

Proposed Core Curriculum: 2010



*Submitted to and Approved by the
Nazareth College Faculty 16 April 2010*

2009-2010 Curriculum Committee

James Douthit—*Chair*

Tim Bockes

Phyllis Bloom

Patty Bowen-Moore

Cheri Boyd

Ellen Contopidis

Cathy Doyle (*Ex-officio*)

Jim Feuerstein

Nancy Grear (*Ex-officio*)

Linda Searing (*Ex-officio*)

Ginny Skinner-Linnenberg

Sara Varhus (*Ex-officio*)

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Acknowledgements

A great many people have been instrumental in the forging of this document, far beyond those who currently serve on the Curriculum Committee. Extracts from other, earlier documents may be found here, and without them, the document would have many holes. We also thank the faculty, staff and students who have taken the time to work with us over the years on this proposed 2010 Core Curriculum. We appreciate all the work and dedication to the welfare of the Nazareth Community.

Chapter 1: *Executive Summary*

The proposed revision of the Core Curriculum reflects the Mission and Vision of the College and national best practices in liberal education, and it responds to aspirations and needs identified by the Nazareth faculty. It is defined by the Student Learning Outcomes approved in spring 2009.

The proposed Core has the following elements: (1) an introduction to a range of liberal arts disciplines and academic skills; (2) an opportunity for students to connect study in the liberal arts with professional study; (3) an intentional connection between academic learning and experience—in the work place, in service, in research, or through living in other cultures; (4) a curriculum that emphasizes the integration of disciplinary perspectives and experience; and (5) a structure that supports students' personal and intellectual development as they progress through the curriculum.

Further, the committee recommends the following:

- Establishment of an elected Core Curriculum Committee to oversee the development, implementation and assessment of the new Core;
- Increased investment in faculty development opportunities;
- Use of full-time faculty to teach Core courses;
- Particular training for part-time faculty who teach Core courses

Connection to Mission and Vision of the College

Our Mission and Vision statements are the framework for the proposed Nazareth Core Curriculum. The Mission is explicit in stating what our students will know and be able to do. The Vision points to the character and content of the Nazareth learning experience.

First, the Mission states our commitment to an education in the liberal arts and professional disciplines. It also states the broad outcomes of a Nazareth education: our students will derive values (intellectual, ethical, spiritual, and aesthetic) from their education, have the skills for meaningful lives and careers, and be dedicated to serve their communities.

Second, our Vision is to offer our students a transformational experience that integrates the liberal arts and sciences with the professional disciplines, and that focuses on student success, diversity, inclusion, civic engagement, and making a difference in local and global communities.

The Nazareth education will be transformational. To deliver on this high aspiration, the proposed Core should be intentional about how students are changed as “whole persons” by their experiences here. Nazareth will be a leader in bringing together critical thinking and experiential learning, as well as liberal and professional education. The Nazareth learning experience is delivered in academic programs and the co-curriculum.

National Conversation about General Education

When in 1988 the Nazareth faculty adopted the current Core Curriculum, they acted in concert with colleges across the country in embracing an intentional set of requirements (as opposed to a cafeteria of options), in their recognition of the value of inter- and multi-disciplinary study, and in the recognition that study in the liberal arts and sciences instills transferable skills.

Currently, discourse about liberal education still assumes these values. However, this thinking is also characterized by (1) a shift in focus from “inputs” (specific course requirements) to student learning (skills and knowledge), (2) an assumption that liberal learning outcomes are not the exclusive responsibility of the arts and sciences, and (3) a belief in the value to society (democratic, global) of a liberally educated populace. Since 1988, the context for liberal education has changed in two significant ways: postsecondary education will become almost universal, with the effect that most institutions serve students with increasingly diverse backgrounds and goals, and colleges and universities are obligated by various stakeholders to account for the value of their programs to individual students and to society.

Therefore, this proposed revision of the Nazareth Core is not only a response to these changes, but is consistent with the current rationale for liberal education articulated by the Association of American Colleges and Universities, the primary advocate for liberal education in the higher education arena: “A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world.” (Their full statement in support of liberal education can be found at http://www.aacu.org/About/statements/liberal_learning.cfm.)

Comparison of Proposed Core and Current Core

This proposed revision maintains significant elements of the current Core Curriculum: a foundational course intended to facilitate the first-year transition; an intentional writing component; a foreign language requirement for students who seek the BA degree; and distribution requirements in the arts and sciences (comparable to the first-level Perspectives courses of the current Core).

However, this proposal reorients the second-level Perspectives courses and the inconsistent implementation of the Core capstone of the 1988 document with a set of Integrative courses relating to a topic chosen by the student and culminating in an integrative seminar. Vertical integration will be reinforced by the use of electronic portfolios, which students will maintain throughout the Core. Also expanding on the 1988 Core model, writing across the curriculum and cultural and global awareness and sensitivity will be embedded in the Core.

A proposed addition to the Core is an expectation that each Nazareth student will engage in and reflect on an internship/practicum, service, service learning, research, or study abroad—in credit or non-credit vehicles, in the major or as electives. (See Table 1 for comparisons of the 1988 Core and the 2010 proposed Core.)

Table 1: Comparison of Current Core and the Proposed Core

	1988 Core	2010 Proposed Core
1	Goals and objectives expressed in both student learning outcomes and course attributes.	Goals and objectives expressed primarily in student learning outcomes.
2	Broad academic goals: Pursue truth and develop skills.	Broad academic goals: Study in representative disciplines, connect classroom learning and experience in global community, develop skills.
3	Disciplinary depth in two or three disciplines (P1 and P2 levels).	Multidisciplinary exploration of central topic, integrative seminar.
4	Learning outcomes: listening and reading, speaking and writing, writing as mode of learning, analyzing and synthesizing, formulating rational arguments, modes of inquiry, interrelatedness of disciplines, acquaintance with primary texts, the past, cultural opportunities, moral/ethical/aesthetic implications of human choice, enlightened participation in the human community.	Learning outcomes: written communication, oral communication, quantitative reasoning, problem solving, critical thinking, information literacy, mastery of disciplinary methodology, scientific reasoning, cultural learning, and cultivating the whole person.
5	Students will be enlightened and responsible participants in the human community.	Students will contribute to their communities.
6	Common experience across variety of disciplinary courses is delivered through a focus on (1) skills and (2) disciplinary modes of inquiry in context of all disciplines, with specified teaching methods.	Common experience embedded in disciplinary courses and multidisciplinary study of an organizing topic chosen by the student. Specified teaching methods include active learning and experiential learning.
7	Disciplinary connections pervade the Core.	Connections among domains of knowledge, and knowledge and practice.
8	Disciplines provide distinctive ways of asking questions and answering them.	Disciplinary study and issue/topic-oriented curriculum will engage students with complex questions and unsolved problems.
9	Collegial interaction in developing courses.	Collegial governance of courses and curriculum via proposed Core Committee.
10	Check list of requirements.	Student choice and responsibility in Core, advisor acts as consultant.
11		Experiential element required of every student.
12	No ongoing, comprehensive stewardship of Core Curriculum.	Proposed Core Committee and Director of Core.
13	# of credits 43-52	# of credits 41-47*

*Credits could be less with double counting and could be 3 credits more if a credit bearing elective is selected to fulfill the experiential requirement.

