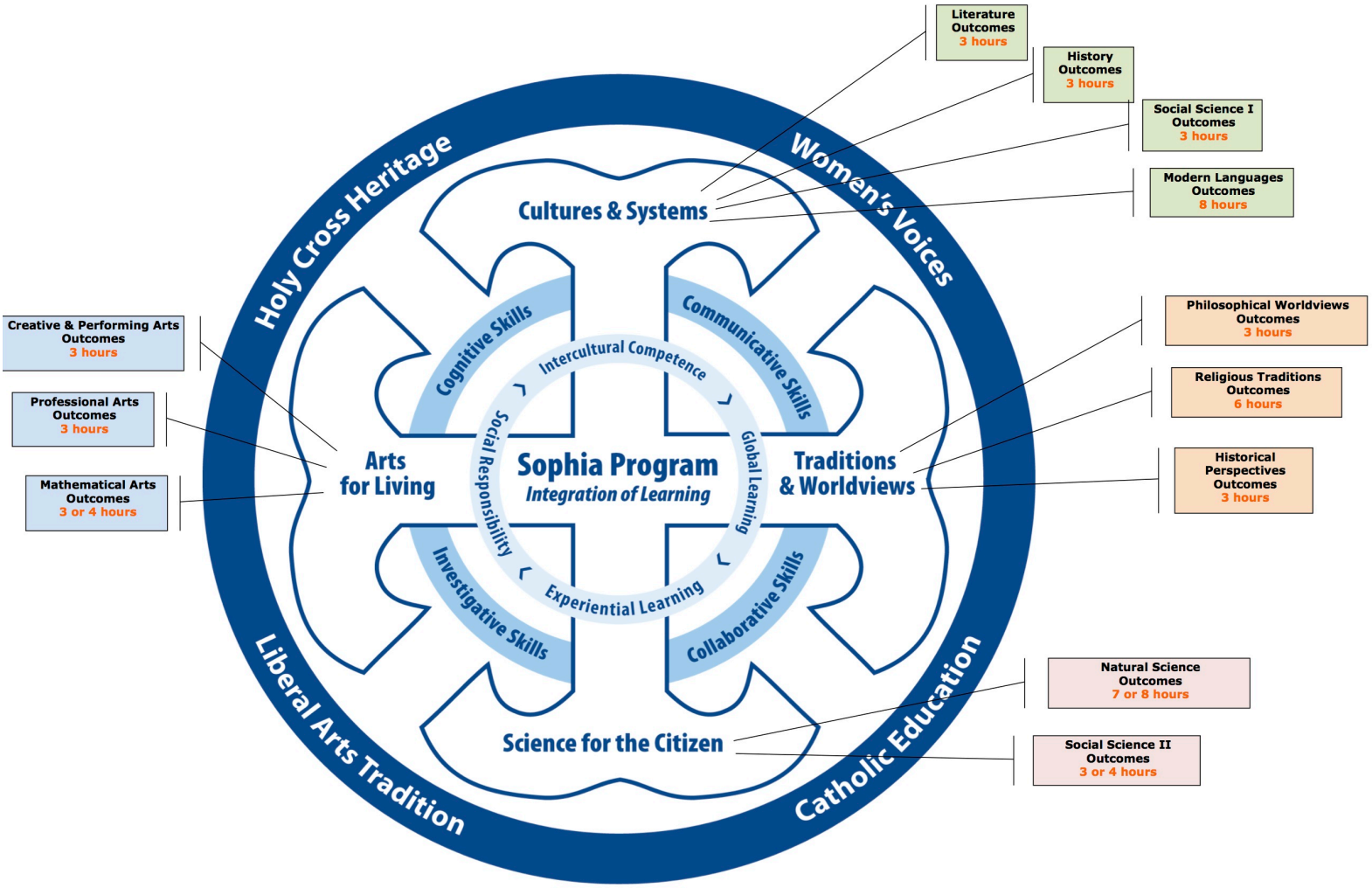
Each of these arms has two - four areas in it, and each of these areas has specific outcomes designated for it that further distinguish the learning to be acquired by our students in that area. For example, in the **"Arts for Living"** arm, we distinguish among outcomes related to the creative and performing arts, the professional arts, and the mathematical arts. Particular disciplines will contribute to these areas through offerings that fulfill the learning outcomes assigned to them. While many areas will indeed have fairly reliable occupants (see Figure 9 below), we hold open the possibility of novel partnerships based upon satisfaction of the requisite learning outcomes.

FIGURE 9



In the diagram below, distinctions in knowledge acquisition under each of the four main headings represent learning outcomes contained in fifteen courses totaling approximately fifty credit hours of coursework.

FIGURE 10



Rule:

Students will be expected to take a different course for each area in every arm of the cross. That is to say, there is no double-dipping of General Education requirements for the Knowledge Acquisition Outcomes in LO1.

We distinguish double-*dipping* from double-*counting*. A course that addresses the learning outcomes of more than one requirement is said to double count. Students taking a course that double counts (but does not double dip) may choose which requirement they wish to fulfill with the credits earned from that course. Double-*dipping* describes a situation in which a student uses the credits earned from a double-counted course to fulfill more than one requirement simultaneously, such that fewer total credit hours are needed for the completion of the program. Neither double-dipping nor double-counting is allowed for courses within LO1. LO2 & LO3 will have their own rules for both of these, which will be described later in this Guide.

Knowledge Acquisition Outcomes are organized by the arms of the cross and the course areas in which they will be fulfilled. These outcomes are listed below.

Arts for Living

Creative and Performing Arts[12]

- A Saint Mary's student demonstrates a basic understanding of form, aesthetics, and/or theory in a creative or performing art.
- A Saint Mary's student practices a creative or performing art.
- A Saint Mary's student develops resources of creativity, experience, and perception, which enrich herself and her world.

Professional Arts

- A Saint Mary's student investigates issues of policy or systems through the lens of a professional practitioner.
- A Saint Mary's student applies knowledge of a profession in her decision making.

- A Saint Mary's student adapts learning from multiple academic disciplines to develop solutions for concrete real-world problems.

Mathematical Arts

- A Saint Mary's student formulates mathematical models using abstract and logical reasoning.
- A Saint Mary's student uses and interprets mathematical models to analyze systems and patterns.
- A Saint Mary's student uses mathematical language and concepts to phrase and answer questions pertaining to a variety of real-world contexts.

Cultures and Systems

Literature

- A Saint Mary's student applies knowledge of literary genres, terms, and/or theories to the interpretation literary texts.
- A Saint Mary's student analyzes literary texts both as forms of cultural and artistic expression and as vehicles for enduring values.
- A Saint Mary's student recognizes how literary texts construct human identities.

History

- A Saint Mary's student identifies and understands salient developments in world or United States history.
- A Saint Mary's student analyzes the historical development of human cultures in their response to their physical, social, intellectual, and political environments and seeks explanations for those developments.
- A Saint Mary's student identifies and understands evidence of historical change from primary sources/records of the past and assesses historical interpretations in secondary sources.
- A Saint Mary's student analyzes how her assumptions about human identity have been influenced by her historical context, and how human identities have been constructed in history.

Modern Languages[13]

- A Saint Mary's student communicates in a modern European language either at an advanced beginning or intermediate low level (depending upon her previous study), or at an appropriate level in another approved non-European or classical language.
- A Saint Mary's student demonstrates an understanding of the structure of this language by using the language with accuracy in speaking and writing.
- A Saint Mary's student identifies salient features of the geography, history, and culture of those that speak this language.
- A Saint Mary's student demonstrates intercultural understanding by recognizing and analyzing cultural misconceptions and the influence of her own cultural identity on her interactions with others.

Social Science I

- A Saint Mary's student identifies and explains social science concepts and theories about human behavior, systems, or cultures.
- A Saint Mary's student applies social science concepts and theories in her analysis of human behavior, systems, or cultures.
- A Saint Mary's student recognizes and explains effects of diversity and equity in specific areas such as class, race, religion, age, gender, sexual orientation, disability, and/or privilege.

Traditions and Worldviews

Philosophical Worldviews

- A Saint Mary's student identifies and understands significant features of and developments in philosophical traditions concerning the nature of knowledge, the nature of reality, and the nature of the good.
- A Saint Mary's student analyzes and compares philosophical views.
- A Saint Mary's student thinks philosophically about her interactions in the world.
- A Saint Mary's student raises questions on philosophical issues pertaining to the development of her own worldview.

Religious Traditions I

- A Saint Mary's student articulates an informed, broad understanding of the nature and complexities of religion and how religion interacts with other aspects of culture.
- A Saint Mary's student describes key elements in a religion (such as sacred texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender), applies her understanding of these elements to specific religious traditions, and articulates commonalities and differences among religious perspectives.
- A Saint Mary's student engages perspectives that are new to her, both empathetically and critically, and engages in informed, civil, and open discourse about religious differences.
- A Saint Mary's student evaluates the meaning of religious claims made by others and, in response to those claims, reflects critically on her own religious perspectives.

Religious Traditions II

- A Saint Mary's student applies the broadened understanding of religion gained in the first course to a detailed examination of elements important to the Catholic Christian tradition (such as sacred or theological texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender).
- A Saint Mary's student analyzes issues or questions that arise in relation to those elements.
- A Saint Mary's student engages perspectives that are new to her, both empathically and critically, and engages in informed, civil, and open discourse about religious differences.
- A Saint Mary's student evaluates the meaning of theological claims and, in response to those claims, reflects critically on her own religious perspectives.

Historical Perspectives

- A Saint Mary's student analyzes in depth historical developments of a particular aspect or issue in human culture, and/or its contemporary impact.
- A Saint Mary's student articulates the ways in which this development is affected by cultural factors such as gender, religion, values, and privilege.

Science for the Citizen

Natural Science[14]

- A Saint Mary's student uses scientific methods to investigate questions appropriate to the natural sciences.
- A Saint Mary's student demonstrates specific knowledge of processes and principles underlying natural phenomena.
- A Saint Mary's student identifies, analyzes, and evaluates critical scientific issues and approaches pertaining to the issues that face her as a citizen.

Social Science II

- A Saint Mary's student utilizes scientific knowledge to evaluate claims about human behavior.
- A Saint Mary's student uses scientific methods to investigate questions appropriate to particular social sciences.
- A Saint Mary's student identifies, analyzes, and evaluates critical scientific issues and approaches pertaining to the issues that face her as a citizen.

2. Integration of Learning

Integration of learning is one of those educational goals that enjoys universal (or near-universal) commendation. It is regarded as essential to building skills for lifelong learning (since life does not come neatly bundled in 3- or 4-credit installments) and especially to navigating successfully the proliferating streams of information that mark life in the twenty-first century.

We specify five learning outcomes for integration of learning captured in the center of the cross diagram (see Figure 3 above) as:

- ❖ Reflection
- ❖ Adaptation
- ❖ Praxis
- ❖ Synthesis
- ❖ Expression

Addressing these outcomes, which are further specified below, will not require a student to take any additional credit hours beyond what she is would otherwise take to fulfill her other general education and major requirements. Integration of learning in its various aspects (reflection, adaptation, praxis, synthesis, and expression) will occur in conjunction with the rest of the student's education. We expect that for most students, synthesis will happen primarily through the major, and we will expect departments to describe the various ways in which this happens.

Integration of learning is not a spectator sport. Students themselves must bear the responsibility of integrating their own learning. We expect, for reasons mentioned above, that the proposed new program will encourage this to a point. The use of an Electronic Portfolio as a vehicle to achieve integration of learning is one approach adopted by many institutions. There is no shortage of good models for doing so. Electronic portfolios have been introduced at Saint Mary's College as a pilot project only for advising purposes through the Cross Currents program. It may be possible to build on this project to give the ePortfolio broader use throughout the College both as an electronic repository for student work (W portfolio, Advanced W portfolio, comp, other notable assignments and projects) and as a place for integrative reflection by the student on what she has produced. Powerful forms of integration would occur when the student reflected on her Intercultural Competence & Social Responsibility (LO3) experiences and courses or responded to short prompts which asked her to bring previously hidden trajectories in her education to the surface and bundle them in meaningful ways.

Rule:

Students will be expected to fulfill all five Integration of Learning Outcomes in conjunction with their other required work in general education and the major. Each of these Outcomes, therefore, double-dips with other parts of a Saint Mary's education.

Integration of Learning Outcomes are fulfilled in the ways described below through other general education courses, non-credit-bearing experiences, and the major or minor.

- ***Reflection:*** A Saint Mary's student evaluates changes in her own learning over time, recognizing complex contextual factors.
    - ✓ ***Fulfilled for all students in:***
        - *The Critical Thinking Seminar*
        - *Intercultural Competence & Social Responsibility (LO3) courses*
        - *The Cross Currents program*
        - *Women's Voices courses*
        - *LO3 courses*

- ***Adaptation:*** A Saint Mary's student adapts learning from multiple academic disciplines to develop solutions for concrete real-world problems.
    - ✓ ***Fulfilled for all students in:***
        - *Professional Arts courses*
    - ✓ ***Can also be fulfilled in:***
        - *Justice Education Courses*

- ***Praxis:*** A Saint Mary's student articulates connections between academic and real-world knowledge by relating relevant experience outside the classroom to a field of academic study.
    - ✓ ***Fulfilled for all students in:***
        - *Experiential learning*
    - ✓ ***Can also be fulfilled in:***
        - *Internships*

- ***Synthesis:*** A Saint Mary's student synthesizes examples, facts, issues, or theories from more than one field of study or perspective into a coherent whole.
    - ✓ ***Fulfilled for all students in:***
        - *The Comp*
        - *Courses throughout her major*
    - ✓ ***Can also be fulfilled in:***
        - *Tandems*
        - *Interdisciplinary Minors*

- ***Expression:*** A Saint Mary's student makes sophisticated communication choices to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation.

