

Salmon Model Update

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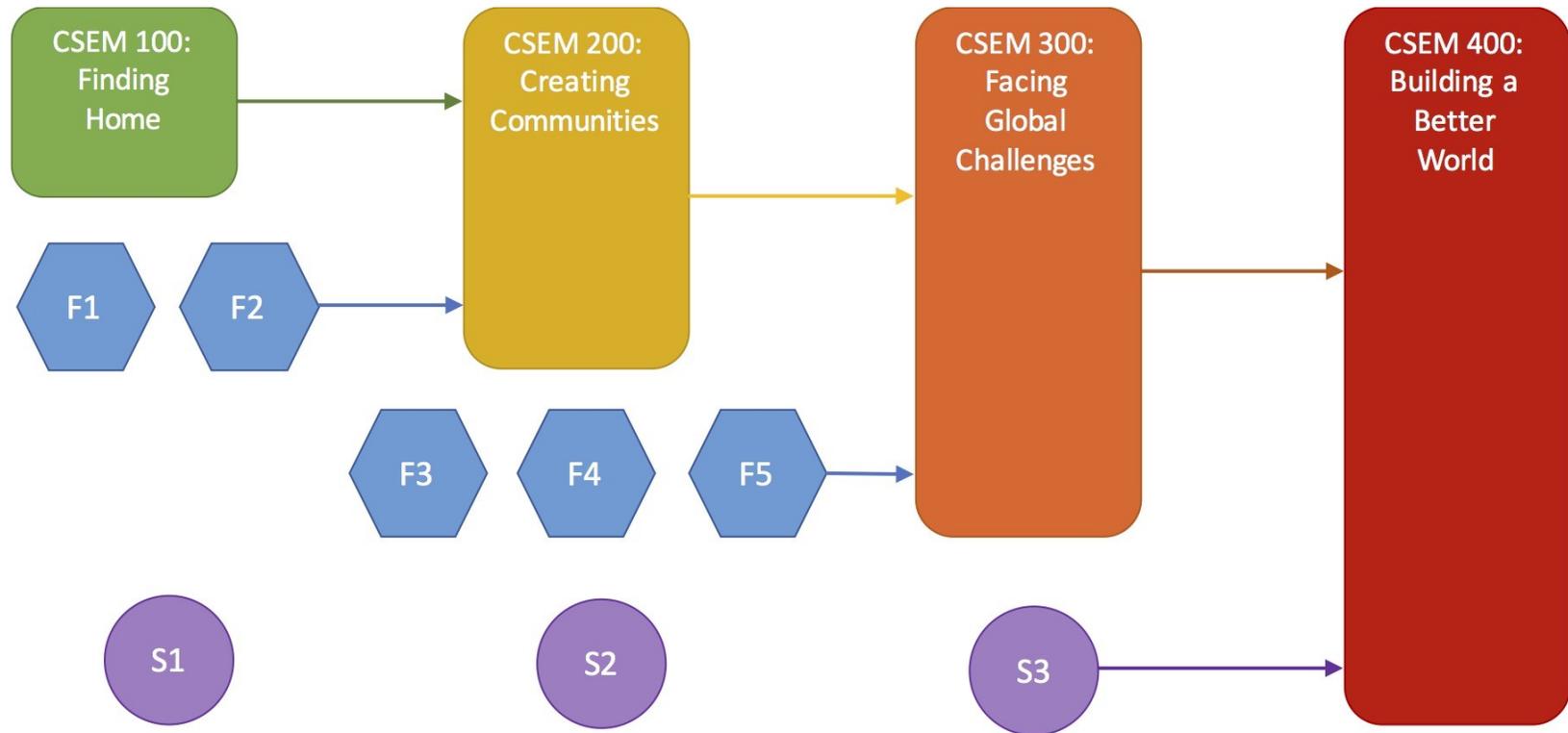
The Salmon modeling team has received feedback from dozens of individual faculty and department chairs since the initial iteration was presented at the Fall Workshop. This addendum incorporates responses to that input and a variety of modest changes to the model intended to make the various components clearer, more concrete, and in some cases more compatible with existing departmental offerings. No major structural changes have been made in this revision; most of the updates will be apparent in expanded/revised course descriptions, clarifications, or in a few limited cases modifications to the learning outcomes.