Curriculum as a Process

In education, there are two levels of curriculum: the Written and the Living. The Written Curriculum is a guide, to be continually reviewed and revised in order to align with the mission of an institution as it speaks to the needs of the students. This articulated curriculum is fueled by the Living Curriculum which is the ever-evolving enactment of the Written Curriculum. The Living Curriculum should never be static but always subject to the reflective practice of the instructors, cycling back to the review and revision of the Written Curriculum. Given these two levels of curriculum, some decisions need to be made regarding the Written Curriculum and allow the process of the Living Curriculum to bring the work to a richer more complete state of education, which can never be achieved by just writing curriculum. Thus, presented here is a new proposed Core Curriculum for the Nazareth College Community.

Chapter 2: *History of the Core Revision Process*

The current Core Curriculum was approved and began implementation in 1988. Periodically during 2002-2004 discussions of possible Core review / revision were held. Actual action in that direction did not begin until 2005, when a group of five faculty and one administrator was sent to a General Education conference sponsored by the AAC&U. These beginning actions were supported by the Nazareth College Middle States Self Study of 2005 in Standard 12—General Education:

The Team supports the goals and objectives for the Core that were identified in the 2002 Program Review conducted by the Curriculum Committee and the recommendations related to assessment and review of the Core that were identified through the self-study.

The support for this effort was strengthened in the 2006 Strategic Plan where, under Goal 2 (“Enhance the entire campus community’s commitment to the highest standards of learning, discovery, scholarship, and creative activity”), Strategy 2.1 stated: “Redesign the core undergraduate curriculum.” Thus, the Core Curriculum Task Force was formed and given the charge to “[e]nvision a Core suitable for the Nazareth community.” From 2006 to 2008 the Core Curriculum Task Force researched various Core models and produced a draft model based on enduring questions which incorporated integrative studies and experiential learning. In addition, during these working years, several Faculty Assembly Days were devoted to discussing issues associated with guiding the design of a new Core (see Appendix A: “Faculty Assembly Topics”).

A draft model was then submitted to the Curriculum Committee, who in fall 2008 met with each department to discuss the strengths and weaknesses of the model. Several issues arose at that time:

- Implementation
- Transfer student version
- Breadth and depth in liberal arts and sciences
- Size and flexibility
- Academic rigor
- Writing
- Faculty workload
- Accountability and assessment
- Culture and diversity

Summer and Fall 2009, work was conducted to address these issues, including the refining of a set of Student Learning Outcomes, which had been approved by the faculty in Spring 2009, to assure alignment with assessment practices during self studies and Middle States Review.

Given this history of the process, the 2009-10 Curriculum Committee makes this proposal for a new Core Curriculum. The current Curriculum Committee recommends that the implementation be under the guidance and monitoring of an elected Core Curriculum Committee. This committee will be charged with the ongoing stewardship of the Core Curriculum. The Curriculum Committee wants to further underscore the fact that full implementation will take time and the effort of the entire Nazareth Community.

Chapter 3: *Student Learning Outcomes*

In Spring 2009, the Faculty of Nazareth College formally accepted the Student Learning Outcomes described in the document entitled, “Nazareth College: Core Curriculum Objectives” (see Appendix B: “Core Curriculum Objectives”). These student learning outcomes are presented in two groups: (1) a relatively holistic collection of attitudes about learning, characteristic of Nazareth College graduates; and (2) a list of skills and abilities that students are to develop at Nazareth. The first group is derived from an earlier iteration from the Core Revision Task Force, entitled “The Whole Person,” and is intended to describe operationally the kind of lifelong learner that distinguishes the Nazareth graduate. The second group is intended as operational definitions of Core Curriculum objectives.

This current list of student learning outcomes is not an exhaustive list of skills and abilities valued at Nazareth College, but rather a set of fundamental, necessary skills that should be common to all graduates of Nazareth’s undergraduate curriculum regardless of major. While this set of outcomes has been constrained according to the rule of “necessary and sufficient,” future assessment and curriculum development efforts may generate additions, revisions and improvements.

After an extensive selection and revision process, the current list reflects priorities shared and articulated by a number of intellectual ancestors:

1. Middle States Fundamental Elements of Standard 12: General Education (2006)
2. Nazareth College Mission Statement
3. Nazareth College Core Curriculum Rationale (2009)
4. Core Revision Task Force Learning Outcomes Assessment Rubric (2008)
5. A 2008 document entitled “Teaching and Learning Goals in the College of Arts and Sciences Curricula.”

The Student Learning Outcomes are intended to provide a set of criteria for ongoing assessment, monitoring, implementation, and development of the Core Curriculum. For example, “course mapping” may aid in assessment. It involves constructing a grid, or matrix defined by two axes: Core learning objectives and Core components (see Appendix C: “Example of Course Mapping”). Early in the assessment process, courses are identified that are expected or designed to address particular learning objectives. Outcomes that are not addressed, or are over-represented, may indicate a need for new course development or inclusion in existing courses.

Later in the assessment cycle, a number of methods exist to assess how and where particular learning outcomes are actually being evaluated. Individual Core courses, students, and even assignments can be randomly sampled in order to confirm that the Core Curriculum continues to perform as designed (see Appendix D: “Course Sampling Example”).

As a culture of assessment continues to mature at Nazareth College, this faculty-approved list of student learning outcomes will be monitored and itself be assessed, and, if necessary, a revised, more appropriate list may be approved in the future. It is offered now as one of many resources for faculty engaged in course development and revision. It is also provided as a standard—a collection of criteria that the Core Curriculum must satisfy in order to fulfill its function and its contribution to the mission of Nazareth College.