    - ✓ ***<u>Fulfilled for all students in:</u>***
        - *The Critical Thinking Seminar*
        - *W courses*
        - *The Advanced W*
        - *The Comp*
        - *Intercultural Competence (A) courses*

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Saint Mary's College Student Center

B. LO2: Cognitive & Communicative Skills

1. Skills Categories

The Ad Hoc Committee identified twelve skills that we regarded as having broad applicability beyond individual LO1 areas (those skills that were particular to a single area only have been included in the learning outcomes for those areas). We have grouped these skills into four categories to organize them. The headings attached to these categories offer conceptual hooks for approaching the skills and are not meant to define them, exhaust their range, or suggest a hierarchy in their ordering. They are as follows:

- Cognitive Skills
- Communicative Skills
- Investigative Skills
- Collaborative Skills

There is obvious overlap here: collaborative skills mix with communicative ones, and investigative skills intertwine with cognitive ones (among other examples). Accordingly, the addition of "Investigative Skills" and "Collaborative Skills" provides greater specification to, respectively, "Cognitive Skills" and "Communicative Skills." In this way, the investigative and collaborative categories make explicit the implied breadth of the liberal learning outcome titled "Cognitive & Communicative Skills." There is organizational value in this four-part architecture, which now forms part of the GenEd diagram (see Figure 2 above).

Since the learning outcomes are meant as four-year learning outcomes, the curricular structure that addresses skills is not limited to general education courses, although all skills will be at least introduced through the courses in the arms of the cross. For each skill outcome below, we indicate the general education areas that address that skill and whether the skill is partly fulfilled through the major (as are Critical Thinking, Writing Competence, Oral Competence, Problem Solving, and Information Literacy). Departments will need to show how their programs address those skills.

We consider information literacy, technological literacy, and media literacy, "21st century skills." Our expectation is that information literacy will become an established part of the Critical Thinking Seminar. Technological literacy and media literacy, however, will most likely require additional structures, personnel, or faculty development resources before they can be reliably taught to all Saint Mary's students across the curriculum. At present, then, we are designating these skills as "pilot skills" and encourage the faculty to address them as much as possible right now in their courses. Because of the importance we attach to these skills for living well in the information age, we suggest that the College make a commitment to teaching media literacy and technological literacy to all students and plan the necessary implementation to doing so no later than two years from the beginning of the new curriculum. In the meantime, to study how best to incorporate these skills fully into the new curriculum, we will do the following:

- Identify where students encounter these skills already.
- Assess how well, if at all, students are currently meeting these learning outcomes in order to plan for faculty development.
- Determine what would be needed to broaden and refine those encounters to meet the learning outcomes specified below for these skills.
- Seek ways to incorporate instruction in these skills into the common experience attached to the Critical Thinking Seminar. One of the common experiences, for example, could explore the impact or influence of media messages that surround us everyday.

The following rules and outcomes apply to the teaching of skills:

Rules:

Students will be expected to fulfill the Skills Learning Outcomes in conjunction with their other required coursework in general education and the major. These Outcomes, therefore, double-dip with other parts of a Saint Mary's education. The only skill that requires an additional credit hour is Writing Competence, for which students must complete a course that includes the 1-credit addition assigned to courses in the W program.

All Skills Outcomes are fulfilled through general education courses and the major.

◆ *Cognitive Skills*

Critical Thinking

- *A Saint Mary's student employs various aspects of critical thinking–interpretation, analysis, evaluation, inference, explanation, and self-regulation*[15]*–in her intellectual work.*

✓ ***Fulfilled:***
- *in Critical Thinking Seminar*
- *broadly across General Education courses*
- *in the student's major*

Interpretation of Complex Texts and Artifacts

- *A Saint Mary's student infers relevant meanings from the content and formal features of complex texts and artifacts, and from their relationship to their cultural or historical context.*

✓ ***Fulfilled:***
- *in Literature courses*
- *in History courses*
- *in Historical Perspectives courses*
- *in Religious Traditions courses*
- *in Philosophical Worldview courses*

Quantitative Reasoning

- *A Saint Mary's student creates and interprets arguments supported by quantitative evidence.*

✓ ***Fulfilled:***
- *in Mathematical Arts courses*
- *in Science for the Citizen courses*

Media Literacy

- *A Saint Mary's student decodes, analyzes, and evaluates media messages within the context of political, economic, and ideological systems.*

✓ ***Fulfilled:***
  - *as a Pilot Skill **

◆ *Communicative Skills*

Writing Competence

- *A Saint Mary's student employs conventions of academic writing to formulate meaningful claims, construct effective arguments, and employ evidence appropriately. She communicates her ideas in writing with precision and style.*

✓ ***Fulfilled:***
  - *in Critical Thinking Seminar*
  - *in the W and Advanced W*
  - *broadly across General Education courses*
  - *in the student's major*

Oral Competence

- *A Saint Mary's student orally communicates with clarity, organization, supporting information, credibility, and style.*

✓ ***Fulfilled:***
  - *in Critical Thinking Seminar*
  - *in the student's major*

Technological Literacy

- *A Saint Mary's student uses technology effectively for communication, research, collaboration and problem-solving, while understanding the ethics and safety issues in electronic media and responsible use of technology.*

✓ ***Fulfilled:***
  - *as a Pilot Skill **

◆ *Investigative Skills*

Evaluation of Data

- *A Saint Mary's student assesses the validity and reliability of data (qualitative or quantitative) and analyzes whether such data appropriately address a particular claim.*

✓ ***Fulfilled:***
- *in Science for the Citizen courses*

Problem Solving

- *A Saint Mary's student uses her knowledge to design, implement, and evaluate a strategy to reach a goal or solve an unscripted problem.*

✓ ***Fulfilled:***
- *in Professional Arts courses*
- *in the student's major*

Information Literacy

- *A Saint Mary's student determines the extent of her information needs and obtains, evaluates and uses information effectively with an understanding of economic, legal, ethical, and social issues surrounding information use.*

✓ ***Fulfilled:***
- *in Critical Thinking Seminar*
- *in the student's major*

◆ *Collaborative Skills*

Shared Inquiry Skills

- *A Saint Mary's student collaborates effectively, utilizing appropriate skills such as active listening, constructive feedback, supportiveness, conflict management, and assertiveness. She engages in respectful dialogue on issues of substance in a variety of settings.*

✓ ***Fulfilled:***
- *broadly across General Education courses*

Dialogue with Difference Skills

- *A Saint Mary's student articulates her growth through interacting with diverse people, places, and beliefs.*

✓ ***Fulfilled:***
  - *in Intercultural Competence courses*
  - *in Religious Traditions courses*
  - *in Global Learning courses*

2. Critical Thinking Seminar

For students, this course becomes an academic rite of passage, a gateway to college-level discourse and thinking. Students will ordinarily take the Critical Thinking Seminar and the W in alternate semesters of their first year, since we see these courses as complementary in the skills of critical thinking and written expression they each foster. Students taking tandems would consider the two halves of the tandem to fulfill both the Critical Thinking Seminar and the W course in the same semester. All other students would take one each semester.

Taken together, the Critical Thinking Seminar and the W course form a year-long first-year experience for incoming students.[16] The first-year experience will be supplemented by a set of four common evening events (two in fall, two in spring) that could be lectures, movies, exhibits, or performances. We envision the need to plan a coherent program over the year, though we do not think that all common experiences would have to be about a common topic. Rather, the skill of critical thinking would itself become the point of contact between any event and any seminar from the variety of disciplines out of which we hope they come. We expect that at least one major event that already goes on at the College (such as the Christian Culture lecture in the fall and the Madeleva Lecture in the spring) will be part of this series. Also, we expect that at least one of the four common experiences be dedicated to the history or current work of the Sisters of the Holy Cross throughout the world.

For faculty, the Critical Thinking Seminar holds the promise of a smaller class in a seminar format with added opportunities to get to know students well, especially if the instructor in the Critical Thinking Seminar also serves as the student's advisor in the Cross Currents

program. While we recognize the complexity of merging these roles, we also readily affirm that merging's benefits for the first-year student's experience inside and outside of the classroom. In addition, the Peer Mentors in the Cross Currents program could be required to come to a certain number of classes during the semester, and perhaps take on the role of discussion leader either in class or after one of the evening common experience events. All of this is consistent with the promotion of leadership in our students.

Rules:

Students will be expected to take a Critical Thinking Seminar during their first year at Saint Mary's.[17] This requirement does not add credit hours beyond those needed to satisfy the knowledge outcomes. Each Critical Thinking seminar will double-dip with an LO1 requirement, satisfying the learning outcomes for an LO1 course area as well as the learning outcomes for the Critical Thinking Seminar (see below).

The Critical Thinking Seminar outcomes are these:

- A Saint Mary's student evaluates and formulates claims about issues, ideas, artifacts, or events using critical thinking methods that are appropriate to the discipline of the seminar.
- A Saint Mary's student demonstrates basic information literacy skills as listed in the information literacy sub-outcomes.
- A Saint Mary's student demonstrates effective oral communication in presentational or interactive contexts.
- A Saint Mary's student develops and organizes written arguments.

The defining characteristics of a Critical Thinking Seminar are:

- The CTS learning outcomes, as detailed above
- A learning community of 20 or fewer first-year students
- Seminar pedagogy
- Intentional instruction in the skills of critical thinking.

Although the Critical Thinking Seminar Learning Outcomes are central to any CTS, there are other defining features that cannot be reduced or mapped to learning outcomes, as is illustrated by the list above. A section of the same course, with the same content, assignments, and learning outcomes that does not have a CTS designation is a qualitatively different learning community, due to the larger enrollment and the mix of students from potentially all four class years. This means that faculty do not need to create artificial differences between the CTS-designated syllabus and the non-CTS-designated syllabus -- either by changing content, or adding or removing assignments -- when teaching a non-CTS-designated section of a course that has been approved as a Critical Thinking Seminar, unless they want to and feel that it would be pedagogically effective to do so. In other words, the distinctive learning community and focus on intentionality of the Critical Thinking Seminar are sufficient to distinguish it from a non-CTS-designated section of the same course.

3. The Basic W Course

Saint Mary's students work towards proficiency in writing throughout their college careers and across the curriculum. Their efforts to develop Communicative Skills in writing are, however, more focused at two stages along the way: (1) the Basic W, which is satisfied in a W course through successful completion of a portfolio demonstrating basic writing competence, (2) and the Advanced W, which is satisfied within the major course of study.

Rules:

Students normally take a Writing course during their first year at Saint Mary's. Each Writing course will double-dip with an LO1 requirement, satisfying its learning outcomes as well as the LO2 learning outcomes for the Basic W (see below). Basic W courses (and tandems) thus carry the usual number of credits for the LO1 requirement, as well as an additional credit for the LO2 Writing requirement.

The Basic W (LO2) outcomes are these:

- A Saint Mary's student expresses the central idea of her essay in a focused thesis.
- A Saint Mary's student organizes her material in a logical sequence of well-structured paragraphs.
- A Saint Mary's student supports her ideas with sufficient persuasive evidence.
- A Saint Mary's student expresses her ideas clearly and appropriately for the intended audience.
- A Saint Mary's student follows conventions of grammar, punctuation, syntax, and citation in the discipline in which she is writing.
- A Saint Mary's student reevaluates and revises her work in response to feedback.

4. Women's Voices

In its deliberations on general education at Saint Mary's, the Ad Hoc Committee identified four foundational aspects of a Saint Mary's identity that should be fostered by the general education program: its identity as a liberal arts college, as a Catholic institution, as a participant in the Holy Cross tradition, and as a women's college. These appear on the outer ring of the general education diagram, underlying and stabilizing the whole structure. While we fully expect these four foundational aspects to suffuse all learning outcomes that form the basis for the design, the liberal arts and Catholicity are addressed principally through Learning Outcome 1, whose sub-outcomes establish the breadth of knowledge that is a hallmark of liberal education and encourage study of philosophy, religion, and the Catholic tradition. Our Holy Cross heritage is addressed primarily through Learning Outcome 3, as will be explained below. Saint Mary's identity as a community concerned with the education of women is addressed most fully through the Women's Voices requirement under Learning Outcome 2, Cognitive & Communicative Skills. By developing such skills, women are most directly empowered to be active in the world, as the preamble to the second learning outcome makes clear, and so we have linked a direct focus on Women's Voices with the other LO2 outcomes.

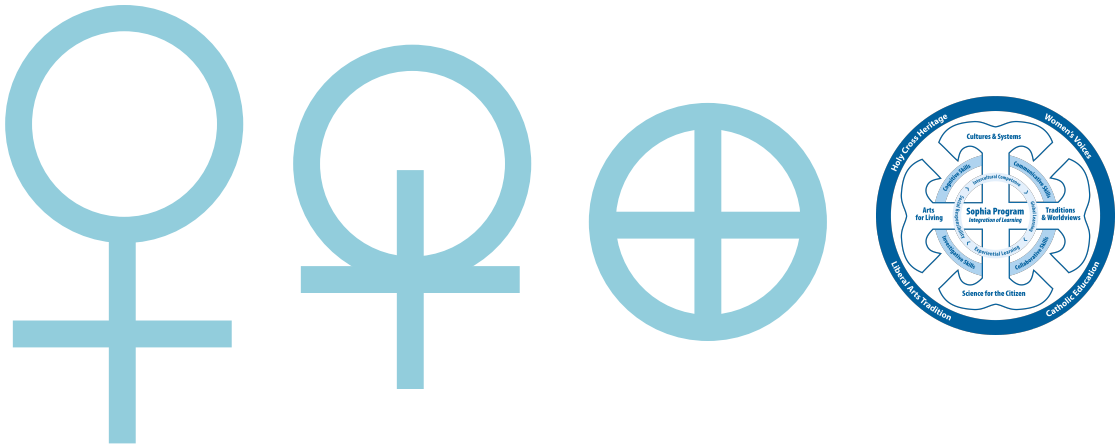
To help ensure that Saint Mary's students develop their voices as women together with an awareness of the larger issues that have influenced the status of women in human societies, students will address outcomes pertaining directly to this subject, according to following rules:

Rules:

To fulfill the Sophia Women's Voices requirement, a student takes three Women's Voices-certified courses, at least 3 credits each, from at least two different academic disciplines. Each student also takes a fourth Women's Voices course, but there are no distribution restrictions on this course: it could be any other Sophia Program or major or minor course, an internship, independent study or a credit-bearing course of less than three credits. To stay within the 52-credit-hour Sophia Program footprint, typically a student will take Women's Voices courses that also fulfill her Sophia knowledge (LO1) or her major or minor requirements; however, a student with sufficient free elective hours in her four-year graduation plan may choose to take more than 52 credits to complete her Sophia Program requirements.

