

TO: Beth Dobkin, Provost

**FROM: Steve Cortright, Chair
Academic Senate**

DATE: May 18, 2011

**RE: Senate Action S-10/11-32
New Core Curriculum
Approved Learning Outcomes and Rationales**

At the May 12, 2011 meeting, the Academic Senate approved the final section of the attached Core Curriculum Learning Outcomes and Rationales report. The report was submitted to the Senate from the Undergraduate Educational Policies Committee. The dates and votes of the approvals, as well as the UEPC votes, are included within the document for each section. This action was assigned Senate Action # S-10/11-32.

Attachment

cc: Brother Ronald Gallagher, President
Vice Provost Frances Sweeney
Jim Sauerberg, CCC Chair

Critical Thinking (a Habit of Mind)

Learning Goal: Critical thinking includes the processes of analysis, synthesis and evaluation necessary to understand and acquire knowledge. In addition to the application of formal logic, critical thinking also incorporates careful observation, reflection and experience. Critical thinking is not only applied in investigations intended to result in a single, unambiguous conclusion, but also includes skills that allow for sound judgments to be made when multiple, competing viewpoints are possible. Throughout the core curriculum, students will practice the habits of critical thinking and move forward in their ability (and perhaps willingness) to question their assumptions. In short, students will be able to recognize, formulate and pursue meaningful questions about their own and others' ideas.

<p>Agendum 1</p> <p>General Meeting 4-14-11</p> <p>Adopted 6-0-1</p> <p>(UEPC approved: 6-0-0.)</p>	<p><u>Learning Outcomes:</u> With increasing proficiency, students will</p> <ol style="list-style-type: none"> 1. Identify and understand assumptions and theses that exist in the work of others; and 2. Ask meaningful questions, originate plausible theses, and identify underlying assumptions; and 3. Seek and identify confirming and opposing evidence relevant to original and existing theses; and 4. Evaluate and synthesize evidence for the purpose of drawing valid conclusions.
<p>Agendum 2</p> <p>General Meeting 4-14-11</p> <p>Adopted 6-0-1</p> <p>(UEPC approved: 6-0-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): The essence of critical thinking is the ability to engage in well-reasoned “criticism.” Criticism as used here means development of skills necessary for doing credible analysis of the ideas of others, and developing credible and original ideas of one’s own. The term “theses” is intended to include a broad spectrum of assertions, hypotheses, and premises relative to a variety of academic disciplines. The term “assumptions” is included because sophisticated analysis requires recognition, articulation, and understanding of theses, as well as recognition, articulation and understanding of assumptions that explicitly or implicitly underlie theses. Outcome #3 requires both “confirming and opposing” evidence to be gathered and considered in order to help students engage first in effective “objective” analysis rather than supporting an argument solely with data that favors their position.</p> <p>The skills necessary to arrive at credible conclusions concerning one’s own and others’ ideas include careful observation, collection, analysis, and use of appropriate data, as well as perception of relevant ambiguities. The outcomes aim to structure the process of developing these skills. Outcome #1, therefore, requires that the student engage with, and understand, ideas in the work of others. Outcome #2 requires the student to explore by formulating questions and answers to develop ideas of their own. Outcome #3 is directed specifically toward teaching the student to recognize and collect evidence that both supports and opposes their ideas and those of others in order to arrive at conclusions characterized, in so far as possible, by objective realities. Outcome #4 asks the student to go further in the process of arriving at conclusions characterized by objective realities by learning to evaluate and weigh the evidence or data collected. Such habits are established by sustained practice and develop as students progress through the curriculum.</p>
<p>Agendum 3: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Critical Thinking?</p> <p style="text-align: center;">General Meeting of 14 April, 2011 Adopted 6 – 0 - 1</p>	

Shared Inquiry (a Habit of Mind)

Learning Goal: Shared inquiry is the act of reasoning together about common texts, questions, and problems. It is a goal of the core curriculum to advance students' abilities to develop and pursue meaningful questions in collaboration with others. Through the habits of shared inquiry students will be able to carefully consider and understand the perspectives and reasoned opinions of others, reconsider their own personal opinion, and develop rhetorical skills.