The Core Curriculum is one of many experiences available to Nazareth students, including their chosen majors, minors, and co-curricular activities, all of which represent a confluence of programs carefully designed and implemented according to their respective objectives. Many of those objectives will vary significantly from those described here, and together contribute to a diverse, rich, and complex educational environment. Still other objectives will resemble or even duplicate those of the Core Curriculum. There is no expectation that the Core Curriculum is the only structure at Nazareth College identified with any of these student learning outcomes. But it is the only set of educational experiences common to all Nazareth undergraduates, and as such, it merits both fundamental and sustained assessment structures inherent in its design.

Chapter 4: *The Proposed Core Model*

All incoming freshmen and all transfer students entering without an A.A. or A.S. degree must complete the requirements outlined in Table 2.

Table 2: Proposed Core Model

Foundations	Perspectives	Integrative Studies
College Writing (2) Modern Foreign Language (2 for BA) Experiential Learning First-Year Seminar Lab/Orientation Workshop* Wellness/Physical Education (2) *Transfer students will take a Portfolio Orientation Workshop	One (1) course required from each of the following areas: History Literature Mathematics Natural Science w/ Lab Philosophy Religious Studies Social Science Visual/Performing Arts	IS 1 IS 2 IS 3 Integrative Seminar

Foundations

The Foundations of the proposed Core are similar to those of the current Core general requirements with a few adjustments:

- College Writing I and II or equivalent—six credits.
- Modern Foreign Language—six credits of the same language for all BA programs. MFL courses are not a college requirement for MUSB and BM degrees.
- Experiential Learning—one credit bearing or non-credit bearing experience from the following: service learning, internships, practical/clinical experiences, student teaching, study abroad, research, and service/leadership experiences. (This may be filled through the major, Core, electives, or non-credit options).
- Wellness/Physical Education—two experiences (types of experiences to be determined).

As outlined in the College Catalog, the comprehensive senior experience will continue as a requirement.

Perspectives Courses

The Perspectives Courses serve as an introduction to eight areas of the liberal arts and sciences and are similar to the Perspectives I courses that exist in the current Core. Changes that distinguish the proposed Perspectives area from the current Perspectives I include:

- Students must take a Perspectives course that is also a First Year Seminar. Note that students will register for a one-credit co-requisite course to cover transitional issues.
- Enduring Questions (EQ) category(ies) provides a link between the disciplinary subject and the Core through each Perspectives course.
- Each Perspectives course will be designed with at least one assignment that produces an EQ artifact that could be utilized in the Senior Capstone Project. (See discussion of EQ and IS in Chapter 5 for further details.)
- When proposing a Perspectives course, faculty will be asked to articulate where the required Writing Across the Curriculum strategies will take place in the course. (Samples of formal and informal writing strategies will be found on a future website.)
- Every Perspectives course will address the Cultural Literacy student learning outcomes by adhering to one or both of the goals of the Global Perspectives document from fall 2001. (See Appendix F: “Cultural and Global Goals” and p. 19 for further discussion.)

The Perspectives courses that exist in the current Core should be redesigned with the expectation that faculty work together to propose courses in line with the approved Core student learning outcomes (see Appendix B: “Core Curriculum Objectives”). An elected faculty committee will engage in ongoing study and review of the Core curriculum, including the Perspectives courses, as outlined in the Faculty Manual.

Integrative Studies

The Integrative Studies (IS) section of the Core develops depth of knowledge through the intersection of Perspectives course content with additional courses within and outside the liberal arts and sciences. In fact, Perspectives courses form the basis for the IS. (They may be the pre-requisites for some IS courses.) The IS Seminar, then, functions as a point of reflection and synthesis of the Core Curriculum overall. It serves to provide a time for students to take inventory of learning and experiences by reflecting on the interconnectedness among disciplines. Any 200 level course, or higher, in the curriculum could be used as an IS course, as listed below. The requirements for the IS are:

- Three courses (9 credits) beyond those used to fulfill the Perspectives requirement including one Integrative Seminar are required.
- Courses must be 200 level or higher.
- Courses can be non-liberal arts courses. (*Note: Students must complete the required number of liberal arts credits as determined by their degree.*)
- Since artifacts from Perspectives and IS are utilized by the IS Seminar, students will need to have completed the majority of the Perspectives and IS before taking the Seminar.
- At most one course in a major may be designated as an Integrative Studies course.
- The IS Seminar may be fulfilled by a Departmental Senior Capstone Course if the course meets the criteria for the IS Seminar. (If the IS Seminar is to be fulfilled by

a senior capstone in the major, the student should choose another course to be counted as the third IS course.)

Transfer Model

All transfer students entering with an AA or AS degree (or AAS for Nursing only) must complete the full Core, with the exception of the First Year Seminar. In addition, as outlined in the College Catalog, the comprehensive senior experience will continue as a requirement. The following Tables 3 describes those courses which are acceptable in transfer and those which should be taken at Nazareth.

Table 3: Transfer Model

Courses Acceptable In Transfer
College Writing <ul style="list-style-type: none"> • 6 credit hours
Modern Foreign Language <ul style="list-style-type: none"> • 6 credits of same language for all BA students
Perspectives Courses <ul style="list-style-type: none"> • one course from each of the eight Perspectives areas, including a laboratory science
Integrative Studies <ul style="list-style-type: none"> • transfer courses may be applied to the IS component upon approval
Wellness/Physical Education
Experiential Component
Courses That Must Be Completed at Nazareth
Portfolio Orientation Workshop
At least 6 credits of coursework in the Perspectives or Integrative Studies requirements (exclusive of the Integrative Seminar)
Integrative Seminar

Chapter 5: *Rationale for Components*

This chapter outlines the relationship among the various components of the proposed Core Curriculum, particularly that of the Enduring Questions (EQ), First Year Seminar (FYS), Perspectives, and Integrative Studies (IS).

Beyond the foundational requirements needed for a successful Nazareth graduate, the framework of this 2010 Proposed Core Curriculum is the Enduring Questions, which is embedded in the FYS, Perspectives and IS. While there are no specific courses called EQ, the Enduring Questions are to be utilized by students as a foundational inquiry for their individual core curriculum.

To begin, the First Year Seminar enhances skill development and provides a common learning experience, introducing students to the Core Curriculum itself, to the Enduring Questions and to the Integrative Studies. At this point, students will engage in a significant discussion of the concept of artifacts and how their interests may shape their choice of EQ categories and Core courses. Students, then, will identify one or more EQ categories, and consider which additional IS courses they want to enrich their understanding of issues related to their category(ies).