These rules allow women's voices to be diffused throughout the curriculum in ways that go beyond any one particular disciplinary perspective. The requirement to take courses in three of the four arms of the cross also allows choices for students, especially in those arms of the cross where there are more things from which to choose. We see in the Sophia diagram a meeting of our identities as a women's college and a Catholic college, as the ancient symbol for woman merges with the ancient symbol for Christianity. Saint Mary's lives in that convergence, and therefore the Sophia Program ought to reflect where we live.

FIGURE 11:



Women's Voices Outcomes are met in courses around the arms of the cross, non-credit-bearing experiences, and in a student's major or minor.

- A Saint Mary's student identifies and understands women's contributions to human knowledge and achievement and how those have been influenced by constructions of gender.
- A Saint Mary's student reflects analytically upon constructions of gender in individual or group heritage, culture, or experience, and articulates those reflections within a particular disciplinary context.
- A Saint Mary's student analyzes the forms and effects of constructions of gender, and evaluates strategies for response.

C. LO3: Intercultural Competence & Social Responsibility

1. The Contribution of LO3

The third learning outcome, "Intercultural Competence & Social Responsibility," represents the newest major component to general education at Saint Mary's. This learning outcome very self-consciously picks up on the charism of the Sisters of the Holy Cross and is therefore the place in the revised curriculum where the College's identity as a Holy Cross institution is most apparent. Our Holy Cross heritage is a way of living out the Catholic identity of Saint Mary's, which ultimately spans all of the higher-level outcomes by stressing ways of seeing, habits of thinking, and social commitments.

In the courses under the third learning outcome, students will acquire the knowledge, skills, and dispositions to encounter diversity, to raise normative questions about justice, and to take their place as global citizens. This learning outcome also, for the first time at the College, requires a particular form of pedagogy that enables experiential learning. We note that Recommendation 13 of the Strategic Plan is entitled "Experiential Learning for Every Student" and recommends that "each student benefit from some form of experiential education" and that the implementation of this recommendation "should become part of the General Education discussion." (See the next section for more on experiential education.)

The chart in Figure 12 at the top of the next page shows that two outcomes (A & B) are required for social responsibility, intercultural competence, and global learning. Having A & B outcomes for each of these represents a kind of *de facto* staging where, in most cases, students would encounter one before the other. ***For Social Responsibility and Intercultural Competence***, Outcome A in each pair provides a theoretical perspective, which Outcome B builds upon through actual engagement with particular phenomena or practice. (There is, though, no strict separation between understanding and engagement, as the latter is never purely neutral and always presupposes some conceptual underpinning. Conversely, learning doesn't happen until there is some cognitive processing or reflecting on that engagement.[18]) ***For Global Learning,*** most students would likely study (abroad in) one foreign country before exploring the connections between countries.

FIGURE 12

Outcome	(A)	(B)
Social Responsibility	*Understanding*	*Reflective Engagement*
Intercultural Competence	*Understanding*	*Reflective Engagement*
Global Learning	*Intranational*	*International*

This organization of outcomes gives rise to the following rules for Intercultural Competence & Social Responsibility (LO3):

Rules:

To fulfill the Sophia LO3 requirements, a student takes at least 3 LO3-certified courses/experiences from at least two different academic disciplines. To stay within the 52-credit-hour Sophia Program footprint, typically a student will take LO3 courses that also fulfill her Sophia knowledge (LO1) or her major or minor requirements; however, a student with sufficient free elective hours in her four-year graduation plan may choose to take more than 52 credits to complete her Sophia Program requirements.

While there are no restrictions on students double-dipping between LO3 requirements and other Sophia Program requirements for LO1 or LO2, *there are restrictions on double-dipping within LO3 itself.* Many courses or experiences, especially those pertaining to Social Responsibility and Intercultural Competence, will double-count for both the A and the B outcome, but a student may not double dip and count a single course or

Rules:

experience as meeting both. Double dipping *between rows,* however, is permitted, as long as the student takes more than two LO3 courses.

As a summary mnemonic for all of the counting restrictions on LO3, we offer the "Rules of 2," which describe all of the rules for satisfaction of the LO3 requirements in terms of 2:

- At least 2 LO3-certified courses/experiences used to achieve LO3 outcomes must include experiential learning.
- At least 2 LO3 LO3-certified courses/experiences must be taken from two different academic disciplines.[19]
- 2 or more LO3 outcomes from different rows on the chart above may be met by a single LO3-certified course/experience. This can be done multiple times in the interest of integration of learning.
- Students must take more than 2 LO3-certified courses/experiences.

We expect the Science for the Citizen requirements to satisfy one requirement under "Social Responsibility," the student's two-course foreign language requirement to satisfy one requirement under "Intercultural Competence," and most study abroad opportunities to satisfy one requirement (most likely, "A") under "Global Learning." In addition, a third foreign language course will count towards Global Learning (A).[20]

Intercultural Competence & Social Responsibility Outcomes are fulfilled through general education courses, non-credit-bearing experiences, and the major or minor.

Social Responsibility[21]

- **A_1.** A Saint Mary's student evaluates social conditions. *For example...*
    - She recognizes how cultural, political, and economic structure and values may oppress, marginalize, alienate, or create/enhance privilege and power for individuals or groups.
    - She recognizes the ways social systems promote or deter people in maintaining or achieving health, well-being, and human dignity.

—or—

- **A_2.** A Saint Mary's student discerns human needs. *For example...*
    - She identifies human needs of individuals situated within the context of culture and environment.
    - She analyzes and evaluates the relationship of rights and responsibilities to human needs.

- **B.** A Saint Mary's student is able to respond as an agent of change. *For example...*
    - She can explain strategies for constructive action in pursuit of social, political, and economic justice.
    - Based on her knowledge of strategies for constructive actions, the student will be able to advocate for social, political, and economic justice either for herself or in solidarity with vulnerable or oppressed people.

Intercultural Competence

- **A.** A Saint Mary's student identifies and understands the aspects of culturally diverse environments in order to communicate more effectively across cultures; and she analyzes the forms

and effects of culturally diverse environments and evaluates strategies for response.

- **B.** A Saint Mary's student reflects before and after intercultural engagement in order to identify her own cultural norms and how these norms shape her interactions with others.

Global Learning

- **A** A Saint Mary's student articulates the interconnections between at least two of the following: the historical, political, geographic, cultural, and/or socioeconomic dimensions within a country or region outside the United States.

- **B.** A Saint Mary's student explains global interdependence or other complex issues that cross national boundaries.

2. Experiential Learning

Experiential learning plays an integral role in Learning Outcome 3. Recent research into how people learn amply validates the educational value and pedagogical significance of enhancing classroom instruction through direct encounter with the object of study.[22] Saint Mary's realized this long ago, however: Mother M. Pauline O'Neill, the first president of Saint Mary's College, wrote in the 1911-1912 *College Bulletin* that a Saint Mary's education "strives for the highest development of mind and heart, and aims … to bring [students] into personal relations with wider worlds, larger life…." And our Mission Statement reads, "A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world." Because we speak about making a difference in the world, experience outside the classroom (or experience in which the world outside the classroom is brought within its walls) must be regarded as intrinsic to the education for which we stand. Simply put, it's not an add-on; it's constitutive. Moreover, we prepare women best for roles of leadership and action through forms of direct engagement in the 'worlds' for which we are preparing them. And when our Mission Statement also says that "Saint Mary's promotes a life of intellectual vigor, … and social responsibility," it implies a complementary relationship between learning deeply and living responsibly. That is not insignificant.

References to *engagement* in the Social Responsibility & Intercultural Competence outcomes listed above, then, begin to describe the place of experiential learning in LO3; though it is *not* the case that these categories exactly overlap, and it *is* the case that some "B" courses in Social Responsibility or Intercultural Competence may not fulfill all the experiential learning outcomes.[23] *Let us say, then, that academic experiential education involves interaction with people or settings beyond the Saint Mary's College community*[24] which helps students "to bridge classroom study and life in the world [by transforming classroom-based knowledge] into knowledge-in-use. It rests on theories of experiential learning, a process whereby the learner interacts with the world and integrates new learning into old constructs."[25] The following rules guide experiential education in the GenEd program:

Rules:

As stated in the "Rules of 2," at least 2 LO3-certified courses/experiences used to achieve LO3 outcomes must include Academic Experiential Learning. Moreover, each Academic Experiential Learning course should include at least 15 contact hours of interaction and experience[26] along with the criteria listed below. It is also strongly recommended that at least one of the two Academic Experiential Learning requirements in LO3 take place off campus."

<u>Criteria for an "E" Designation</u>

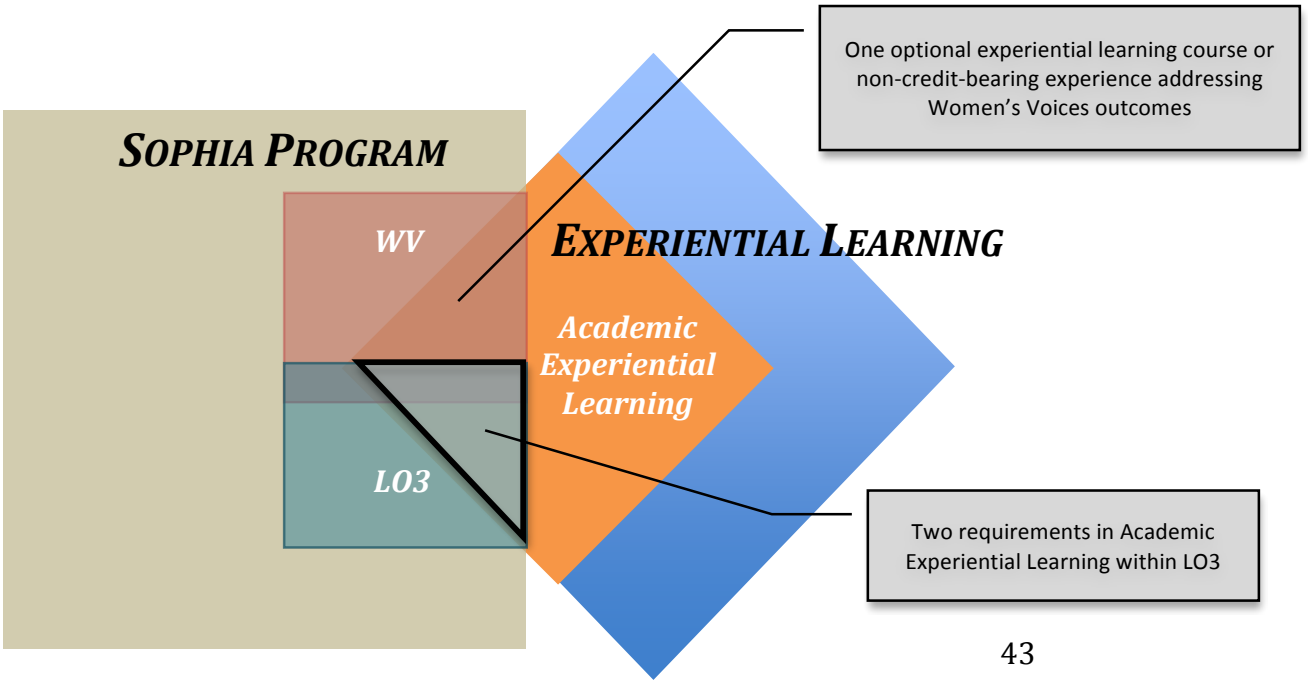
1. Interaction with people or settings beyond the Saint Mary's College community;
2. Direct, active, and unscripted experience of a phenomenon being learned or examined;
3. Formal and focused reflection on that experience through discussion or writing;
4. Interpretation of that experience using theory purporting to explain, account for, or describe it;
5. Opportunity to demonstrate deepened insight about either the original subject matter, a social context, or oneself as a result of this engagement;
6. A link to academic credit[27] or fulfillment of a requirement within a particular program of study; and
7. Achievement of the learning outcomes set forth in the next section.

Experiential Learning Outcomes are met in courses around the arms of the cross, non-credit-bearing experiences, and in a student's major or minor.

- A Saint Mary's student applies particular theories or concepts (such as from readings, lectures, or discussions) to an analysis of her lived experiences in the settings provided by the course or program.
- A Saint Mary's student articulates the impact of her experiential learning on her understanding of her education, her decision-making or problem solving, or her place in the world.
- A Saint Mary's student demonstrates professional and ethical behavior appropriate to her experiential context.

The diagram below tries to depict how Academic Experiential Learning is one component of a larger category. While academic experiential learning within LO3 is the only kind *required* by the Sophia Program (see the outlined triangle depicting this requirement), many kinds of experiential learning opportunities can be encouraged on our campus; and many kinds of *academic* experiential learning opportunities may and should go on apart from general education or LO3 altogether—perhaps in a student's major or minor program.

FIGURE 13

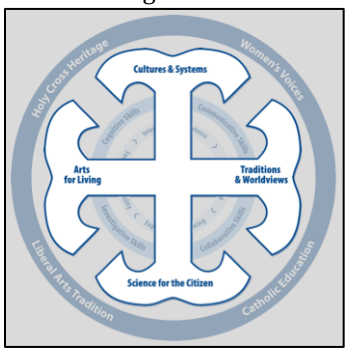


D. Summary of the General Education Curriculum

The foregoing curriculum may be summarized as follows:

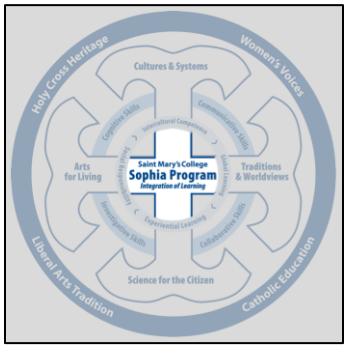
- The general education curriculum addresses the sub-outcomes derived for general education from the College-wide liberal learning outcomes. (See Figure 7, p. 13.)