<p>Agendum 4</p> <p>General Meeting of 10 February, 2011</p> <p>Adopted 5 - 4 - 1</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Learning Outcomes</u>: With increasing proficiency, students will</p> <ol style="list-style-type: none"> 1. Advance probing questions about a common text or other object of study; and 2. Collaborate in sustained lines of inquiry; and 3. Reexamine judgments in light of evidence and collaborative discussion; and 4. Engage in inclusive, respectful conversation with others.
<p>Agendum 5</p> <p>General Meeting of 3 March, 2011</p> <p>Adopted 8 - 0 - 1</p> <p>(UEPC approved 5-1-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): The goal of Shared Inquiry is about skills and attitudes, rather than particular knowledge. The first three outcomes are the major skills that we aim for students to learn:</p> <ol style="list-style-type: none"> 1. Starting with a common text (as in Seminar) or other object of study (as in a science lab), we want students to be able to ask the sorts of deeper and more challenging questions that drive forward discussion and the search for knowledge. 2. Based on those initial questions, we want students to be able to work together in the sustained pursuit of an answer, rather than each student pursuing his/her answer individually. 3. Based on that sustained pursuit of an answer, which will bring to light new evidence and a variety of differing opinions, we want students to learn to reevaluate initial hypotheses, both their own and those of others, with the goal of making more informed judgments at the end of the shared inquiry. <p>The final outcome is both a skill and an attitude. It is intended to highlight the character of the shared inquiry, one of openness and civility in the critical examination of ideas. Such habits are established by sustained practice and develop as students progress through the curriculum.</p>
<p>Agendum 6: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Shared Inquiry?</p> <p style="text-align: center;">General Meeting of 3 March, 2011 Adopted 8 - 0 - 1</p>	

Written and Oral Communication (a Habit of Mind)

Learning Goal: A goal of the core curriculum is the development of strong written and oral communication skills. A mind is not truly liberated until it can effectively communicate what it knows. Students will develop communication skills that reflect an understanding of the power of language to shape thought and experience. They will learn to write and speak logically, with clarity, and with originality.

<p>Agendum 7</p> <p>General Meeting of 3 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC approved 4-2-0)</p>	<p><u>Learning Outcomes:</u> With increasing proficiency, students will</p> <ol style="list-style-type: none"> 1. Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction; and 2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context and format; and 3. Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question; and 4. Use the process of writing to enhance intellectual discovery and unravel complexities of thought.
<p>Agendum 8</p> <p>General Meeting of 3 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC amended 4-2-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): - In their emphasis on both analysis and formulation, outcomes #1-3 reflect the need for students to analyze and assess how others communicate in order to successfully communicate themselves. Outcome #1 (grammar) addresses the need for students to use appropriate grammar in writing and speaking. Outcome #2 (rhetoric) recognizes that students are part of a complex world and stipulates that students must be able to tailor their communication for different audiences and different situations. The communication must be in both written and oral form. Outcome #3 (logic) concerns the need for students to communicate ideas in a precise and organized fashion. Outcome #4 reflects a much deeper objective, i.e., that students are able to use the writing process as an occasion for creativity and discovery and to acquire and develop the liberal art of clear, coherent thinking. (Satisfying this learning outcome would likely require students to participate in a multi-stage process of developing ideas that included substantive writing, though not exclusively writing.) Finally, it must be noted that the outcomes treat <i>communication</i> as the controlling idea and envision <i>written</i> and <i>oral</i> communication as necessary species within the genus. Therefore, outcomes #2-3 are about communication skills, broadly speaking, and do not separate expectations for writing and speaking. Such habits are established by sustained practice and develop as students progress through the curriculum.</p>
<p>Agendum 9: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Written and Oral Communication?</p> <p style="text-align: center;">General Meeting of 3 March, 2011 Adopted 8 – 0 - 1</p>	

Information Evaluation and Research Practices (a Habit of Mind)

Learning Goal: Through the core curriculum, students will gain an understanding of the standards by which information is evaluated in society. Students will learn to judge the authenticity, validity, reliability, and originality of the sources of information they use. They will be able to do the research necessary to weigh evidence objectively in traditional and electronic formats.