Second, the Perspectives presents a breadth of courses in liberal studies that contrast modes of inquiry and promote diversity. Here students will be grounded in the breadth of the liberal arts and sciences. The FYS is embedded in one of the Perspectives courses.

Next, Integrative Studies will provide depth and breadth to a student's Core curriculum.

Finally, an IS Seminar guides reflection, requiring students to analyze their EQ, incorporating skills and methodology from several disciplines and/or professions, potentially including their major field of study. (Senior seminar courses in students' major fields may meet the requirements of the Integrative Seminar upon approval.) During this seminar, to intentionally integrate the knowledge they have gained from their education thus far, students will build a portfolio from artifacts they have produced during (1) their initial introduction to EQ in FYS, (2) while developing the contrasting modes of inquiry across disciplines in Perspectives, and (3) in the courses they choose as IS.

The following discusses further the rationale for each component of the proposed model.

A. Foundations

This 2010 Proposed Core Curriculum has incorporated several foundational requirements from the current Core: two courses of College Writing, two courses of the same Modern Foreign Language for BA, the Senior Experience and the two courses of Physical Education (which has been expanded—see discussion below). It also has added a requirement for experiential learning.

i. Experiential Learning

All students will participate in experiential learning. As stated earlier, two of the goals of this Core are an intentional connection between academic learning and experience and an emphasis on the integration of disciplinary perspectives and experience. The type of engagement and reflection that occurs through experiential learning is transformational and strongly supports the College's mission and vision.

The inclusion of an experiential learning component is a commitment to the development of our students as contributing members of their communities

and their career fields. It provides unique opportunities for students to truly understand the value of the skills and knowledge learned through their liberal studies courses. It challenges them to adapt to new cultures and value systems, and to have those transformative 'aha' moments that are so critical to internalizing and "owning" their learning (see Appendix G: "Experiential Learning").

A variety of experiential learning opportunities are available to students and include service learning, internships, practicum/ clinical experiences, student teaching, study abroad, research, and service/leadership experiences. The experiential learning requirement may be fulfilled through the major, Core, electives, or non-credit options. In order to fulfill the requirement, an experiential learning opportunity must adhere to the principles set forth by the National Society for Experiential Education: intention, preparedness/ planning, authenticity, reflection, orientation/ training, monitoring/ continuous improvement, assessment/ evaluation, and acknowledgement (see Appendix G: "Experiential Learning").

ii. Wellness/Physical Education Co-Curriculum

The Curriculum Committee is committed to the concept that students should have an understanding of and experience with activities that promote physical wellbeing. The college has traditionally addressed this aim through the requirement of two physical education courses as part of students' programs. Implementation issues with this requirement and changes in the concept of wellness have led to preliminary discussion of courses, activities, and experiences that would better support the goal. These discussions have not yet resulted in a formalized proposal. The proposed Core, therefore, uses the designation Wellness/Physical Education as a conceptual placeholder until this issue can be resolved.

iii. Departmental Senior Capstone Experience/Integrative Studies Seminar

The Departmental Senior Capstone Experience was an integral piece of the 1988 Core. At the time, it was created with the intention that it would be the moment "to assess students' mastery of their major field and Liberal Studies Curriculum objectives, and to provide opportunities for students to integrate major and non-major studies" ("Liberal Studies Core Curriculum," 6). However, either at the time of the implementation of that Core model, or over the years, this portion of the Core morphed into something else for many departments. The integration of the Core with the major was lost for many programs. In this proposed Core, the Integrative Studies Seminar allows the opportunity for all students to demonstrate through a portfolio the connections made across their Core curriculum, the Student Learning Outcomes and potentially their major. If a Departmental Senior Seminar is to satisfy the IS Seminar requirement, its goals must be aligned with the Student Learning Outcomes of the proposed Core.

B. Categories of Enduring Questions

The genesis of the “Enduring Questions” portion of the new Core model arose out of faculty-wide conversations at a Faculty Assembly Day in fall 2007. Faculty discussed what they considered to be important questions in which, throughout their academic learning experience, students could engage in a sustained scholarly dialogue regarding the nature and dimensions of such questions. Having put these questions into a thematic form, four categories were identified:

- (1) matters of knowledge and its limitations;
- (2) matters pertaining to the individual as individual and as a social being;
- (3) matters of artistic and aesthetic expression; and
- (4) matters of the foundations of culture and culture’s diverse contribution to human experience.

The Enduring Questions were first designed to be classes in themselves. After much discussion with the faculty, it has been proposed that these questions serve as a framework for a student’s core curriculum. Students will be introduced to the themes of the EQ during First Year Seminar and be encouraged to choose one or more categories in which they have the most interest. EQ categories will also be embedded in all Perspectives courses, in that at least one assignment will be designed so that students may address their chosen category thus eliciting an artifact suitable for their Core portfolio. This category is then utilized as the organizational framework for the student’s portfolio in the Integrative Studies Seminar. With the use of a question-focused curriculum, students will be more actively engaged in their learning, promoting the intellectual curiosity and independence that will ultimately enable life-long learning.

Rather than produce the categories in the format of a list, the EQs were written in paragraph style. Recognizing that these categories and their corresponding descriptions do not exhaust the scope and range of inquiry, the Enduring Questions are classified as follows:

i. Construction of and limitations to knowledge and the determination of truth

Critical thinking is the intellectual habit that involves the reflective and logical assessment of ideas and judgments according to the norms of correct reasoning established by the laws of thought. Students are encouraged to cultivate analytical skills that will enable them to engage in purposeful rational inquiry, the construction of arguments and definitions, methods of evaluating complex concepts and problems, the ability to integrate diverse ideas, understanding the distinction between knowledge and opinion, and the ability to gather and analyze information.

ii. Individual and Shared Humanity: Living a Life of Meaning and Purpose

One of the most enduring questions over time is the consideration of our own humanity and what constitutes its excellence. Certainly such a question is ethical in nature and students may study, for example, any one of the

following: a deliberation about how one may lead a “good life”; an examination of the arguments for the existence or non-existence of a god; an examination of the origin of standards of right and wrong and articulating good reasons for accepting such standards; reflections on the meaning of personhood, identity, personal obligations and duties; obligations and duties people have to their society and environment as responsible citizens; an assessment of the debate as to whether human beings are endowed with a vital principle that outlasts the body; or, pondering why people are sometimes evil.

iii. The Significance of Creativity in Our Lives

One of the hallmarks of being human entails the creative ways in which people may express their individual humanity in the forms of unique expressions by way of the fine arts. Material objects created in a leisurely environment accompanied by the free range of the imagination (*aisthetikos* = “of sense perception”) along with theoretical formulations of suppositions that help shape or explain phenomena are distinctive ways by which human experience is defined.

iv. Culture as the Foundation and Experience of a Society

The study and contemplation of ideas accompanied by attention to one’s social context is the foundation of culture (*Cultura, colere* = “to cultivate”). To pose the question “what is culture” is to consider its foundation and its experience (i.e., the way of life of an entire society) encompassing social ethos, language, rituals, the codification of experience, etc. Culture, then, may be defined as the “collective programming of the mind that distinguishes one group or category of people from another,”¹ or simply as “the [human]-made part of the environment”².