Many of the questions raised in our discussions have been combined into the Frequently Asked Questions section of this document. The other major points of interest will be the expanded course descriptions (which now include the text of the related learning goals and example courses for each requirement), a section on the Catholic/Benedictine tradition, and a summary of the changes made to the approved learning outcomes specifically for this model.

This addendum contains the following elements:

- 1) Graphic representation of the Salmon model
- 2) FAQs for Salmon model
- 3) Updated/expanded course descriptions
 - a. Seminars
 - i. CSEM 100: Finding Home
 - ii. CSEM 200: Creating Communities
 - iii. CSEM 300: Facing Global Challenges
 - iv. CSEM 400: Building a Better World
 - b. Foundations
 - i. FC: Common good
 - ii. F: Gender
 - iii. FI: Intercultural
 - iv. FN: National systems
 - v. FS: Social systems
 - c. Skills Courses
 - i. SA: Artistic expression and appreciation
 - ii. SQ: Quantitative reasoning
 - iii. SL: Second language
- 4) Catholic/Benedictine Tradition Integration
- 5) Learning outcomes mapped by course
- 6) Proposed changes to learning outcomes

Graphic representation of Salmon model



Skill areas

- SA: Artistic expression and appreciation
- SL: Second language
- SQ: Quantitative reasoning

Foundation courses

- FG: Gender
- FI: Intercultural
- FC: Common good
- FN: Natural systems
- FS: Social systems

FAQs for Salmon model

The following questions have been raised either by individual faculty on multiple occasions, in public fora, or in meetings with various faculty groups.

How large is the Salmon model compared to the current Common Curriculum? The simple answer is “slightly smaller” as Salmon includes 12 requirements vs 13 in the Common Curriculum. However, if a student were to fulfill all of the Salmon requirements via 4-credit courses and start without any second language background, the total size of the program would be 14 courses or 56 credits. The comparable figure for the Common Curriculum would be 17 courses plus the FAE; the total credits would vary because we currently allow courses under four credits to fulfill some of these requirements, but using the same 4-credit assumption as with Salmon, the total size would be 68 credits. We know that the typical CSB/SJU student takes only 1.5 semesters of second language to meet the current proficiency requirement; that same requirement is incorporated into Salmon, which suggests the average student would likely need 48-50 credits to complete the requirements, depending on language placement. One advantage to Salmon is the simplicity: all requirements are linked to 4-credit courses with the exception of language proficiency, and there are only 12 requirements overall, so the model will be very easy to explain to students and to track.

What makes the Foundation courses different from the Skills courses? Substantively, the Foundations are linked to content-based learning outcomes, such as intercultural awareness, that all students must meet. The Skills courses, by contrast, are intended to fulfill skill-related learning outcomes, such as quantitative reasoning, that may be delivered via a range of content. Functionally the model is designed so that the common knowledge outcomes from the Foundations are intentionally integrated via the first three Common Seminars and so serve as prerequisites (two for CSEM 200, all five for CSEM 300). The Skills requirements may be met at any point in the student’s four years and are designated as prerequisites only for CSEM 400, the final integration point, in order to retain some flexibility in scheduling/sequencing.

Why are the skills courses saved until the senior year? They are not; this is simply a common misinterpretation of the original graphical representation of the model. While the Skills requirements are not sequenced as prerequisites for other courses and student *may* leave some/all of them until the final year, we assume that as is the practice currently most are likely to complete the language and quantitative reasoning elements in their first or second year.

What is the “discipline specific” writing requirement you’ve mentioned? Though not illustrated in the graphical representation of the model, an important element of our new investment in writing will be a discipline specific writing requirement. While students will receive substantial and frequent instruction in writing through the yearly seminars, we feel it is important for them to learn the writing conventions/styles of their major disciplines as well. Accordingly, the model will require each major to identify a required course or a series of major electives to designate as a “discipline specific writing” course; students enrolled in these courses should receive instruction in writing appropriate to the discipline, opportunities to revise and reflect on their writing, and frequent feedback on their writing from instructors. Most

departments we contacted already have such course requirements—generally capstone courses – though some would need to identify or create new ones to meet this need.