<p>Agendum 10</p> <p>General Meeting of 3 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC amended 6-0-0)</p>	<p><u>Learning Outcomes</u>: With increasing proficiency, students will</p> <ol style="list-style-type: none"> 1. Develop search strategies and use library catalogs and databases to find relevant material; and 2. Critically evaluate sources; and 3. Integrate and cite evidence appropriately; and 4. Understand the concept of intellectual property and practice academic honesty.
<p>Agendum 11</p> <p>General Meeting of 3 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC approved 5-1-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): The first outcome concerns the search for information, which must require both reflective intentionality and facility with the actual resources. The second outcome concerns the students’ ability to judge the quality of the information that is discovered in the search, identifying its biases and possible alternatives. The third outcome concerns the writing process itself, focusing especially on an argument that grows out of the integration of the evidence (discovered and evaluated) and that is supported by that evidence, properly cited. The fourth outcome concerns knowledge and practice of ethical standards in the use of information, an expectation that would presumably be integrated with the Honor Code. Such habits are established by sustained practice and develop as students progress through the curriculum.</p>
<p>Agendum 12: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Information Evaluation and Research Practices?</p> <p style="text-align: center;">General Meeting of 3 March, 2011 Adopted 8 – 0 - 1</p>	

Mathematical and Scientific Understanding (Pathways to Knowledge)

Learning Goal: Mathematics and science courses that are part of the core curriculum will develop quantitative, observational, and problem solving abilities of students. In addition to gaining an understanding of content and methodologies, students will examine mathematics and science as a creative endeavor. They will also consider the social and ethical issues of scientific inquiry and application.

<p>Agendum 13</p> <p>General Meeting of 12 May, 2011</p> <p>Adopted 7-1-1</p> <p>(UEPC amended 4-1-1)</p>	<p><u>Mathematics Learning Outcomes</u>: Students will</p> <ol style="list-style-type: none"> 1. Apply abstract and logical reasoning to identify patterns and solve mathematical problems; and 2. Communicate mathematical ideas and concepts accurately and clearly using mathematical symbols, language, and formulas. <p><u>Scientific Learning Outcomes</u>: Students will</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of scientific concepts, principles, and theories that explain the natural and physical world; and 2. Collect, analyze, and interpret empirical data gathered in a laboratory or field setting; and 3. Examine social or ethical issues that arise in the process of scientific inquiry or out of scientific or technological developments.
<p>Agendum 14</p> <p>General Meeting of 12 May, 2011</p> <p>Adopted 7-1-1</p> <p>(UEPC amended 6-0-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): While Mathematical and Scientific Understanding are included in the same learning goal, they constitute two distinct ways of knowing. Thus, we have divided the outcomes. “Science” is the practice of gathering data about the natural/physical world, formulating hypotheses about how the world works based on that data, testing and revising and inductively arguing one’s way forward. “Mathematics”, on the other hand, assumes the validity of certain premises and argues deductively from them.</p> <p>Mathematics Outcomes: Outcome #1 is written to be intentionally broad, to include both pure and applied mathematics. Outcome #2 is about students’ ability to communicate their knowledge in this area.</p> <p>Science Outcomes: Outcome #1 makes clear that by “science” we intend students to be able to understand the way of knowing constitutive of the natural and physical sciences, rather than one of the many other disciplines that uses the term “science” (e.g., the social sciences). The areas of the “natural and physical world” that it may address should be understood broadly (e.g., physics, chemistry, biology, neuroscience, anatomy). Outcome #2 uses the phrase “laboratory or field setting” in order to make it clear that “lab” should be understood in the broadest possible way. Outcome #3 intends that students have demonstrated some understanding of one or more of the social and/or ethical issues that occur within or result from developments in modern science.</p>
<p>Agendum 15: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Mathematical and Scientific Understanding?</p> <p style="text-align: center;">General Meeting of 12 May, 2011 Adopted 7 – 1 - 1</p>	