¹Hofstede, G. (2001) *Culture’s Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. Thousand Oaks, CA: Sage.

²Herskovitz, M. J. (1948). *Man and His Works*. NY: Knopf.

C. Perspectives

Perspectives courses in the Proposed Core Curriculum serve much the same purpose as the current Perspectives I courses: the introduction of students to several branches of the liberal arts and sciences. The rationale for these requirements is based on the characteristics of an educated person, amongst them, 1) the ability to reason clearly and effectively about important issues and enduring questions, 2) the development of meaningful knowledge across several disciplines, and 3) a desire for life long learning. Moreover, the facility to reason effectively incorporates foundational skills, such as writing, reading, listening, speaking, and logical, mathematical, and scientific reasoning. Further, an educated person possesses higher-order capabilities in analysis, integration, and application of arguments and information. With learning that comes from a

sustained, progressive exploration of the distinct modes of inquiry belonging to these identified Perspectives areas, students will be better prepared to relate disparate areas of the arts and sciences to one another.

Therefore, to challenge our students to be educated persons, the Perspectives sequence of the Core has students take courses designed according to liberal studies criteria in each of the eight designated subject areas: history, literature, mathematics, natural sciences (including a lab), philosophy, religious studies, social sciences, and visual and performing arts. The goals of these courses will be based upon the Student Learning Outcomes approved by the faculty in Spring, 2009 (see Appendix B: “Core Curriculum Objectives”).

In addition, each Perspectives course will be embedded with discussions of one or more categories of Enduring Questions and at least one assignment will allow students to address their chosen category. Then, from each Perspectives course, students will select one artifact related to a category that will be retained for use in the Integrative Seminar. The artifact is intended to be an existing piece of academic work created during the course—perhaps a paper, presentation, project or performance. Upon selection of the artifact during each Perspectives course, students will complete an initial reflection in writing on why they have selected the artifact and how it relates to their understanding of the EQ category. The reflection should be an expository piece describing the artifact, and using that description to allow for an analysis of the student’s growth in abilities and perceptions. This process will provide an ongoing engagement with the EQ as students progress through the Core Curriculum.

Another aspect of the redesigned Perspectives is that the First Year Seminar will be a Perspectives course (see discussion of FYS below). Further, each Perspectives course will be infused with informal writing strategies (see discussion on “Writing Across the Curriculum” below) and culture (see discussion of “Culture” below). The following are the rationales for Perspectives components.

i. First Year Seminar

Leaders in the field of higher education have identified the First Year Seminar as a high-impact educational practice that increases retention rates and student engagement. The academic success of first-year students depends to a great extent on their successful social and emotional transition to college life. Students in the first year often face new challenges in college. These include living in close-quarters with other students—often of different backgrounds and/or with different values, having less supervision in their education, greater freedom with their time and life choices as well as encountering a new level of academic rigor. Nazareth’s First Year Seminar has always sought to help students make this transition to college. The course content is designed with the structure of the First Year Seminar Learning Outcomes as a framework (see Appendix H: “FYS Outcomes”).

In order to provide experiences that will support students in achieving these outcomes the First Year Seminar will be taught as a Perspectives course with a

one credit lab in tandem. The following outlines how these courses will be scheduled:

- FYS students will be introduced to the Enduring Questions and the process of portfolio development (see “Enduring Questions” above and “Assessment and Portfolios” below).
- An as needed number of Perspectives courses will be designated FYS only, capped at 20 students, and distributed across the eight Perspectives categories.
- FYS Perspectives courses will be taught by full-time faculty within the disciplines.
- FYS Perspectives classes will *not* be exclusively for majors in that field. Ideally, there will be a mix of majors in any given FYS Perspectives class.
- A FYS Perspectives class will be three credits.
- The FYS Perspectives classes will engage in the same methodologies as current FYS program (oral communication, off-campus/ active learning, formal and informal writing, etc.).
- The one credit “lab” will be taught by interested faculty and/or current FYS instructors from staff. Emphasis will be on transition issues and other elements of student life. An A to F grade will be awarded to encourage student commitment.
- Collaboration between the FYS Perspectives class instructor and the lab instructor will be encouraged with the purpose of highlighting the connection between course content and the First Year Learning Outcomes.
- In some cases, a single individual might possess both gifts and a desire to provide the instruction for both components. It is possible that the instruction for both the Perspectives class and lab would be the responsibility of one instructor.
- The possibility exists that a non-Perspectives course could be identified as a FYS and be coupled with a “lab” if there is a demonstration of/ alignment to writing and cultural guidelines for a Perspectives course, and connection to the First Year Learning Outcomes. Students in such a section of FYS would still need to complete one Perspectives course from each of the eight areas.
- Some departments might be open to a Perspectives course taught by staff with a relevant Master’s Degree.

ii. Writing Across the Curriculum

The Writing Across the Curriculum (WAC) program has been in place at the college since the inception of the 1988 Core. Over the years, WAC strategies have been incorporated into not only the required writing intensive courses, but also in other classes because teachers have discovered that these strategies improve student learning.

The concept of Writing Across the Curriculum originates in British research which indicates that despite the obvious connection between language and learning, and despite the thoughtful dedication of most teachers to their students' learning, few are trained in using current research in communication theory, learning theory and writing theory to use these powerful connections between writing and learning effectively. WAC combines such research with contemporary learning theory and seeks a re-evaluation of the use faculty make of writing in their classrooms. The goals of this re-evaluation are to encourage the use of writing as a learning strategy and to increase the use of writing as a means of evaluating learning.