Figure 14



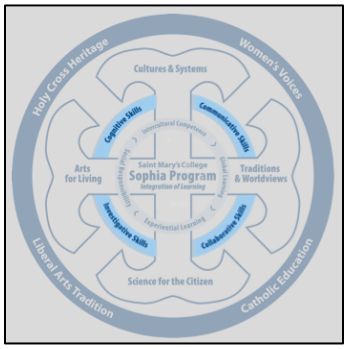
- The Knowledge Outcomes (LO1) are addressed through the fifteen courses organized by the arms of the cross.

Figure 15



- The Integration of Learning Outcomes (LO1) will be achieved in conjunction with the student's work on other outcomes through courses in general education, courses in the major, and non-credit-bearing experiences.

Figure 16



- The Skills Outcomes (LO2) are addressed partly through these courses and partly through the student's major(s). The two foundational skills courses—the Critical Thinking Seminar and the basic W—will also meet the outcomes for an LO1 area. Other skills are assigned to appropriate areas (e.g. quantitative reasoning to the Mathematical Arts and Science for the Citizen), and some skills also will receive continuing attention in all majors.

- The Social Responsibility Outcomes (LO3) will be met, like the skills, through the LO1 areas and the student's major(s). In addition, students may address these outcomes through non-credit-bearing activities (such as study abroad or experiential learning) and through minor programs. Most LO3 outcomes, unlike skills outcomes, are not assigned to particular course areas or to the major program as a whole, but will be addressed through individual courses designated as fulfilling the LO3 requirements.

Figure 17

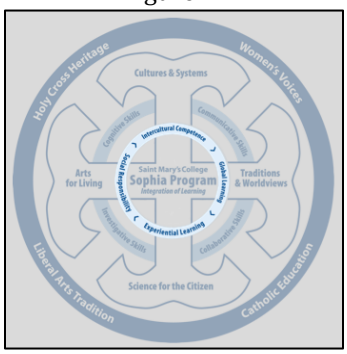
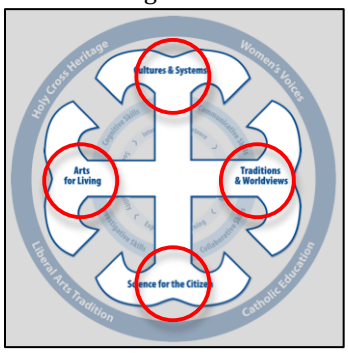
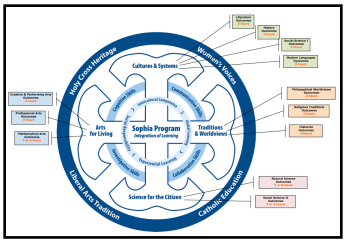


Figure 18



- The Women's Voices outcomes (which combine knowledge, skill, and social responsibility outcomes) will be met, like LO3 outcomes, through designated courses that appear in the arms of the cross or the student's major and minor programs. Again like the LO3 outcomes, the Women's Voices requirements may be met partly through non-credit-bearing experiences.

- In terms of credits, the size of the Sophia Program is essentially defined by the fifteen courses in the arms of the cross for the knowledge outcomes, which require 48-51 credits to complete (see Figure 10, p. 17, or in thumbnail size at right). All of the other outcomes can be met either through these courses, through courses in the student's major program, or through non-credit activities. The only exception is the basic W, which adds one credit to the course designated for the W, bringing the total required GenEd credits to **49-52**.



- The main rule governing the general education curriculum, then, is that *students must take a different course for every LO1 area in the arms of the cross:* there is no double-dipping between these courses. This rule guarantees the breadth of general education. There are no rules limiting double-dipping between LO1 course areas and the major or minor, however, and all of the other parts of the general education curriculum are designed to double-dip: namely, to be fulfilled in conjunction with some other curricular outcome (with limited exceptions within the LO3 requirements). The rules governing these parts of the general education curriculum are addressed in the sections of the document describing these parts of the curriculum in depth.

IV. General Education and the Major

A. Relationship

In the course of its work of general education reform, the Ad Hoc Committee heard it said that almost no one chooses a college because of its general education requirements. More important are majors and other programs that students see as offering particular benefits for life on the other side of their diploma. We do not and cannot realistically expect that students will now flock to Saint Mary's in increased numbers because of revisions to the Sophia Program. But we do expect that those charged with recruiting students (which, in important ways, is everyone at the College) will have more to say to prospective students to explain the reason for the program, its coherence in light of the learning outcomes which grow organically out of our Mission Statement, and how this requirement helps to contribute to a unique institutional signature that remains a compelling source of attraction for those who matriculate here.

We do not in any way withdraw from the longstanding notion that, as we say in Section III above, "General education and the student's major are vital, complementary parts of a student's preparation for an active and meaningful life." Breadth and depth remain worthy goals of any education. We do, however, see benefits accruing from the new program that would make breadth and depth less separated (at the least) or less antagonistic (at most). The move to learning outcomes can serve to unify the academic enterprise. The liberal learning outcomes that form the foundation of the revised general education curriculum were never meant to apply only to general education, but rather are meant to function as four-year liberal learning outcomes for the entire College. The sub-outcomes adapt these to general education requirements. But even here, it really matters less where students gain the knowledge, skills, or dispositions in these learning outcomes than *that* they gain them. In this way, the complementary relationship between general education and the major can mean more than a peaceful coexistence between two discrete parts of a student's education. Rather, it could mean that these 'parts' are neither discrete nor separate and that new avenues for integration present themselves.

B. Credit-Heavy Majors

The "general" in "General Education" pivots in two directions. On the one hand, as said above, it refers to non-specialized study which helps to foster the breadth of learning that complements the depth of the more focused learning achieved through the student's major. On the other hand, "general" connotes the learning that all students have in common which, in the words of the Strategic Plan (see Appendix C), "telegraphs to our students the elements that the College judges to be essential to a Saint Mary's education."

It is important to note that Saint Mary's was previously in a minority in *not* requiring the same general education requirements for all students in all degrees.[28] Of our twenty (previous) aspirant peer institutions, 70.0% require the same general education curriculum for all majors, and 71.4% of our fourteen resource peers do the same.[29]

We start, then, with the presumption that all degrees offered at the College should meet the same learning outcomes of the Sophia Program. The fact is that the faculty discussed and endorsed unanimously the learning outcomes from which we have designed the new curriculum. That signified the importance attached to the knowledge, skills, and dispositions reflected by those outcomes. At the same time, we recognize various sorts of constraints that specific degrees have; and we cannot impose the impossible. One immovable benchmark, certainly, is the 128-hour graduation requirement. With that in mind, we have worked through the numbers as best we could. The only degree that simply cannot satisfy all general education outcomes and stay below 128 hours is the Bachelor of Music in Music Education.[30] All others, with varying accommodations, should at least mathematically be able to do so with substitutions of major courses satisfying GenEd outcomes. (See Appendix G for more detail.) We note as well that common outcomes will make things easier on the many students who switch majors during their college careers.

In light of this, we suggest the following criteria:

- No degree with its accompanying major and general education courses can together require more than a total of 128 hours.
- Those majors for whom a 50-hour general education requirement added to the course requirements in the major would take them above 128 hours may petition for an exemption from (that is, a *release from)* requirements.
- Those majors of 60 or more hours[31] can petition for substitutions of GenEd requirements for major requirements if they can show consistency between the learning outcomes of the GenEd requirement and its proposed substitution. (Possible reasons why a major of this size might request such an accommodation would include making it more possible for its students to double major, minor, or study abroad.)

Structures will be put in place that will allow credit-heavy degrees to petition for accommodations regarding certain general education requirements. Requests for exemption from requirements would need to go to the Academic Affairs Council. Requests for substitutions of requirements would have to go to the General Education Curriculum Committee. It is important, however, to distinguish this kind of substitution applying to all members of a particular group from that of an individual student requesting a substitution of requirements for particular reasons. The latter has gone on and should continue to do so through the Office of Academic Affairs. Transfer students, for example, will continue to rely upon such substitutions in order to graduate in four years.

V. Appendices

A. Presidential Charge to the Ad Hoc Committee on General Education

As President of Saint Mary's College I charge the Ad Hoc Committee on General Education to:

- articulate after extensive consultation with the faculty the purposes and goals of the College's General Education Program:
- review and suggest revisions of the General Education Program in light of those purposes and goals;
- develop plans (including timelines and resource needs) to implement changes to achieve the articulated purposes and goals;
- present its recommendations to the Curriculum Committee for approval and advancement to the Academic Affairs Council;
- dialogue responsibly with faculty and other members of the community throughout all of the above; and
- upon completion of this work, recommend to the Faculty Assembly a more permanent governance structure for the ongoing oversight and supervision of the General Education Program at Saint Mary's College.

Carol Ann Mooney
September 29, 2006

B. President Mooney's Statements about General Education

College Forum, August 2005

"So, what of the strategic planning task force reports? First I want to thank all of the members of the various task forces and their chairs for working hard to provide us with their reports and recommendations this spring. Following receipt of the task force reports, I asked the Strategic Planning Advisory Committee (SPAC) to consider the reports and to suggest a prioritization of the various suggestions. My thanks also go to the members of the SPAC. I have studied the task force reports and SPAC's suggestions to me. This morning, I want to briefly address those high priority items on which I think we should begin working.

"First, as to **General Education**. The key recommendation made by the General Education Task Force is the formation of a new permanent committee of the College, a committee on General Education. It is the opinion of the task force that the Curriculum Committee has too many tasks. In reality the Curriculum Committee focuses on approval of new courses and does not have time to consider the overall structure of the General Education curriculum or the General Education courses. Assuming that is true, we are neglecting that part of the curriculum that touches each and every one of our students. While I am fully aware that this community is concerned about the proliferation of committees, this crucial portion of our students' education should be consistently monitored and improved. I would like the Faculty Assembly's advice about the formation and structure of such a committee. When formed, the committee should systematically consider the recommendations of the task force.

"At this time, however, I would like to highlight one of the task force recommendations that I find particularly exciting. The task force proposes that we increase the number of tandem courses so that all students enroll in a tandem in their first or second years. The opportunity for a student to make connections between two different academic disciplines at the beginning of her academic career can have a transformative effect not only upon her, but upon the intellectual atmosphere of the College. A new high school graduate typically lacks understanding of the interconnectedness of ideas, concepts, and methodologies. Exposure to that interconnectedness is both exciting and intellectually maturing. In addition, tandems provide close interaction among students, and between the students and the faculty

members. I am certain that making it possible for each student to participate in a tandem would involve a number of challenges, but meeting those challenges and providing that opportunity for each of our students could be truly energizing."

College Forum, August 2006

"Last year at this forum I listed five issues that the strategic planning task forces had identified as needing attention and that SPAC (the Strategic Planning Advisory Committee) had designated as having highest priority. Those issues were: diversity, general education, library resources, marketing, and athletics (the last one not having come from the strategic plan, but added by me)….

"Second on last year's list was General Education. I visited Faculty Assembly in the fall to propose a new standing committee on general education…. At the Faculty Assembly meeting you asked me a number of questions and suggested some revisions of my proposal and I have passed that information along to Joe who is prepared to take up the issue this year."

College Forum, August 2007

"Over the course of the summer I considered all that I heard in reaction to the draft [of the Strategic Plan] and prepared a new draft – which I hope to have ready for public distribution by the end of this week. The new draft differs in organization from the first one. This latest version is organized around the goals of the plan. Each goal is followed by those steps that we hope will help us achieve the goals. In other words, it does not have separate sections for academic initiatives, student initiatives, and resource needs. I believe the new organization is a lot easier to follow, and the previous organization suggested divides that do not really exist here. For instance, the aim of having a new General Education Program was identified as an academic initiative. But surely, accomplishment of that goal will primarily benefit our students and placing it among the academic initiatives (as it was in the first draft) and not among the student centered initiatives suggested otherwise. Those distinctions are eliminated."

College Forum, August 2008

"My cabinet has also worked to determine the costs of the various goals [of the Strategic Plan], some of which are relatively easy to determine, others – like implementation of a new general education curriculum -- are harder to determine, given that gen ed is still on the drawing board. Laurie Stickelmaier served a coordinating role so that we have consistency in the process of determining costs. And, of course, we have been determining how to cover those costs. Some will be included in the operating budget, some in the capital budget, for some we may apply for grant funds, and some can only be accomplished if we are successful in raising new funds.

"… I want to say thank you to all who worked over the past year on the General Education revision, the original group of eight as well as the several design teams and all those who attended the General Education lunches. I especially want to thank the design team that worked through the past summer, ably chaired by Fran Kominkiewicz and Joanne Snow. Very good and sound progress is being made in moving from the four year learning outcomes developed last year to curriculum proposals. Of course, as we become more and more committed to having learning outcomes be the driver, we then try to design a curriculum to accomplish the objectives. In the process, it becomes clear that additional work needs to be done on defining and refining the outcomes. In short, it is not possible to declare one phase of the work done and to move on to a completely new phase. Instead, one must be willing to move back and forth between the different tasks. I am truly grateful for the many hours of sweat and inspiration that have been devoted to the project and I am increasingly confident that we will not only have an end product but one that we will be proud of and that will have been worth the effort."