Artistic Understanding (a Pathway to Knowledge)

Learning Goal: In the core curriculum, students will analyze, interpret and critique works of art, considering the role of formal methods and techniques, and historical contexts. In addition to intellectual engagement with the arts, students will also creatively engage with the arts through practice.

<p>Agendum 16</p> <p>General Meeting of 3 March, 2011</p> <p>Adopted 7 - 0 - 2</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Learning Outcomes</u>: Students will</p> <p>1. Analyze and interpret the form and meaning of works of art by applying discipline-based critical vocabulary and theory to explore the work’s significance within appropriate contexts (e.g., historical, cultural, aesthetic);</p> <p>In addition, students will</p> <p>2. Participate actively in a creative process using practices and materials specific to an artistic medium in order to produce an object or event appropriate to the discipline.</p>
<p>Agendum 17</p> <p>General Meeting of 3 March, 2011</p> <p>Adopted 7 - 0 - 2</p> <p>(UEPC amended 6-0-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): A “Work of Art” is the result of a creative or expressive production or event (e.g., painting, film, video, play, fiction, poem, concert). Creating and analyzing art are ways of knowing, ways of encountering and understanding the world. This way of knowing includes intellectual/cognitive/theoretical engagement with works of art (as in outcome #1), and an embodiment/creative practice component (seen in outcome #2). These outcomes are roughly distinguished as knowledge (<i>epistêmê</i>) and craft or skill (<i>technê</i>).</p> <p>Courses that meet the first learning outcome will include many of the traditional “humanities” courses (such as art and music history and literature). Courses that meet both learning outcomes will also have a substantial creative component, and could, for example, be certain studio and creative writing classes. Because we are interested first in knowledge, and secondarily in craft, the focus must be on analysis and criticism. Thus, all Artistic Understanding courses must satisfy learning outcome #1.</p>
<p>Agendum 18: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Artistic Understanding?</p> <p style="text-align: center;">General Meeting of 3 March, 2011 Adopted 7 - 0 - 2</p>	

Theological Understanding (a Pathway to Knowledge)

Learning Goal: Through the study of religious texts, traditions, rituals, history, and human experience, students will engage in an academic exploration of religion and theology. They will join in an exploration of God, humankind, and the world as expressed in the Catholic and other religious traditions. Students will appreciate the social, cultural, ethical, and theological implications that such questions have for how we should live both individually and as a community.