Where do the humanities fit in this model? There are no learning outcomes specific to the humanities division. Instead, the Salmon model assumes that humanities departments will offer courses addressing the outcomes linked to four of the five Foundations: Gender, Intercultural, Social Systems, and Common Good. Many of these, we believe would be existing courses or slight modifications thereof; others may be new courses created to serve both departmental needs and general education. Given current staffing levels and past practice, it is also expected that humanities faculty will deliver a significant portion of the writing/discussion intensive Common Seminars.

There are so many learning outcomes! How can we deliver all of the expected outcomes in a class like CSEM 100? It's important to remember that the outcomes are scaffolded, so we're usually talking about a single level (beginner/intermediate/advanced) with a given class. Thus CSEM 100 only introduces the associated goals (THINK, COMMUNICATE, COMMON GOOD) at the beginner level, which is a relatively low threshold. The later seminars are not the sole points of instruction for the related goals, but rather are integration points for bringing together knowledge/skills developed in supporting courses (the Foundation and Skills requirements) as well as other courses students may take for their majors or as electives. Ultimately the new general education program will assess these learning outcomes via the associated required courses, but we should not assume those are the only points at which the students will encounter assignments and instruction that will develop their skills in writing, critical thinking, oral communication, or other areas.

How do transfer and AP, IB, PSEO, etc. courses fit with this model? This is question goes beyond the purview of the modeling teams, but it is our assumption that external courses that fulfill the learning outcomes for a given requirement would continue to be accepted as they are under the Common Curriculum. That said, it seems extremely unlikely that any external course *could* fulfil the outcomes tied to any of the seminars, and similarly unlikely that a generic AP course (let's say AP US History, for example) would meet the learning outcomes for gender or intercultural given the breadth and topical focus of the AP course. Consequently we think fewer external courses would transfer into the Salmon model vs. the current Common Curriculum—presumably students with these courses would still be awarded credit toward graduation, but would not be exempted from general education requirements they had clear not fulfilled.

How do transfer students fulfill CSEM 100? As is currently the practice with FYS 100/101, we expect some transfer sections of CSEM 100 would be offered each year. Since external/transfer courses are unlikely to meet the learning goals of CSEM 100 it is assumed that 100% of transfers would be required to complete the course.

Given the overlap between Foundation/Skills courses and majors, isn't it possible that students will try to take the majority of their courses in their major, thus avoiding the breadth that a liberal arts education should give them? The model specifically forbids the concentration of Foundation or Skills courses in the major by limiting these “double dips” to two per student. While it is certainly possible that a given major might offer courses that fulfil several

different requirements, the individual student would only be allowed to complete *two* within the major.

A growing number of our students aren't from around here; what is “home” in CSEM 100?

While we feel it is important for all new students to become familiar with our campuses, our region, and the cultural contexts of our institutions, that is not the sole focus of the Finding Home seminar. Rather, it is intended to be about the *idea* of home, a mechanism to introduce the breadth of the liberal arts. Thus students might be exposed to the concept of home on a planetary scale from the sciences, the varied definitions of human homes from the social sciences, or literary expressions of home from the humanities. All students will come with some concept of “home” already developed, which can be used to inform discussion of common readings and explore diversity of opinion and experience.

Can a course have multiple designations (e.g., FG and FC, or FS and SQ)? Students may not receive more than one designation from any four-credit course; preventing double dipping in that manner is the only way to ensure this smaller overall general education program actually delivers the required to meet the learning goals in way that is truly common to all students. It has been suggested, however, that some courses might indeed “qualify” for multiple designations—FN and SQ, for example. It would be worth considering if students could be allowed to elect *different* designations for the same course, i.e. one might receive the FN and another the SQ, but none could receive both. (This would obviously present a challenge to the Registrar’s Office.)

If CSEM 300 is in all study abroad programs, what are the implications for sophomores going abroad? Sophomores would continue to be welcome in study abroad and to enroll in the CSEM 300 section taught on their program. However, unless they had completed the five Foundation prerequisites they could not actually fulfill the learning outcomes linked to CSEM 300, so while they would get credit for the class it would be elective credit and they would be required to take a second CSEM 300 on campus after completing the prerequisites (this would not duplicate content, since each CSEM 300 would be built around different content).