College Forum, August 2009

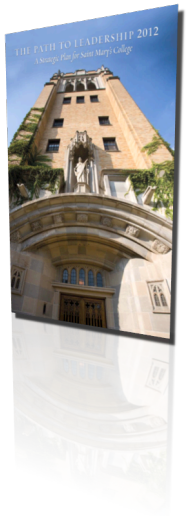
"The General Education reform has made progress over the summer and we remain hopeful that a new Gen Ed curriculum will be approved by the end of this academic year. I am very pleased with the work that has been done thus far. I want to highlight the good work that has been done by contrasting it with Derek Bok's criticism of what is more often done. In Bok's book entitled *Our Underachieving Colleges* he cites six tendencies of faculties and their academic leaders that have 'important (and often troubling) effects' on undergraduate education. In Chapter Two in a section subtitled 'Neglecting Purposes' Bok says the following:

> The third problem emerges when faculties sit down periodically to review and revise the curriculum. All too often on these occasions, the debate begins without the parties first having paid close enough attention to the objectives that a proper undergraduate education should pursue. Almost everyone agrees in principle that it is impossible to plan any human activity effectively without first forming a clear idea of what one wishes to accomplish. In practice, however, many faculties give this step only cursory attention before moving on to discuss the standard components of the undergraduate program . . .

"Our faculty has spent almost two years on the task that Bok cites as often neglected, determining and refining the goals of a Saint Mary's undergraduate education. The faculty has turned their attention to the requirements that might fulfill those goals only in the past few months.

"To be sure there is still much hard work to be done. Bok cautions that while having worthy educational goals is essential, one must also assess whether the goals can possibly be achieved within the time realistically available, and whether there are faculty willing to teach the necessary courses. I have confidence that our faculty will confront these issues, like others, with sufficient frankness and care."

C. The Strategic Plan on General Education



SECTION IV of *The Path to Leadership 2012*

GOALS & RECOMMENDATIONS

Having outlined our foundational principles, the remainder of this document outlines our goals and recommends actions designed to achieve those goals.

Goal #1

Educational Excellence Equal to that of the Best Colleges in the Country

Our first goal is to provide our students with an education that equals the education offered at the best colleges in the country. It is our fundamental obligation to provide students with the best possible education. In addition to actually providing that education, we seek to build upon and increase the College's national reputation. Two primary purposes underlie this objective:

- First and foremost, a first-rate national reputation opens doors for our graduates. Because our graduates bring to their endeavors not only their technical expertise but also the benefits of their broad based education and their thoughtful reflections on the world and their place in it, we want all doors open to them. That access gives them the greatest opportunity to make a positive difference in the world.

- Continued strong and diverse enrollment is the second factor motivating this goal. Current attitudes favor large universities. Consequently, small colleges face enrollment challenges and the challenges for women's colleges are unique among higher educational institutions. Saint Mary's primary response to those challenges is to increase the quality of the education we offer and along with it the College's national academic reputation. It is our academic stature that will continue to be the core of our strength.

RECOMMENDATION 1

Design a New General Education Program

The General Education Program will be re-examined, re-articulated, and re-configured. General Education touches every Saint Mary's student and the articulation of its content telegraphs to our students the elements that the College judges to be essential to a Saint Mary's

education. Every faculty member and every student should be able to readily recite the reasons for the components of Saint Mary's General Education and the integral way it achieves the liberal learning objectives of our students' four-year Saint Mary's educational experience.

In the past, General Education has been marginalized throughout higher education. At many higher educational institutions it is viewed as an extension of a student's high school education and the college believes that it places its real stamp on its students in their area of major study. Indeed, even at Saint Mary's, one can overhear conversations about getting a General Education requirement "out of the way." In designing our new General Education Program we are re-energizing the students' four-year educational experience. As we design an improved General Education Program, we will have our eyes on the total education we provide our students. Hence, during this process, we will reinforce Saint Mary's learning goals and articulate the learning outcomes we hope to achieve in the four years our students are with us.

Our first steps are to review and design an improved General Education Program. The process will involve wide discussion and dissemination within the College community of three elements:

1. the learning goals and outcomes of the liberal education we seek to provide our students in their four years with us;
2. the specific learning outcomes of the General Education Curriculum which will help us realize those four-year goals; and
3. the schematics for and requirements of the General Education Curriculum.

Key components of a Saint Mary's education exist foundationally within the General Education Curriculum. In fact, some are specific to General Education and can best be achieved in this part of our curriculum. We expect all Saint Mary's students to be broadly educated women who have asked the big questions and dreamed the big dreams. Consistent with our commitment to diversification of the College community, it is our goal to incorporate reflection on diversity and intercultural competency into the General Education Curriculum. We want all of our students, not just those in Anthropology, to wonder how a culture is formed and how it changes. We want all of them to know that every language articulates a particular vision of the world. Our General Education Program plays a major role in helping us achieve these goals.

One thing that makes a Saint Mary's graduate — whether she is a lawyer, nurse, teacher, or community volunteer — so valuable in her position is that her education asked her to reflect upon the role of faith in her life, what it means to live a good life, and what her obligation is to her society. Again, our General Education provides this value-oriented education through its course requirements and schematic underpinnings.

Other components appear early in the General Education Curriculum but are reinforced in a student's major and minor programs of study. For example, we want all of our students to write well, to analyze issues, and solve problems. Both the General Education Curriculum and the major and minor programs of study work together to achieve these learning outcomes.

Because of its foundational and central role in the Saint Mary's educational experience, our primary investment over the next five years will be in those areas needed to implement the new General Education Curriculum.

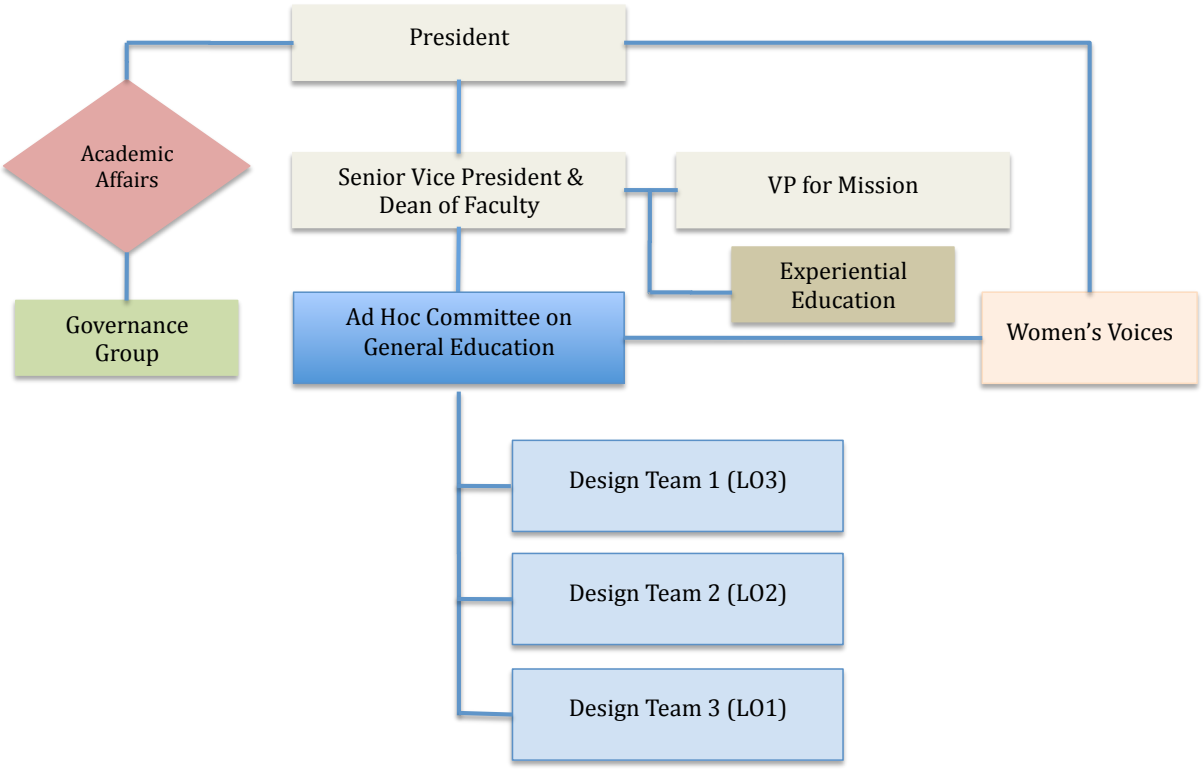
Because of its centrality to a Saint Mary's education, the General Education Program must be kept vital. Responsibility for the General Education Program previously has been assigned to the Curriculum Committee.

Because that committee has focused on approval of new courses and majors, it has not been able to devote sustained attention to General Education. Therefore, we will create a standing committee, the General Education Committee (GEC), to oversee, to implement, and to evaluate the General Education Program on an ongoing basis.

That committee will work with the Assessment Committee to make whatever adjustments in the program are needed from time to time to ensure that the General Education Program's specific learning objectives and those liberal arts learning objectives that span a student's four years, which can be attained through the General Education Curriculum, are, in fact, achieved.

D. Committee Structure & Membership

FIGURE 19:



The Ad Hoc Committee on General Education

- Chris Cobb
- Janet Fore
- Kitty Green
- Jessica Ickes (resource)
- Joe Incandela (chair)
- Michael Kramer
- Nancy Nekvasil
- Don Paetkau
- Daniel Party
- Charlie Peltier
- Patti Sayre
- Laurel Thomas

Design Team #1 (Learning Outcome #3)

- Stacy Davis
- Ryan Dombkowski
- Kitty Green
- Laura Haigwood
- Joe Incandela
- Mary Ann Kanieski (co-chair)
- Fran Kominkiewicz
- Elaine Meyer-Lee
- Annette Peacock-Johnson
- Jan Pilarski
- Ujvala Rajadhyaksha
- Julie Storme (co-chair)
- Laurel Thomas

Design Team #2 (Learning Outcome #2)

- Vince Berdayes
- Tom Bonnell
- Karen Chambers (co-chair)
- Chris Cobb
- Natalie Domelle
- Chris Dunlap (co-chair)
- Krista Hoefle
- Catherine Pellegrino
- Patti Sayre
- Jill Vihtelic

Design Team #3 (Learning Outcome #1)

- Chris Cobb
- Chris Dunlap
- Janet Fore
- Kitty Green
- Laura Haigwood
- Joe Incandela
- Phyllis Kaminski
- Jayne Kendle
- Fran Kominkiewicz (co-chair)
- Nancy Nekvasil
- Daniel Party
- Charlie Peltier
- Patti Sayre
- Joanne Snow (co-chair)
- Becky Stoddart
- Bill Svelmoe
- Julie Tourtillotte
- Nancy Turner

Joint Curriculum Committee/Ad Hoc Committee Advisory Group on Governance

- Chris Cobb
- Janet Fore
- Joe Incandela (co-chair)
- Renée Kingcaid (co-chair)
- Don Paetkau
- Susan Vanek

Women's Voices Committee

- Linda Berdayes
- Ryan Dombkowski
- Laura Haigwood
- Jessica Ickes
- Joe Incandela
- Gail Mandell
- Leonard Sanchez
- Jennifer Zachmann

Experiential Education Working Group

- Carrie Call
- Judy Fean
- Joe Incandela (chair)
- Fran Kominkiewicz
- Elaine Meyer-Lee
- Jan Pilarski
- Terri Russ

The above-named individuals represent affiliations with the following academic departments or programs

- Art
- Biology
- Business Administration and Economics
- Chemistry and Physics
- Communication Studies, Dance, and Theatre
- Education
- English
- Film Studies
- History
- Humanistic Studies
- Intercultural Studies
- Justice Education
- Mathematics
- Modern Languages
- Music
- Nursing
- Philosophy
- Psychology and Communicative Disorders
- Religious Studies
- Social Work
- Sociology
- Women's Studies

. . . as well as with these offices or campus resources:

- Academic Advising
- Campus Ministry
- Center for Women's Intercultural Leadership
- Cushwa-Leighton Library
- Institutional Research
- Office for Civic and Social Engagement

E. Timetable of GenEd Reform and Implementation

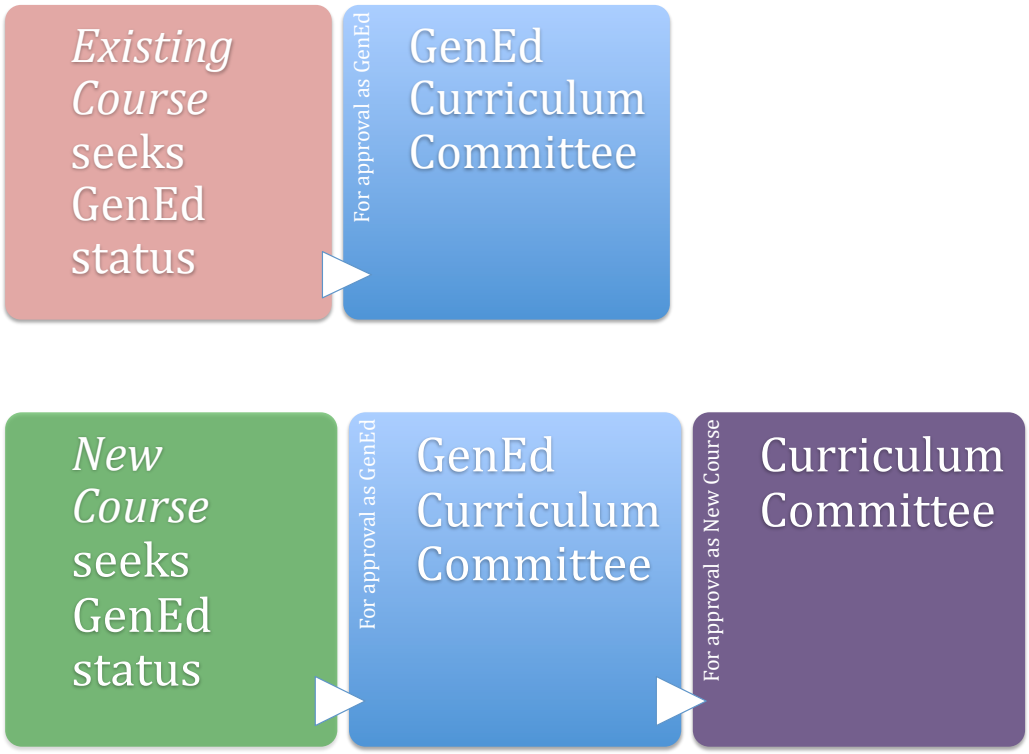
September 29, 2006	Presidential Charge to Ad Hoc Committee on GenEd
Spring, 2007	Meetings with and feedback from departments & programs
January 23, 2008	Learning Outcomes unanimously endorsed by Faculty Assembly
Sept. '08-Feb. '09	Meetings with and feedback from departments & programs
March 4, 2009	Cross design endorsed without opposition by Faculty Assembly
August 20, 2009	Suboutcomes presented to faculty and made available for electronic feedback at <smcgened.wikispaces.com>
October 16, 2009	Deadline for faculty feedback on suboutcomes
December 2, 2009	Presentation on GenEd Governance to the Faculty Assembly
December 9, 2009	Report on Governance to the Academic Affairs Council
January 8, 2010	Faculty Development Day: final revisions presented
February 17, 2010	New GenEd Curriculum unanimously endorsed by Student Government Association
February 18, 2010	Presentation to the Education Committee of the Board of Trustees
March 17, 2010	President Mooney consults with the faculty about the final draft of the Curriculum Guide at the Faculty Assembly Meeting
April 8, 2010	New GenEd Curriculum approved by the Academic Affairs Council
April 22-23, 2010	Board Meeting
April 23, 2010	Final Vote & Unanimous Approval by the Board of Trustees
May – August, 2010	Summer Faculty Development
Sept. '10-May '11	Preparation for New Curriculum Rollout
May 2, 2011	The Academic Affairs Council unanimously approves naming the new General Education Curriculum, "The Sophia Program in Liberal Learning."
May – August, 2011	Summer Faculty Development
AY 2011-2012	Sophia Program Phase I Implementation & Continued Faculty Development
AY 2012-2013	LO1 requirements instituted for Class of 2016
Fall 2013-Spring 2016	LO2 & LO3 requirements phased in
AY 2016-2017	Full Implementation of Sophia Program (Class of 2020)

F. Governance

In April, 2009, the Academic Affairs Council charged a joint committee made up of representatives of the Curriculum Committee and the Ad Hoc General Education Committee with proposing a governance structure for the new Sophia Program. The broad outline of that new governance structure had already been suggested in the Strategic Plan (Appendix C above).