<p>Agendum 19</p> <p>General Meeting of 12 May, 2011</p> <p>Adopted 7-1-1</p> <p>(UEPC approved 5-1-0)</p>	<p><u>Christian Foundations Learning Outcomes:</u> Students will</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of major texts and themes of the Bible, including major theological and interpretive principles central to the Catholic tradition-- with attention to their social, cultural, ethical, and/or theological implications; and 2. Demonstrate an understanding of basic methods and tools used in scholarly interpretation of biblical texts; and 3. Demonstrate an ability to read biblical texts in light of relevant contextual factors (e.g., historical, cultural, literary, theological). <p><u>Theological Explorations:</u> Students will</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of one or more aspects of Christian tradition and/or another religious tradition or traditions, acquired through focused study in a sub-field of theology or religious studies; and 2. Demonstrate an ability to explore religious questions from a believer’s point of reference and from the critical perspective of the academy.
<p>Agendum 20</p> <p>General Meeting of 12 May, 2011</p> <p>Adopted 7-1-1</p> <p>(UEPC approved 5-1-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): Students will take two courses devoted to theological understanding. Foundational study in Christian theological understanding will expose students to major texts and themes of the Bible, as well as to issues pertaining to its contextual and scholarly interpretation, and the implications that such texts have for our lives. Moreover, in conversation with biblical texts and themes, students will become familiar with biblical principles central to the Catholic Christian tradition. In addition to being one of the “great books” of Western civilization and culture, the Bible represents within the Catholic and other Christian traditions the fundamental gospel revelation of God in Jesus Christ. Therefore, and in light of <i>Divino Afflante Spiritu</i> and other Catholic teaching regarding the interpretation of the Christian Scriptures, it is fitting that students demonstrate knowledge of major texts and themes of the Bible, including theological and interpretive principles central to the Catholic tradition; an understanding of basic methods (e.g., source-, redaction-, narrative-criticism) and tools (e.g., biblical commentaries) for scholarly interpretation of religious texts; and an ability to engage biblical texts in light of contextual factors (e.g., historical, cultural, literary, theological).</p> <p>Building upon this foundational work, students will develop further the skills of theological understanding, either through continued exploration of the Christian tradition <i>or</i> through exploration of another religious tradition or traditions. This exploration can focus on one tradition as a whole, a part of one tradition, or several traditions. By “focused study in a sub-field of theology or religious studies,” we intend that students must continue to engage with the disciplinary methods and skills of theological understanding, understood broadly to include all of the subfields of theology (e.g. moral theology, ecclesiology) and religious studies (e.g., feminist, anthropological, psychological, or literary approaches to religion). A crucial aspect of this theological understanding is the ability to explore religious and faith questions from the inside (i.e., within a believer’s frame of reference) and from the outside (i.e., from the critical perspective of the academy), as such a balance / tension is crucial for responsible theological work.</p>
<p>Agendum 21: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Theological Understanding?</p> <p style="text-align: center;">General Meeting of 12 May, 2011 Adopted 7 - 1 - 1</p>	

Social, Historical, and Cultural Understanding (Pathways to Knowledge)

Learning Goal: By studying the world from the perspectives and frameworks of history and the social sciences, students will understand how to place today’s world in a meaningful context and to arrive at sufficiently complex explanations for current social arrangements. These perspectives and their methodologies allow students to probe deeply into the richness and diversity of what it has meant and means to be a human in relationship with others, in different places and times.

<p>Agendum 22</p> <p>General Meeting of 24 March, 2011</p> <p>Adopted 7 – 1 - 1</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Learning Outcomes</u>: Students will</p> <ol style="list-style-type: none"> 1. Examine human activity in particular periods or places from a social, cultural or historical perspective; and 2. Demonstrate an understanding of theories of human behavior, relations, culture, or institutions; or interpretations of historical causation and change; and 3. Employ social science or historical methodology to collect and interpret evidence about the social world.
<p>Agendum 23</p> <p>General Meeting of 24 March, 2011</p> <p>Adopted 7 – 1 - 1</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): The outcomes for Social, Historical, and Cultural Understanding are intended to reflect the methodology of the disciplines of social science and history. Outcome #1 is about content, noting that students are expected to learn and apply their skills in the context of the study of human activities. Outcome #2 expects students to articulate one or more theoretical/explanatory frameworks that are operative in these disciplines. This will likely take on different forms, depending on the criteria of the specific discipline in question. Outcome #3 expects students to employ the methodology used by these disciplines – i.e., their standards of evidence and argumentation.</p>
<p>Agendum 24: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Social, Historical and Cultural Understanding?</p> <p style="text-align: center;">General Meeting of 24 March, 2011 Adopted 7 – 1 - 1</p>	

The Common Good (Engaging the World)

Learning Goal: The core curriculum is one of the key vehicles for living out the College’s Catholic and Lasallian traditions, which asks student to explore the meaning of the common good. This goal encourages vigorous academic debate about different ideas of what the common good is and how it might be pursued.