Given these goals of using writing to learn, as well as a means of evaluation, writing in a variety of forms has been and will continue to be infused throughout the curriculum. Three types of writing have been identified as complements to the college's liberal arts curriculum: informal writing, formal writing, and writing for a specific discipline. These types of writing in concert complement the emphasis on writing as an evaluative tool with an emphasis on writing as a tool for thinking, learning and self-exploration; thus, they consciously assert the ways that writing aids students in the insightful mastery of content. Because it uses the hand, eye and related musculature (is enactive), produces a text for subsequent review and analysis (is iconic), and uses language to represent experiences of books, notes and lectures (is symbolic), writing is itself a multiple mode of learning. The emphasis of writing, as a means of learning and a process for evaluation is not only on the quantity of writing that is produced, but on the quality of learning that this writing can facilitate.

The Writing Across the Curriculum (WAC) committee that has overseen the writing intensive program at Nazareth will continue to support teachers in their efforts to use WAC strategies in their classes. The committee will provide training opportunities and mentoring for all teachers interested in incorporating writing strategies into their curriculum, as well as aid in creating new/redesigned informal and formal strategies.

Infusing Writing Across the Curriculum

In an effort to continue the successful WAC practices already established in the current Core, the following are guidelines for the proposed 2010 Core:

- Faculty offering Perspectives courses are not teaching writing per se, but complementing and supporting content-area expertise by using activities founded in writing theory as it applies to assignment design, evaluating a

written text, and in using both the assignment and the evaluation to facilitate learning. When proposing a Perspectives course, faculty will be asked to articulate where the required Writing Across the Curriculum strategies will take place in the course. (Samples of formal and informal writing strategies will be found on a future website.)

- Faculty facilitating the Senior Capstone project will incorporate formal writing to be demonstrated in the Core portfolio. (Samples of formal and informal writing strategies will be found on the future website.)
- Faculty will be encouraged to participate in the WAC workshops as they are offered.
- Although not necessarily a part of the Core, program majors will identify key courses in their curriculum where writing for the specific discipline is infused. This continuation of writing as a tool for learning will be implemented using both formal and informal writing strategies.

iii. Culture

The thorny definition of culture has spawned volumes of research and literature. It has been no less a thorny issue for the Curriculum Committee. In fact, one of the Enduring Questions categories is centered on the study and contemplation of the foundation of culture. Students should learn about cultures, not as monolithic objects but as lived experiences from diverse perspectives including their own. They should learn to disturb the assumptions that equate culture with diversity from various perspectives including their own. They should explore the cultures that inform their existence as a whole and distinct person, peeling away the dichotomy of self and other while critically examining a set of questions around one's construction of identity(ies). (This paragraph has been informed by the writing of James Clifford and George E. Marcus, *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press, 1986.)

Previous curricular commitments to cultural literacy at Nazareth College include a "Non-Western" course requirement, which was more recently replaced by a single "Global Perspectives" (G) course requirement. Currently, every undergraduate student at Nazareth is required to take one G course that alone is expected to provide adequate exposure to the theories, methods, and skills necessary to navigate and negotiate in a multicultural world. Additionally, Global Perspectives courses teach how the way of living in any given community both affects, and is affected by developments far beyond that community's borders.

In the proposed model, evidence of commitment to cultural and global awareness and sensitivity can be found in numerous places: (1) As the fourth category of Enduring Questions, culture is provided as a guiding context for student research and discovery; (2) Cultural Literacy objectives are articulated among other student learning outcomes; and (3) all Perspectives courses are expected to adhere to one or both of the goals of cultural and

global awareness and sensitivity (see Appendix F: “Cultural and Global Goals”). As worlds and societies have become increasingly interdependent, so must our introductions of our disciplines to students, their ways of knowing, their fundamental assumptions, and their applications reflect that interdependence.

D. Integrative Studies

Where the Perspectives courses are designed to provide students with a breath of knowledge across the disciplines, the Integrative Studies component of the Core develops depth of knowledge through the intersection of Perspectives content with additional courses within and outside the liberal arts and sciences, recognizing the interconnectedness among disciplines. This section of the Core Curriculum is designed to provide an opportunity for students to

- build upon foundational liberal arts course work
- reflect deliberately on their learning process in the context of the Enduring Questions framework
- explore the connections among the Core courses and potentially their major or other area of study.

The structure of the design is for students to take two Integrative Studies (IS) courses. The student may also designate one course from the major as an IS course. Likewise, a senior capstone course in the major may substitute for the IS Seminar, if the capstone adheres to the IS outcomes (see further discussion below). However, if the student takes a departmental senior capstone course as part of the IS, then the student will need to take an additional IS course not in the major.

This component of the proposed Core will also allow the opportunity for faculty to design new interdisciplinary minors. At the same time, minors in the disciplines will be eligible for inclusion in this component.

i. IS Courses

The three Integrative Studies courses will be:

- 200 level or higher
- from any area of study, including any non-liberal arts courses*
- limited to no more than one course from a student’s major
- may be selected from interdisciplinary minors, or any faculty-developed sequences, or sequences created by the student in consultation with an advisor.

***Note:** Students must complete the required number of liberal arts credits as determined by their degree.

ii. IS Seminar

Intentionality and the process of transformation are key components of this proposed Core. Further, the purpose of the Integrative Studies is to investigate the interconnectedness of disciplines. Thus for a reflective culmination of their college careers, students are invited to intentionally make these connections across the Core and their departmental programs through the Integrative Studies Seminar, the third course in the Integrative Studies component of the Core. The seminar is designed to serve as an academic milestone, allowing students to consider and articulate connections among Perspectives courses, their Integrative Studies, the Enduring Questions and courses in their degree program. (See Appendix J: "Student Learning Outcomes of the IS Seminar".) The following stipulations apply:

- At most one required course in a major may be used as an Integrative Studies course.
- Students will create a portfolio reflecting on and evaluating the experiences and artifacts constructed from their course of study.
- Formal Writing processes will be utilized to produce a written integrative and reflective piece to accompany the portfolio.
- Seminar faculty may choose to offer / focus on only one EQ question, or allow any of the EQ questions be tackled by students during an IS seminar.

Core Portfolio

One culminating project for a student is the refining of the portfolio that reflects the student's integration of knowledge as outlined by the Student Learning Outcomes of the Core and utilizing categories of the Enduring Questions as a framework. The student should include artifacts representing breadth and depth of their course of study. Artifacts may come from:

- Perspectives courses, including the First Year Seminar,
- IS courses,
- courses in the major,
- an experiential component,
- transfer courses, if applicable.