The six-member committee worked through the summer and into the fall semester of 2009 to craft a proposal that encompassed (a) the certification of courses or experiences as fulfilling general education requirements, (b) the ongoing oversight of the Sophia Program and the corresponding ability to recommend changes to Academic Affairs, and (c) the implementation of the new program. One of the earliest areas of consensus in this group was that the Curriculum Committee would retain sole authority to approve all new courses at the College (see below).

FIGURE 20



As the joint committee went further into its work, it saw several distinct functions that could be associated with a GenEd Committee. In addition to the curricular function pertaining to course certification, an oversight function and an implementation function also suggested themselves. While the committee judged that there was reason to distinguish these functions operationally, it did not think that three completely separate bodies with non-overlapping membership would best suit the needs of the new program. Rather, there needed to be enough members in common to ensure the most efficient communication and sharing of expertise, especially as the curriculum gets up and running. Ultimately, that committee settled on a kind of a nested structure (see Figure 21 on p. 65) that progressively incorporated smaller groups into larger ones while distinguishing functions and keeping various operations in the purview of the smallest and most mobile bodies able to do the work. We do not expect these three committees ever to meet together per se, though the overlap of their membership will allow issues arising in each to be more readily shared and addressed.

Each of these groups was assigned a set of responsibilities (see Figure 22 on p. 66). To summarize:

- *The General Education Curriculum Committee* (GECC)—subsequently named the *Sophia Program Curriculum Committee* (SPCC)—will certify all courses and experiences included in the Sophia Program. This will involve taking the learning outcomes for the particular areas and determining whether particular courses or experiences address them. Representation on this committee was determined by looking at the proportion of the number of faculty at Saint Mary's in each area (listed in the left box on Figure 21) along with the proportional contributions of each of these areas to the revised general education program. Five years into the new program, this committee in dialogue with the (regular) Curriculum Committee will determine whether it needs to continue as a separate committee. If it does not, then it will dissolve, and its functions will devolve upon the Curriculum Committee.

- *The General Education Oversight Committee* will regularly review the program, assess its effectiveness, and recommend changes in light of that assessment to the Academic Affairs Council.[32] This committee will be a permanent one and would elect a representative to the Academic Affairs Council. That representative should be a voting member of the General Education Curriculum Committee. A subset of the Oversight Committee, the Coordinating Subcommittee[33], will be charged with recruitment of faculty to teach adequate sections of

the courses required in the new program. (This group may only rarely need to meet *qua* group, since most of the actions of its members could go on independently. Still, it may find an occasional common meeting useful to discuss staffing problems and successes of the new curriculum.) Because some of these courses are new college-wide initiatives (most notably, the Critical Thinking Seminar and various Intercultural Competence & Social Responsibility (LO3) components), two new positions were suggested as point persons for these parts of the program: the Critical Thinking Coordinator and the LO3 Coordinator. We expect these to be faculty members with some course release time. Both of these positions will be integrated into other programs at the College to make them more robust and central to ongoing initiatives.

- *The General Education Implementation Committee* will be responsible for making the new program an operational reality and for maintaining the current program while the classes that came in under it move through to graduation. Some of the responsibilities of this group will be temporary and therefore needed only to get the program up and running. These will have to do with the transition to the new curriculum and with the resource allocations to make that possible. Others will be ongoing administrative functions to maintain the program once in existence. This committee will rarely need to meet together since the particular areas of responsibility of particular members on it are largely separate from one other.

This proposal was presented at the faculty assembly meeting of December 2, 2009, and then received as a report at the December 9, 2009, meeting of the Academic Affairs Council following discussion of some of the recommendations. On February 10, 2010, Academic Affairs approved the General Education Curriculum Committee with the membership listed on Figure 21 below, and approved that committee as a referring body to the (regular) Curriculum Committee as shown in Figure 20 above.

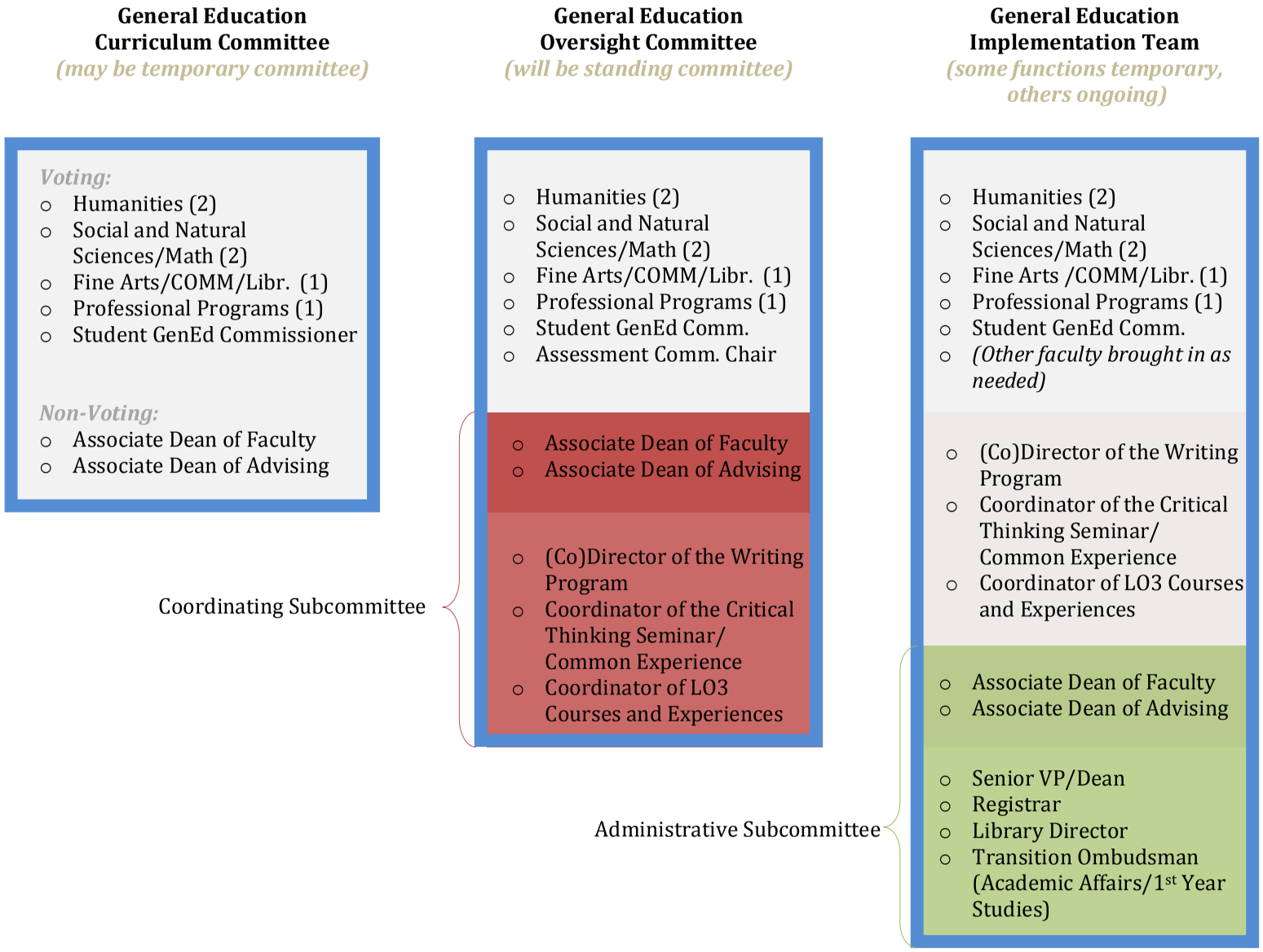

General Education Curriculum Committee
(may be temporary committee)
Voting:
Humanities (2)
Social and Natural Sciences/Math (2)
Fine Arts/COMM/Libr. (1)
Professional Programs (1)
Student GenEd Commissioner
Non-Voting:
Associate Dean of Faculty
Associate Dean of Advising
General Education Oversight Committee
(will be standing committee)
Humanities (2)
Social and Natural Sciences/Math (2)
Fine Arts/COMM/Libr. (1)
Professional Programs (1)
Student GenEd Comm.
Assessment Comm. Chair
Associate Dean of Faculty
Associate Dean of Advising
Coordinating Subcommittee
(Co)Director of the Writing Program
Coordinator of the Critical Thinking Seminar/ Common Experience
Coordinator of LO3 Courses and Experiences
General Education Implementation Team
(some functions temporary, others ongoing)
Humanities (2)
Social and Natural Sciences/Math (2)
Fine Arts /COMM/Libr. (1)
Professional Programs (1)
Student GenEd Comm.
(Other faculty brought in as needed)
(Co)Director of the Writing Program
Coordinator of the Critical Thinking Seminar/ Common Experience
Coordinator of LO3 Courses and Experiences
Associate Dean of Faculty
Associate Dean of Advising
Administrative Subcommittee
Senior VP/Dean
Registrar
Library Director
Transition Ombudsman (Academic Affairs/1st Year Studies)

FIGURE 21

General Education Curriculum Committee RESPONSIBILITIES:	General Education Oversight Committee RESPONSIBILITIES:	General Education Implementation Team RESPONSIBILITIES:
○ Certifies courses, sections, or non-course experiences that meet the relevant General Education Learning Outcomes. ○ Certifies GenEd designation for new courses going to the Curriculum Committee for approval. ○ Exists for 5 years and then, in conversation with the (regular) Curriculum Committee, assesses the need for its continuation as a curriculum committee.	***The entire Oversight Committee:*** ○ Regularly reviews the health, effectiveness, and sustainability of the General Education program. ○ Regularly reviews the suitability of offerings within the General Education program. ○ Recommends changes in the General Education learning outcomes and program structure to the Academic Affairs Council. ○ Implements Assessment Plan for the General Education Program. ***The Coordinating Subcommittee:*** ○ Insures the required amount of sections and course offerings to sustain the new GenEd program, especially from cross-college initiatives (Associate Deans, Writing Program (Co)Director, CTS & LO3 Coordinators).	***The entire Implementation Team:*** ○ Works with department chairs and program directors to ease transition into new curriculum. ○ Identifies resources needed for implementation of the new curriculum. ○ Establishes subcommittees as needed for effective implementation of the new curriculum. ○ Oversees and supports faculty development opportunities. ***The Administrative Subcommittee:*** ○ Coordinates transition of academic infrastructure necessary for the new curriculum. ○ Coordinates transition services for students who entered SMC under the previous (current) GenEd program. ○ Coordinates and develops materials and procedures to explain, publicize , and run the new curriculum.

FIGURE 22

G. Particular Proposals about Credit-Heavy Majors

In each of the tables below, the column headed "New Requirement" attempts to match the hours in the new Sophia curriculum either with an LO1 area or with courses within the major through which students in that major could meet the general education learning outcomes for that area (highlighted in blue). Courses outside the major that would need to be added in the interests of general education parity are highlighted in red.

BBA & BS (Mathematics)

BBA and BS in Mathematics currently have the same general education requirements as the BA. The BBA requires 54 (BUAD), 58 (MIS), or 63 (ACCT) credits; the BS in Mathematics requires 60 credits.

Changes needed for new GenEd program: None.

BS in Nursing

The BS in Nursing currently requires 79 credit hours (major + co-requisites).

Hours	Current Requirement	New Requirement
1	W	W
8	2 Modern Language courses	2 Modern Language courses
3	1 ENLT course	1 course meeting literature outcomes
3	1 History course	1 course meeting history outcomes
3	PHIL 110	1 course meeting phil world outcomes
6	RLST 101, 200-level RLST	2 courses meeting rel trad outcomes
3	PSYC 156	Soc Sci II (met through PSYC 157)
3	SOC 203	Soc Sci I (met through SOC or PSYC)
3	1 Math	1 course meeting Math arts
6	2 Additional Arts or Hum courses	1 Fine Arts Course, 1 Historical Perspectives Course
9	2 Natural Science (major co-reqs)	Nat Sci (BIO 153 + CHEM 118)
3	Second Math Course*	MATH 114
	--	Professional Arts (through major)
51 total	42 outside major + co-reqs	39 outside major + co-reqs

Changes needed for new GenEd program: For Nursing to neatly fit the new GenEd requirements without adding requirements above its current totals, the two required social science courses would need to fit into the Soc Sci I and II designations. The second math course (MATH 114) would need to be listed as a major co-req but not as a GenEd because only one mathematical arts is required under the new program. *The change would add 3 credits to the required co-requisites for the major because of the addition of the second math course. Professional Arts would be satisfied within the nursing major, since it is a professional degree. Hence, the actual GenEd requirement would decrease by 3 hours from where it is now—though again, that decrease would be exactly offset by the increase in the co-reqs by transferring the second math from GenEd to major co-req.