<p>Agendum 25</p> <p>General Meeting of 24 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Learning Outcomes</u>: Students will complete <i>two</i> of the following outcomes:</p> <ol style="list-style-type: none"> 1. Reflect and write substantively on ways in which human beings find fulfillment in community; or 2. Articulate, in prose or through another communicative medium, a critical account of just social order; or 3. Demonstrate a capacity for coherent, principled analysis of concrete social problems.
<p>Agendum 26</p> <p>General Meeting of 24 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): “When we speak about the common good, we often mean the set of goods or conditions in a political community that best supports the flourishing of each person in the community” (Robert G. Kennedy, 2010).</p> <p>Since liberal education is directed above all to developing students’ capacities for judgment in theoretical and practical contexts, it is fitting, first, that the outcomes for learning in the light of “common good” (or, perhaps better, “common goods”) stress reflection and judgment on the ends of human action in principle (learning outcomes #1 and #2) and in the concrete (learning outcomes #2 and #3). It is fitting; second, that students be invited (as they are in learning outcome #2) to offer reflection and judgment in variety of mediums that manifest the different ways we pursue the goods achievable by human endeavor. The requirement that students must complete only two of these outcomes enables the goal to be met in a variety of ways, including purely theoretical courses (fulfilling outcomes #1 and #2) and courses about concrete social problems (fulfilling outcomes #2 and #3). In any situation, students will have to critically analyze questions of social justice, which are raised from differing angles by both outcomes #2 and #3. Finally, these outcomes require students to explore one or more notions of the common good (in outcomes #1 and #2), which may include, but will not necessarily include, Catholic Social Teaching.</p>
<p>Agendum 27: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under The Common Good?</p> <p style="text-align: center;">General Meeting of 24 March, 2011 Adopted 8 – 0 - 1</p>	

American Diversity (Engaging the World)

Learning Goal: The dignity of the human person is a foundational belief of the Catholic faith. We live, study, and work in an increasingly diverse American society. Therefore, in the core curriculum students will be asked to intellectually engage with social, cultural, economic, and political diversity in the United States. They will understand what it means to be civically engaged in diverse communities and to work cooperatively in diverse workplaces.

<p>Agendum 28</p> <p>General Meeting of 24 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC amended 5-0-1)</p>	<p><u>Learning Outcomes</u>: Students will</p> <ol style="list-style-type: none"> 1. Analyze aspects of social diversity (e.g., ethnicity, race, socio-economic status, gender, sexual orientation, religion, age, ability, and political identity) and how they affect society in the United States of America; and 2. Explain how social categories and structures of power may affect the human person.
<p>Agendum 29</p> <p>General Meeting of 24 March, 2011</p> <p>Adopted 8 – 0 - 1</p> <p>(UEPC approved 5-0-1)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): By diversity we mean any of the myriad of ways that people within the United States differ, with the most important examples listed. We intend the wording to be interpreted inclusively, to include sociological, political, historical or anthropological approaches to diversity. All courses on diversity should have a comparative element, e.g., studying gender categories of women in comparison to those of men, racial categories of African-Americans in comparison to those of whites, Latinos, etc., economic categories of the working poor in comparison to the upper-middle class.</p> <p>Diversity is not a neutral phenomenon. Social categories and differentiation have both positive and negative consequences. The positives can include the formation of one’s identity, group solidarity, and a greater richness to the human experience. Negatives may include exclusion, unearned privilege, inequities, and injustice. The language of the goal recognizes this value element of diversity by rooting it in the Catholic understanding of human dignity. Outcome #2 requires that every course or experience fulfilling American Diversity must address the value element of diversity as it affects the human person. The language is intentionally broad, allowing for study that focuses on the positives, negatives, or both.</p>
<p>Agendum 30: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under American Diversity?</p> <p style="text-align: center;">General Meeting of 24 March, 2011 Adopted 8 – 0 - 1</p>	

Global Perspective (Engaging the World)

Learning Goal: In today's interdependent world, college graduates need to work with people and communities from across the globe. This work will depend upon many factors, not the least of which is the understanding of a foreign language. Through the core curriculum, students will study and compare the social, economic, religious, and political structures of different global communities and cultures, and gain an understanding of the interdependence of these communities.