E. Assessment and Portfolios

According to Barbara Cambridge, learning and assessment are facilitated by the use of portfolios. These powerful tools have four characteristics that can enable the college to track our successes and failures: (1) portfolios allow the student to feature multiple examples of work; (2) they provide the context through which the college can understand learning and assessment; (3) they allow the student to self-select and self-assess; and (4) they can demonstrate learning over the course of a college career. Finally, too often college assessment tools condition students to concentrate on the final product instead of the process that leads to that product. Thus, portfolios can facilitate the college's overall assessment of the academic careers of our students.

Currently, there are several areas of the college that have been using portfolios in many forms. For example, the history department requires their majors to create a paper portfolio, the English department uses portfolios in some courses and in assessment of their college writing program, while some departments in the School of Education are using an electronic portfolio tool. In fact, in Fall 2009, a small pilot using iWebfolio as the tool was conducted with one First Year Seminar section and one section of Writing in the Disciplines with some success. Other colleges and universities are moving to this form of overall assessment, as well, such as Alverno College, Thomas College, Utah State University, Stanford University, Virginia Tech, Indiana University-Purdue University Indianapolis, and many more.

The use of portfolios is proposed for several reasons: students may reflect on their learning, the college can collect materials for assessment purposes, the gain in learning over the students' career can be viewed and the portfolios place that learning in a context for understanding those gains.

For the college's purposes, portfolios will be introduced in the First Year Seminar (or a required workshop for transfer students), and as students move through their various Perspectives courses, they will be asked to choose artifacts that they believe reflect their learning in those courses to add to the portfolio. These materials will be used in the Integrative Studies Seminar as a vehicle to examine student learning as outlined above. These portfolios will then be available for assessing programs, other general student learning outcomes such as Information Literacy, and provide clear evidence documenting our claims for Middle States.

*Cambridge, Barbara. "Electronic Portfolios as Knowledge Builders." Electronic Portfolios. American Association for Higher Education. New York: Stylus Publishing LLC. 2005. 1 – 11.

Appendices

Appendix A

Topics Discussed at Faculty Assembly Days: 2005-2009

Spring 2005

What specific characteristics would you like to promote or see in our students to help them become educated persons? What are some of the constraining forces affecting this goal? What specific initiatives would facilitate achievement of this goal?

Fall 2005

What skills, attitudes, attributes, etc., should Nazareth graduates have as common denominators when they leave college?

Fall 2007

Report on the work of the Core Task Force: First Year Seminar, Exploring our World courses, Making Connections courses. Feedback and discussion.

Spring 2008

In Department groups—draft at least five broad and enduring questions that courses in your discipline might address.

In Multidisciplinary groups—propose five broad and enduring questions that could form the structure of the Exploring Our World component of the draft core curriculum.

Spring 2009

Nazareth College Student Learning Outcomes

Appendix B

Core Curriculum Objectives: Student Learning Outcomes

(Faculty approved Spring 2009)

This document describes *curricular objectives* specific to the Undergraduate Core Curriculum and reflects the mission and vision of Nazareth College. The Core Curriculum is fundamental to the academic experience for all undergraduate students. It is recognized that, beyond the Core coursework, each student pursues a chosen academic major, which contributes a specialized, discipline-based curriculum associated with its own complementary set of learning outcomes. In addition, diverse academic and co-curricular experiences contribute to our students' education.

An undergraduate liberal education at Nazareth College promotes the free exercise of intellectual curiosity, openness, and the pursuit of knowledge for its own sake. At Nazareth College, we believe that an educated person should manifest the following attributes:

Students will be able to:

- Describe and reflect on their learning process.
- Identify, reflect, and explain different worldviews, philosophies, and spiritualities, including their own.
- Evaluate the ethical implications of decisions.
- Appreciate, evaluate and explore aesthetic experiences.
- Explore, evaluate, and articulate personal values.
- Integrate and apply academic skills to understanding practical experiences and problems found in our world.
- Demonstrate knowledge of different disciplinary perspectives used to understand and explain the human experience.
- Identify and pursue life choices that promote physical and psychological health and well-being.

With these abilities, graduates will become engaged members of local and global communities capable of collaborating to build a more just and sustainable world.

While a liberal education should be enjoyed in and of itself, its attributes are best appreciated when expressed through action. Skills, heuristics, and perspectives that are taught in the context of academic disciplines provide the student with ways to evaluate, apply and communicate what they have learned. Operational definitions of these attributes help educators assess the effectiveness of courses and programs, and emphasize the connection between knowledge and action.

Students will demonstrate the following skills and processes, through which educated persons engage with their environment.

Skills and Abilities of the Educated Person

Communication for a variety of purposes and audiences

- Read and write with clarity and precision
- Speak with clarity and precision and actively listen to formal and informal discourse
- Visually convey and synthesize thoughts

Scientific, Quantitative, and Qualitative Literacy

- Effectively confront and solve problems using quantitative and qualitative methods
- Identify, evaluate and engage in scientific and empirical modes of inquiry
- Communicate information symbolically, visually, numerically, and verbally

Problem Solving and Critical Thinking

- Rationally and objectively apply criteria in order to evaluate and question information
- Individually and collaboratively articulate multiple solutions to problems or questions, and evaluate those solutions in both disciplinary and multidisciplinary contexts

Information Literacy

- Identify, access, evaluate, manipulate, and use information effectively from a variety of sources using appropriate technologies

Cultural Literacy

- Describe and evaluate, from various perspectives, the historical construction of cultures, including one's own
- Interact effectively in various social and cultural settings

Appendix C

Example of Course Mapping SLO Matrix

Planned Objectives of Core Curriculum and areas where objectives are expected to be assessed. (This is an example. The matrix will be fully determined by the relevant committees.)