BS in Biology

The BS in Biology currently requires 60 credit hours (major + co-requisites).

Hours	Current Requirement	New Requirement
1	W	W
8	2 Modern Language courses	2 Modern Language courses
3	1 ENLT course	1 course meeting literature outcomes
3	PHIL 110	1 course meeting phil world outcomes
6	RLST 101, 200-level RLST	2 courses meeting rel trad outcomes
3	1 Fine Arts course	1 course meeting fine arts prac outcomes
4	1 Math (major co-req)	1 course with math outcomes (co-req)
8	2 Natural Science (major)	Nat Sci (major)
12	4 Hum and/or Soc Sci courses	Soc Sci I & II, Hist, Historical Perspectives
3	2nd Math (co-req, actually 4 cred)	Professional Arts course*
51 total	36 outside major + co-reqs	39 outside major + co-reqs

Changes needed for new GenEd program: To meet new requirements in total, Biology would need to redefine its 4 additional courses requirement and add one 3-credit GenEd course (or find a way to approach the professional arts requirement through the major). The possible addition of a 3-credit course to the current 36-hour GenEd requirement yields a total of 39 hours of general education required outside the major.

BS in Chemistry

The BS in Chemistry currently requires 60 credits (major + co-requisites); 65 for ACS certified; 61 credits for Biochem; 72 for Biochem, ACS certified; + 2 credits for requiring 4 credit maths.

Hours	Current Requirement	New Requirement
1	W	W
8	2 Modern Language courses	2 Modern Language courses
3	1 ENLT course	1 course meeting literature outcomes
3	PHIL 110	1 course meeting phil world outcomes
6	RLST 101, 200-level RLST	2 courses meeting rel trad outcomes
6	2 courses in hum or soc sci	History & Soc Sci I
4	1 Math (major co-req)	1 course with math outcomes (co-req)
8	2 Natural Science (major)	Nat Sci (major)
3	2nd Math (co-req, actually 4 cred)	Fine Arts Practice*
3	--	Professional Arts course*
3	--	Soc Sci II*
3	--	Historical Perspectives*
51 total	27 outside major + co-reqs	39 outside major + co-reqs

Changes needed for new GenEd program: The BS in Chemistry needs several changes to meet the new GenEd requirements. The Chemistry major would need to redefine its "2 courses in . . ." requirement. More significantly, it would need to add 12 credits for 4 courses outside the major requirements for general education, or find ways to address, perhaps, professional arts appropriately through the major. We think that there is room for these additions since Chemistry has a major of comparable size to others at the College that have significantly greater GenEd requirements under the current program. Adding these 4 courses would raise Chemistry's general education stake by 12 credit hours from the current 27 to 39.

BFA in Art

The BFA in Art currently requires 72 credit hours in art, 6 in correlate courses.

Hours	Current Requirement	New Requirement
1	W	W
8	2 Modern Language courses	2 Modern Language courses

3	1 ENLT course	1 course meeting literature outcomes
3	1 History course	1 course meeting history outcomes
3	PHIL 110	1 course meeting phil world outcomes
6	RLST 101, 200-level RLST	2 courses meeting rel trad outcomes
3	1 Math	1 course with math outcomes
7 or 8	1 Natural Science	Nat Sci *
6	1 Social Science	Soc Sci I & II*
3	Fine Arts (major)	1 fine arts practice course (major)
3	Art History (major)	1 historical perspectives course (major)
3	--	1 professional arts (major)
49/50 total	34 outside major + co-reqs	41 outside major + co-reqs/correlates

Changes needed for new GenEd program: The BFA would need to add one natural science and one social science to meet the new GenEds for a total of 7 additional credits, assuming professional arts could be addressed through the major, as has been proposed by the Art Department.

BM in Music Education

The BM in Music Education currently requires 96 credit hours (60 min Music, 36 in Education).

Hours	Current Requirement	New Requirement
1	W	W
8	2 Modern Language courses	2 Modern Language courses
3	1 ENLT course	1 course meeting literature outcomes
3	1 History course	1 course meeting history outcomes
3	PHIL 110	1 course meeting phil world outcomes
6	RLST 101, 200-level RLST	2 courses meeting rel trad outcomes
3	1 Math	Music Theory II & III (major)
3	Fine Arts (major)	1 fine arts practice course (major)
3	Music History (major)	1 prof arts course (EDUC 201 co-req
3	--	1 historical perspectives course (major)
4	--	Natural Science*
3	--	Soc Sci I (1 co-req of EDUC 350 and 352)
3	--	Soc Sci II*
46 total	27 outside of major + co-reqs	31 outside of major + co-reqs

Changes needed for new GenEd program: The BM in Music Education is the only degree at the College that would absolutely have to have some exemption from the proposed new GenEd requirements to come in under 128 hours. This exemption, however, is minimal: 3 or 4 hours in a natural science course (depending on whether the second natural science course had a lab attached to it). This degree would need

to add 4 credits *if* one (but presumably not both) of the educational psychology courses required as part of the education minor (EDUC 350 and 352) would meet the social science outcomes. So we start with the current requirement of 27 hours of GenEd outside the major, add 7 hours (for one natural science course and the second social science course), and subtract 3 hours (which used to be satisfied through a Math course but could possibly be satisfied through Music Theory II & III), and we end up with 31 credit hours outside the major. As the BM in Music Education program requires 96 credits in music and education, adding 31 credits for GenEd would take the total GenEd commitment outside the major up to 127 hours.

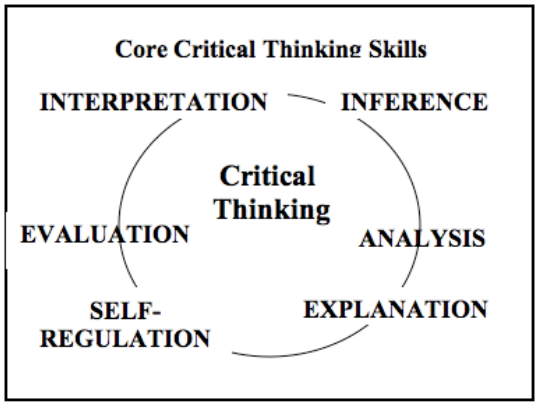
Summary Table

Degree	Changes Needed to Implement the New GenEd Requirement
BBA	no changes needed
BS (Math)	no changes needed
BS (Nursing)	A decrease of 3 GenEd credits required if social science co-reqs fit I & II outcomes, though we are adding 3 credits to the co-reqs by reassigning the second math course from GenEd to Major. This results in no net change to the credit hours required for Nursing.
BS (Biology)	3 additional credits required, unless professional arts met in major; then 0
BS (Chemistry)	12 additional credits required, unless prof arts met in major; then 9
BFA	7 additional credits required.
BM (Educ)	4 additional credits required with the condition that only one natural science course would be taken. Otherwise, this major would require >128 to complete.

H. The Six Components of Critical Thinking

Critical Thinking is an umbrella outcome that includes these six skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation.

Figure 23



The following comes from the consensus statement of a national panel of scholars from the humanities, social sciences, natural sciences, and education, described by Peter A. Facione in "Critical Thinking: What It Is and Why It Counts"[34]:

To interpret is "to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria." *Interpretation* includes the sub-skills of categorization, decoding significance, and clarifying meaning.

Examples

- recognizing a problem and describing it
- distinguishing a main idea from one or many subordinate ideas
- organizing something you are studying
- paraphrasing someone else's ideas
- clarifying what a reading, graph, or event means
- identifying an author's purpose, theme, or point of view

To analyze is "to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions." Examining ideas, and detecting & analyzing arguments are sub-skills.

Examples

- discerning similarities and differences between competing views
- locating reasons given in support of a claim
- identifying unstated assumptions
- describing relationships of parts to wholes
- graphically organizing data of various kinds

To <u>evaluate</u> means "to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation."

Examples

- judging an author's or source's or sample's credibility
- comparing strengths or weaknesses of alternate interpretations
- uncovering whether two statements contradict each other
- determining if available evidence supports a particular conclusion
- assessing the relevance or applicability of facts or opinions

To <u>infer</u> means "to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to educe the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation." As sub-skills of *inference,* the panel lists querying evidence, conjecturing alternatives, and drawing conclusions.

Examples

- seeing implications of a position being advocated
- drawing out or constructing meaning from other elements or data
- predicting what will happen next based upon what is known now
- formulating a coherent synthesis of related ideas
- deriving an action plan to address a particular situation or problem
- applying the proper statistical methods to evaluate a hypothesis

To <u>explain</u> is to present in a cogent and coherent way the results of one's reasoning. This means to be able to give someone a full look at the big picture: both "to state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments." The sub-skills under *explanation* are describing methods and results, justifying procedures, proposing and defending with good reasons one's causal and conceptual explanations of events or points of view, and presenting full and well-reasoned arguments in the context of seeking the best understandings possible.

Examples

- presenting findings in an organized format
- stating research results and describing the methodology that produced them
- appealing to established criteria to demonstrate reasonableness
- citing evidence that led to acceptance or rejection of a claim
- describing the factors considered in the course of research

To <u>self-regulate</u> means "self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results." Self-regulation is "critical thinking applied to itself." The two sub-skills here are self-examination and self-correction.

Examples

- examining how personal interests or biases influence your views
- double-checking data, calculations, or conclusions
- reconsidering interpretations or judgments based upon further analysis
- revising answers in light of discovered errors
- changing a conclusion after reassessing the factors leading to it

I. Electronic Resources for Faculty Feedback

Throughout the planning period of GenEd reform, the Ad Hoc Committee made use of various electronic resources to solicit feedback from our colleagues and to insure maximal transparency by keeping the faculty apprised of various developments in this evolving work. These resources included the following:

- **Survey of Faculty Views on General Education** (April, 2007)

The faculty were surveyed at the beginning of our discussions to solicit their views on the then-current GenEd program and to see what kind (and what level) of revisions they favored.

- **General Education Blog** (December, 2006 — April, 2010)

The blog contained all of the minutes of weekly Ad Hoc Committee Meetings, links to essays on GenEd reform and to various programs at other institutions, along with relevant documents to download from biannual Faculty Development Days on General Education and monthly GenEd lunches.

- **General Education Wiki** (August, 2009 — October, 2009)

The wiki allowed faculty to help compose outcomes for the various components of the new curriculum.

Glossary

Adaptation: the process and result of bringing previous learning into a new context.

Area: one of the 15 required courses around the four arms of the cross. See Figure 10, p. 17. A course is "in" an arm of the cross if it is approved by the General Education Curriculum Committee (see above entry in Glossary for "Arms of the Cross" and Appendix F on GenEd Governance) as meeting the LO1 knowledge requirements that allow a course to be listed as filling one set of course learning outcomes that appears in that arm of the cross. Syn.: Course Area.

Arms of the Cross: a grouping of courses which includes Arts for Living, Cultures and Systems, Traditions and World Views, and Science for the Citizen.

Charism: the guiding spirit of a religious congregation, it includes the mission and values that sustain it as a community.

College-wide learning outcomes: See "Liberal Learning Outcomes."

Common Experience: a series of four evening events (two each semester) attached to the Critical Thinking Seminar and integrated into the Cross Currents program. The series could include lectures, performances, exhibits, or films.

Course Goals: what an instructor expects to achieve through her or his instruction. Syn.: Course Objectives.

Course Objectives: what an instructor expects to achieve through her or his instruction. Syn.: Course Goals.

Course Area: See "Area."

Credit-Heavy Major: those majors requiring 60 or more credit hours to complete. These are the BS in Mathematics, Nursing, Biology, and Chemistry; the BFA; and the BM in Music Education.

Critical Thinking: an umbrella outcome that includes abilities to: interpret, analyze, evaluate, infer, explain, and self-regulate. See Appendix H for a description of each of these.

Critical Thinking Seminar: a class normally for first-year students whose focus is the Critical Thinking outcomes listed above

double-dipped with one of the LO1 courses in the arms of the cross.

Distribution Model of General Education: a menu-driven curriculum that, in practice, pays less attention to specific learning outcomes than it does to course designations as fulfilling requirements in particular areas.

Double Counting: when one course or experience can fulfill the learning outcomes of more than one requirement. Students will have the option towards which requirement they wish to apply the credits earned from this course or experience, though the full complement of credit hours is still needed across the program.

Double Dipping: when the credits earned from a double-counting course or experience can be used to fulfill more than one requirement, such that fewer total credit hours are needed for the completion of the program.

Engagement: a form of direct encounter with what is being studied. Engagement is required for the "B" areas under "Social Responsibility" and "Intercultural Competence." All engagement here presupposes *reflection* prior to and after the encounter. Engagement, then, is really *reflective* engagement.

Experiential Education (Academic): direct contact with individuals beyond the Saint Mary's College community[35] which "helps students both to bridge classroom study and life in the world and to transform inert knowledge into knowledge-in-use. It rests on theories of experiential learning, a process whereby the learner interacts with the world and integrates new learning into old constructs."[36]

Expression: the process and result of communicating for particular reasons to a particular audience. See Integration of Learning.