<p>Agendum 31</p> <p>General Meeting of 14 April, 2011</p> <p>Adopted 5-1-1</p> <p>(UEPC approved 5-1-0)</p>	<p><u>Learning Outcomes</u>: Students will</p> <ol style="list-style-type: none"> 1. Analyze the process of globalization by using different theoretical perspectives and debates on a broad range of issues (including issues of dependence and interdependence); or 2. Demonstrate an understanding of the world from a specific non-U.S. and non-Western European viewpoint.
<p>Agendum 32</p> <p>General Meeting of 14 April, 2011</p> <p>Adopted 5-1-1</p> <p>(UEPC approved 5-1-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): Global Perspective can be understood in two different, but equally important, ways. First (as in outcome #1), it can be taken as a perspective that views the whole world at once (i.e., from a bird's eye perspective), focusing on the interdependence of multiple cultures in this global context. In this outcome, "globalization" is taken in its largest sense, as synonymous with the process of growing global interdependence. Second (as in outcome #2), it can be taken as a particular, non-Western perspective on the world – in essence, a global diversity outcome. The former would include, for example, courses on global economics, the spread of cultural or artistic traditions across the globe, and properly-structured study-abroad experiences. The latter would include any number of courses in globally-diverse cultures and topics, such as African literature, Asian history, or Eastern religions. Students fulfill their Global Perspective requirement by completing an approved course or experience in either one of these two areas.</p>
<p>Agendum 33: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Global Perspective?</p> <p style="text-align: center;">General Meeting of 14 April, 2011 Adopted 5-1-1</p>	

Community Engagement (Engaging the World)

Learning Goal: The core curriculum gives students an engaging, intellectual experience. The Community Engagement goal also requires them to leave the classroom and engage with the world - to apply their intellectual experiences to communities beyond the academy. Students will actively and critically reflect upon these experiences and integrate them in their academic understanding of the world.

<p>Agendum 34</p> <p>General Meeting of 14 April, 2011</p> <p>Adopted 6-0-1</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Learning Outcomes:</u> Students will</p> <ol style="list-style-type: none"> 1. Apply academic methods and/or theories in a community setting in a way that promotes collaboration and mutual benefit; and 2. Demonstrate critical reflection throughout their experience; and 3. Express their understanding of the interconnections between their experience and their responsibilities as members of social or professional communities.
<p>Agendum 35</p> <p>General Meeting of 14 April, 2011</p> <p>Adopted 6-0-1</p> <p>(UEPC approved 6-0-0)</p>	<p><u>Rationale</u> (i.e., the intention of the proposed outcomes): Community Engagement is to be understood broadly as students engaging their academic learning with one or more partners in the community. Outcome #1 requires that Community Engagement be an academic experience. The term “community” is to be understood as broadly as possible, as any group of persons outside of the classroom. (Examples of such communities would include an elementary school in which a student might be teaching, a political organization, the SMC community or some section of it, an AIDS shelter, a financial institution, an engineering facility, a hospital, a prison, etc.) Outcome #1 also requires that the student partner with one of these communities in a way that responds to articulated community priorities and demonstrates a spirit of reciprocity. In outcome #2, “critical reflection” includes constructive observation, intellectual exploration, and recognition of the complexity of learning. Outcome #3 attempts to create space for students to integrate their learning, requiring that students reflect on the implications of their experience for their lives as citizens and members of community.</p>
<p>Agendum 36: Whether to adopt the UEPC-recommended <u>Learning Outcomes</u> and <u>Rationale</u> under Community Engagement?</p> <p style="text-align: center;">General Meeting of 14 April, 2011 Adopted 6-0-1</p>	