<u>Core Curriculum Objectives</u>	First Year Seminar	Perspectives	Integr. Studies	IS Seminar	Portfolio	College Writing	Foreign Language	Wellness	Exper. Learning
Student Learning Outcomes "The Whole Person"									
Describe/Reflect on learning Process	X	X		X	X				X
Identify, reflect, and explain different worldviews, philosophies and spiritualities including one's own		X	X	X			X		
Evaluate the ethical implications of decisions		X	X	X	X				
Appreciate, evaluate and explore aesthetic experiences		X			X				
Explore, evaluate & articulate personal values	X	X	X		X			X	
Integrate & apply academic skills to understanding practical experiences & problems found in our world		X		X	X				X
Demonstrate knowledge of different disciplinary perspectives used to understand & explain the human experience	X	X	X		X				
Identify & pursue life choices that promote physical & psychological health & well-being	X				X			X	
Skills & Abilities of the Educated Person									
Communication for a variety of purposes & audiences									
Read & write with clarity & precision	X	X		X		X			
Speak with clarity & precision & actively listen to formal & informal discourse	X	X				X			
Visually convey & synthesize thoughts		X			X				
Scientific, Quantitative & Qualitative Literacy									
Effectively confront & solve problems using quantitative & qualitative methods		X							
Identify, evaluate and engage in scientific and empirical modes of inquiry		X							
Communicate information symbolically, visually, numerically and verbally		X							

	First Year Seminar	Perspectives	Integr. Studies	IS Seminar	Portfolio	College Writing	Foreign Language	Wellness	Exper. Learning
Problem Solving & Critical Thinking									
Rationally & objectively apply criteria in order to evaluate & question information		X							
Individually & collaboratively articulate multiple solutions to problems or question, & evaluate those solutions in both disciplinary & multidisciplinary contexts		X							
Information Literacy									
Identify, access, evaluate, manipulate & use information effectively from a variety of sources using appropriate technologies		X				X			
Cultural and global awareness and sensitivity									
Describe & evaluate, from various perspectives, the historical construction of cultures, including one's own	X	X					X		
Interact effectively in various social and cultural settings	X						X		X

Appendix D

Course Sampling Example

Thank you for participating in Nazareth College’s Course Sampling Assessment Activity. You have been asked to complete the survey below for each of (n) students selected at random by the Office of Institutional Research. We have asked you to complete the form only for those students, and only in the context of the single assignment that you have selected for this purpose.

For which course was this assignment completed? _____

Please indicate the student’s level of performance in each of the following respects, as evidenced ONLY by this assignment, by placing an X in the appropriate column. If this assignment is not intended to evaluate a particular skill, then please place an x in the “Not applicable” column.

<u>Core Curriculum Objectives</u>	Superior Work	Better-than-average	Average	Below average but acceptable	Failing work	Not Applicable	Notes
Student Learning Outcomes “The Whole Person”							
Describe/Reflect on learning Process							
Identify, reflect, and explain different worldviews, philosophies and spiritualities including one’s own							
Evaluate the ethical implications of decisions							
Appreciate, evaluate and explore aesthetic experiences							
Explore, evaluate & articulate personal values							
Integrate & apply academic skills to understanding practical experiences & problems found in our world							
Demonstrate knowledge of different disciplinary perspectives used to understand & explain the human experience							
Identify & pursue life choices that promote physical & psychological health & well-being							

Appendix E

Cultural and Global Goals for a Perspectives Course

Goal I: Specifically address skills, methods, concepts and theories that will enable students to investigate and transcend socio-cultural boundaries (e.g., East/West; North/South; white/black; primitive/civilized; isolated nation states; here/there; otherness; ethnocentrism).

Goal II: Emphasize that the forces affecting our lives are not confined to the internal workings of the United States, North America or Western Europe. If a course does focus on these internal workings, it must in addition explore the experiences of some of the marginalized population groups within these regions and/or urgent domestic issues (e.g., environmental degradation, poverty, and new immigrant communities) as linked to global patterns and transnational processes (e.g., neocolonialism).

Appendix F

Experiential Learning as a Component of the New Core Curriculum

from

Al Cabral

Director of the Internship Program

5 December 2008

The inclusion of an experiential learning component in the proposed core curriculum is exciting and visionary. It is a direct application of Nazareth's mission, builds on the college's long history of community engagement, and connects strongly to the current strategic plan.

More importantly, the inclusion of an experiential learning component is a commitment to the development of our students as contributing members of their communities and their career fields. It provides unique opportunities for students to truly understand the value of the skills and knowledge learned through their liberal studies courses. It challenges them to adapt to new cultures and value systems, and to have those transformative "aha" moments that are so critical to internalizing and really "owning" their learning.

Experiential learning is solid and rigorous pedagogy. It is informed by the work of Dewy, Kolb and others. Consider the following, from the National Society for Experiential Education:

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. **Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.
2. **Preparedness and Planning:** Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.
3. **Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. **Reflection:** Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience,

- to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.
5. Orientation and Training: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.
 6. Monitoring and Continuous Improvement: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.
 7. Assessment and Evaluation: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.
 8. Acknowledgment: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Pragmatically, offering a menu of options from which a student may choose to complete her or his experiential learning component is a wise decision. While any specific type of experience (an internship, a service learning course, a field research study, etc.) may not be appropriate for all students, any one of the identified options certainly fits into a particular student's individual curriculum. A caution here, though, that in an effort to create as wide a selection of options as possible the college not lose sight of the above principles or the purpose of experiential learning as novel, challenging and transforming for the student. An off campus experience is preferable for a variety of reasons. Even so, it should be possible for some students to complete this component on campus. In those cases, the actual experience should stretch the student beyond an existing studio, lab or other course.

To end at the beginning, this is a valuable and enriching opportunity for students and an exciting extension of the college's academic mission. I am available at any time and in any way to assist as this new component becomes further developed and implemented.

Appendix G

First-Year Seminar Learning Outcomes

Goal #1: Oral Communication

Intended Learning Outcome #1: Students will be able to demonstrate skills in oral communication, in multiple situations to multiple audiences.

Goal #2: Transition(s)

Intended Learning Outcome #2A: Students will be able to articulate the hallmarks of college-level learning, including critical thinking and self directed learning.

Intended Learning Outcome #2B: Students will be able to reflect on their personal experience and growth during the first semester in college.

Goal #3: Core Curriculum

Intended Learning Outcome #3: Students will be able to discuss critically the rationale for general education in Liberal Arts, Fine Arts and Sciences.

Goal #4: Values

Intended Learning Outcome #4: Students will explore their values and those of others and be able to articulate their own values.

Goal #5: Diversity

Intended Learning Outcome #5: Students will demonstrate an awareness of the diversity of human experiences.

Appendix H

Integrative Studies Seminar Student Learning Outcomes

During the Integrative Studies Seminar, students will be able to:

- describe and reflect on their learning process.
- explore, evaluate, and articulate personal values.
- integrate and apply academic skills to understanding practical experiences and problems found in our world.
- demonstrate knowledge of different disciplinary perspectives used to understand and explain the human experience.