General Education: According to the Association of American Colleges and Universities (AACU): "The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities."[37] A more localized definition appears on the *Saint Mary's College Bulletin:* "The General Education Program at Saint Mary's College brings to every student intellectually vigorous education reflective of the College's overall

mission. Proficiencies and courses in the General Education Program especially reinforce Saint Mary's commitment to the education goals identified in its Mission Statement. The Saint Mary's General Education Program enables every student to develop a breadth of knowledge beyond exposure to different content areas…. The flexibility of the program gives the student a genuine opportunity to shape the plan for her own intellectual development. Each student is able to choose from among a number of options within a coherent framework."[38]

General Education Curriculum Committee (GECC): that body charged with certifying all courses and out-of-class experiences in the General Education curriculum. Details on its composition and additional responsibilities can be found in Appendix F.

General Education Oversight Committee: that body charged with reviewing, assessing, and recommending changes in the General Education curriculum. It also includes members of the GECC. Details on its composition and additional responsibilities can be found in Appendix F.

General Education Implementation Committee: that body charged with reviewing, assessing, and recommending changes in the General Education curriculum. It also includes members of the General Education Oversight Committee. Details on its composition and additional responsibilities can be found in Appendix F.

Higher-level learning outcomes: See "Liberal Learning Outcomes."

Integration of Learning: Integration is a pulling together or making whole. When applied to learning, integration is the attempt to build bridges and see patterns, common themes, ideas, or methodological alliances between different subjects, courses, theories, or experiences. It includes reflection, adaptation, praxis, synthesis, and expression. See separate entries on these.

Intercultural Competence: According to the Saint Mary's Center for Women's Intercultural Leadership (CWIL), Intercultural Competence "consists of two essential parts which combine to result in growth: one is interacting across the boundaries that define identities, circumscribe participation, and shape encounters, and the other is reflection on and interpretation of the complexities of

those interactions. Such boundaries include, but are not limited to, race, ethnicity, area of origin, gender, religion, socioeconomic status, educational level, sexual orientation, age, varying ability, and language."[39]

International: between countries or regions

Intranational: within a particular country or region

Learning Outcome: the effect of instruction in the student, or "the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences."[40]

Liberal Education: According to the Association of American Colleges and Universities (AACU): "Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. The broad goals of liberal education have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Today, a liberal education usually includes a general education curriculum that provides broad learning in multiple disciplines and ways of knowing, along with more in-depth study in a major."[41]

Liberal Learning Outcomes: LO1, LO2, and LO3, with their accompanying commentary and two points under each. Liberal learning outcomes are college-wide and therefore meant to encompass both the student's major and other divisions at Saint Mary's. See Section II.B of this Curriculum Guide. Syn.: college-wide learning outcomes, higher-level learning outcomes.

LO1: Learning Outcome #1: Knowledge Acquisition & Integration of Learning

LO2: Learning Outcome #2: Cognitive & Communicative Skills

LO3: Learning Outcome #3: Intercultural Competence & Social Responsibility

Pilot Skills: skills whose instruction cannot yet be guaranteed for all students. These include Media Literacy and Technological Literacy. We commit to a staged inclusion of these within two years of the beginning of the new curriculum.

Praxis: the process and result of bringing theory into practice. See Integration of Learning.

Reflection: the process and result of looking back on what has been. See Integration of Learning.

Rules of 2: a mnemonic applying to the satisfaction of requirements in LO 3, it includes the following:

- ❖ At least 2 courses or activities used to achieve LO3 outcomes must include experiential learning.
- ❖ At least 2 LO3 outcomes must be met outside a student's major.
- ❖ Up to 2 LO3 outcomes can be met outside of a class.
- ❖ Up to 2 LO3 outcomes from different rows on the chart (Figure 12, p. 38) may be met by a single course or activity. This can be done multiple times in the interest of integration of learning.

Sub-outcomes: the more specific learning outcomes derived from the college-wide liberal learning outcomes. Sub-outcomes apply to the general education curriculum and define its scope by corresponding to particular courses, skills, or experiences within that program. Sub-outcomes can also apply beyond the general education curriculum to major or minor programs of study and can be integrated into their outcomes as well.

Synthesis: the process and result of combining material from diverse academic sources into a whole. See Integration of Learning.

Twenty-first Century Skills: skills for reading, interpreting, and accessing or generating information in the 21st century. These are Information Literacy, Media Literacy, and Technological Literacy.

Notes

[1] In making this proposal, President Mooney was following a key recommendation of the General Education Task Force (part of earlier strategic planning efforts at the College), which had suggested the creation of such a committee. SPAC (the Strategic Planning Advisory Committee) had previously designated general education as one of the four highest priorities at the College.

[2] There are eight schools in the list of our Women's College Peers and seven in the list of our Catholic Women's College Peers with two schools in both lists. Of these thirteen institutions, only two appear to have some specific requirement where women or women's voices are foregrounded: Saint Catherine's in Minnesota integrates theirs into their first-year gateway course, "The Reflective Women"; and Salem College in North Carolina requires a course in women's roles as part of their new Salem Signature program. (Information furnished by Saint Mary's Institutional Research on September, 18, 2009.) In contrast to these models, Saint Mary's seeks to multiply academic encounters with women's voices and diffuse them throughout our curriculum in ways seemingly distinct from these other institutions.

[3] We realize that importing the concept of learning outcomes into all of the successful teaching that has historically gone on at Saint Mary's has not been without controversy. Some may see learning outcomes as edubabble or an attempt to manage instruction through measuring the unmeasurable in the company of the latest jargon, knowing full well that the long corridors of academe are littered with the remains of previous best practices and the New-speak which accompanied them. (For example, see Chris Pipho, "Outcomes or 'Edubabble'?" *The Phi Delta Kappan*, Vol. 73, No. 9 (May, 1992), pp. 662-663; or Mikita Brottman, "Learning to Hate Learning Objectives," *The Chronicle of Higher Education,* Dec. 13, 2009.) That 78% of American Association of College and University member institutions now have a common set of learning outcomes for all their undergraduate students and only 15% of the same population exclusively employ a distribution model for their Sophia Program (*Trends and Emerging Practices in General Education*, May 2009, Available: http:// www.aacu.org/membership/documents/ 2009MemberSurvey_Part2.pdf (Accessed December 27, 2009)) may, depending upon one's perspective, lead to the conclusion that Saint Mary's either is slow to embrace an evolving pedagogical consensus or sees resistance to such trends as in the best interests of the teaching and learning the goes on at the College.

[4] President Carol Ann Mooney, *The Path to Leadership 2012: A Strategic Plan for Saint Mary's College,* p. 10. This plan was presented to and approved by the Saint Mary's Board of Trustees on October 12, 2007. Its relevant sections relating to General Education may be found in Appendix C.

[5] "Student Learning Outcomes," Available: http://www.docstoc.com/docs/ 20124990/Definition-of-a-Student-Learning-Outcome (Accessed December 27, 2009).

[6] The liberal learning outcomes were also endorsed unanimously at the January 23, 2008, Faculty Assembly meeting. Since that time, minor changes in wording have been made to that version, and a specific Women's Voices outcome has been added.

[7] Alasdair MacIntyre, *God, Philosophy, Universities: A Selective History of the Catholic Philosophical Tradition* (Lanham, MD: Sheed and Ward Book/Rowman & Littlefield Publishers, 2009), p. 93.

[8] Brother John Paige, CSC, "What is Distinctive about a Holy Cross Education?" in *Making Our Vocation and Avocation One: Religion and Education at St. Edward's University,* Available: http://www.stedwards.edu/ethics/documents/Rhodes_ Journal.pdf (Accessed January 21, 2010), p. 6. See also the Saint Mary's College Division for Mission webpage entitled "Why Choose Holy Cross Education?" Available: http://www3.saintmarys.edu/mission (Accessed January 21, 2010).

[9] We have tried to be careful to determine as far as we were able that the components of the new program were institutionally and structurally feasible. Institutionally feasible means no prohibitive added expense. Structurally feasible means that no academic departments or programs would end up either overburdened or under-utilized as a result of the proposed reforms. That is not to say that we did not call for significant change. Rather, it is to say that the changes we proposed were those deemed both manageable and appropriate.

[10] *The Path to Leadership 2012,* p. 9.

[11] A previous version of this design was endorsed without opposition at the March 4, 2009, Faculty Assembly meeting. Minor changes have since been made in how skills are depicted.

[12] Single courses satisfying this requirement must be 3 credits. Multiple courses that fulfill the appropriate learning outcomes may be used to satisfy this requirement as long as they add up to at least 3 credits and come from the same discipline.

[13] The Saint Mary's requirement for this category remains two courses in the same language at a level appropriate to the student's previous experience with that language.

[14] At least one of the two courses taken to fulfill the Natural Sciences outcomes must be a laboratory course.

[15] See Appendix H for a description of these six components.

[16] There are and most likely will remain students who do not take their W course in their first year. Math-ready premed students, for example, may take Math, Biology, Chemistry, and a language in their first year (16 hours).

[17] See previous note.

[18] Therefore, engagement is always *reflective* engagement.

[19] The vast majority of students will automatically fulfill this requirement by taking their foreign language and their natural science requirement. The former will count for Intercultural Competence (A) and the latter for Social Responsibility (A). See the paragraph following this list of the Rules of 2.

[20] The requirements for foreign language study at Saint Mary's were the subject of much discussion and a great deal of study by the first design team. When the results of that work were brought to the faculty, the reception was decidedly mixed. Some on the faculty felt strongly that the present (and fairly longstanding) two-course requirement did not adequately reflect (or prepare students for) the increasingly globalized world in which we all live. Others felt just as strongly that the language requirement should not be expanded. In the end, the Ad Hoc Committee did not think that adequate support existed to change the present requirement. We still very much want to encourage additional language study beyond two courses. For that reason, we propose that a third language course could count towards Global Learning (A).

[21] In all LO3 outcomes, students have to complete both A & B requirements. In Social Responsibility, students have a choice of A_1 or A_2. For the most part, A_1 and A_2 will likely both be present in the majority of courses satisfying this learning outcome.

[22] See, for example, John Bransford, *How People Learn: Brain, Mind, Experience, and School* (Washington, D.C.: National Academy Press, 2000).

[23] There may be forms of experiential learning (for example, certain kinds of internships) which would not be a form of LO3 engagement. Conversely, there may be kinds of engagement that for one reason or another do not satisfy the criteria we specify for experiential learning. For example, suppose students at the end of a particular course wrote an advocacy letter to their congressional representative. That would be a form of engagement, though not an example of experiential learning.

[24] By the "Saint Mary's College community," we mean all and only those students enrolled and those faculty and staff employed at Saint Mary's College or the University of Notre Dame. As a further note of clarification, the Experiential Education Report

also states, "Based on this membership, individual or groups such as the Sisters of the Holy Cross, the Early Childhood Development Center, or South Bend community members coming to our campus would be considered outside of the Saint Mary's College community."

[25] Janet Eyler, "The Power of Experiential Education," *Liberal Education,* Vol. 95, No. 4, Fall 2009, p. 24.

[26] There are two main possibilities here: First, the more common one is that students would fulfill their experiential hours outside of regular course meetings without the instructor being present. These hours would be analogous to homework. Moreover, because these 15 hours do not represent hours in which instruction is occurring, they should not be translated into any additional academic credit hours for the student. Second, the experiential hours would take place during regular class sessions with the instructor being present. These hours would be analogous to and included within ordinary classroom sessions, no matter where they're occurring. In this case, the experiential component would already be factored into the credit hours for the course. (It is possible, though not likely, that this could justify a 4th credit hour for the course if the number of hours for course instruction + experiential learning *with the instructor present* equal that of a regular 4-credit class.) *An instructor may also choose to create a blend of these two possibilities to meet the 15-hour requirement.*

[27] For example, the experiential components of the Intercultural Leadership Certificate or the Lay Ministry Certificate do not themselves carry academic credit; but the programs which require these experiences do include academic credit. It may also be true of the Sophia Program that instances of Academic Experiential Learning carry no academic credit.

[28] The previous number of General Education courses needed for a Bachelor of Science (with a Chemistry major) and for a Bachelor of Music were roughly *half* those required for the Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Science (with a Math major). The Bachelor of Science (with a Nursing or Biology major) and Bachelor of Fine Arts occupy places on the continuum between these poles. To be fair to these majors, however, certain GenEd requirements were not counted in the total number required of them because those areas were already taken within their majors. So Nursing's GenEd did not include a natural science requirement, Biology's and Chemistry's didn't include natural science or math, and Music's and Art's didn't include a fine arts requirement.

[29] Information provided by Institutional Research, January 6, 2010.

[30] We are in good company here: Each of the six schools among our aspirant peers who do *not* require the same general education courses for all majors make the single exception for the Bachelor of Music. The same is true for three of the four institutions among our resource peers who do not require the same GenEd of all majors.

[31] These are the BS in Mathematics, Nursing, Biology, and Chemistry; the BFA; and the BM in Music Education.

[32] The Ad Hoc Committee firmly believes that the General Education Curriculum is not static. The use of Learning Outcomes will allow faculty to assess student learning both at the course level as well as programmatically. These assessments should allow for continual improvement in both the teaching and the learning within the General Education Curriculum. We anticipate that a complete assessment plan will be produced prior to the beginning of this new curriculum.

[33] This group is a subset of the larger Oversight Committee to separate the recruiting function from the course-certifying function so that the group doing the recruiting isn't the same one sitting in judgment on what comes forward. This is also the reason why the two associate deans are nonvoting members of the GECC.

Ultimately, the Coordinating Subcommittee joins forces with the faculty who are closest to the course approvals to monitor the health of the new program.

[34] Peter A. Facione, "Critical Thinking: What It Is and Why It Counts," Available: http://www.telacommunications.com/nutshell/cthinking.htm (Accessed: January 23, 2010).

[35] See note 24.

[36] See note 25.

[37] Association of American Colleges and Universities, "What is Liberal Education?" Available: http://www.aacu.org/leap/What_is_liberal_education.cfm (Accessed: January 23, 2010).

[38] "The General Education Program," *Saint Mary's College Bulletin,* 2009-2011, Vol. 149, p. 72.

[39] Center for Women's Intercultural Leadership, "About Us," Available: http://www.centerforwomeninleadership.org/about-us (Accessed: January 22, 2010).

[40] See note 5.

[41] See note 37.