Will Fine Arts be represented in CSEMs as well as in SA? It is important to note that *any course, from any department or any division, that meets the learning outcomes for a particular designation would qualify for that designation*. So a Fine Arts course that meets the gender-related outcomes of the FG requirement would qualify for the FG designation as well as the SA designation. However, as noted elsewhere, no student may fulfill more than one requirement from a single course and so would have to choose between the two options.

Can career development be integrated throughout GenEd and not just in major advising?

Not directly through the Salmon model, though it is expected that the new First Year Experience (FYX) component will at least introduce career planning. That said, the integrated approach to the liberal arts in the Common Seminars should serve career development purposes, perhaps most directly by requirement students to reflect on their liberal arts educations in CSEM 400, which could easily be linked to resume writing and other career-related activities.

How will advising work in this new curriculum? It is our belief that advising is best handled by faculty in the majors or by those trained specifically to work with undecided students. Rather

than burden the CSEM 100 faculty with advising (as is current practice with FYS) we are recommending that incoming students be assigned a faculty advisor within a possible major department or one that is prepared to work with undeclared students (perhaps these could be faculty from departments with smaller numbers of majors overall, and thus fewer advisees). Collaborative advising with professional staff from Academic Advising and Career Services should also be incorporated into a new advising model.

Where does experiential learning fit? As noted in the original report, there is no official learning outcome related to experiential learning and thus no formal requirement. Data provided to the modeling teams indicated that the vast majority of students either fulfil the existing experiential learning requirement through a course in their major or through study abroad. Since this model encourages study abroad by locating the critical CSEM 300 course there and will certainly not prevent majors from continuing to offer experiential learning courses we assume most students will continue to engage in experiential learning opportunities as they do now even without a formal requirement—the practice has been effectively distributed across the curriculum.

How does the model affect people choosing/changing majors late in the game? It should have no impact on students' major choice or the time at which they make that selection. The Common Seminars are the same for all students, while the Foundation and Skills requirements are flexible. Because the Salmon model involves scaffolded and sequenced courses, it will necessarily function independently of majors—the exception being for courses designated as Foundations or Skills taken in the student's major. Changing majors would not impact the requirements unless it somehow placed an individual in violation of the “no more than two requirements may be taken in the major” rule.

What happens if a student fails a CSEM? They would be required to retake it, as is the case with the current Common Curriculum.

Can students get Foundation or Skills credit with 1- or 2- credit courses? No. Part of the design philosophy of the Salmon model is that all general education courses must be a full four credits. One exception we might collectively consider would be approving multiple lower-credit courses as a substitute if they add up to four credits (say four semesters performing in an ensemble for the FA skill). Doing so, however, would likely require some work to ensure the multiple lower-credit courses still delivered the required learning outcomes. Avoiding <4 credit alternatives is critical to maintain quality, rigor, and the common experience of the model.

Updated and Expanded Course Descriptions

Common Seminars: CSEM 100-400

CSEM 100: Finding Home

Description:

This one-semester discussion-based seminar will emphasize the beginning-level THINK, COMMUNICATE, and COMMON GOOD outcomes; these are reiterated in full below for those who are not familiar with the text of the outcomes. Course content will be framed around exploration of the idea of home, including an initial focus on CSB/SJU’s own history, place, and culture (including the Catholic/Benedictine tradition) drawing on readings from a campus-authored essay collection to which a dozen faculty/staff have already contributed. The topic will expand outward from the local to incorporate other ideas and definitions of home rooted in different times, places, and scales as a vehicle to guide a broader exploration of the liberal arts. All sections will use common readings and similar writing assignments to take greatest advantage of the common experience for all first-year students. A mechanism for selecting these readings and developing appropriate writing assignments will have to be developed; at other schools this is done by the instructors as a group, by the entire faculty, by divisions, or by a committee. The readings should be designed to introduce content that reflects different approaches to the liberal arts (i.e. non-verbal communication for Fine Arts, quantitative for Natural/Social Science, etc.) while contributing to the broader theme of the course (i.e. home as habitat, home in literature, etc.) and the role of the self in community. The semester will close with a reading/discussion on the nature, meaning, and utility of the liberal arts that will prime students for the courses in which they will engage in the following semesters. As a result, the course will address the beginning-level learning outcomes noted below, using the broad concept of “home” as an organizing and content theme, while introducing students to the liberal arts—an intellectual home for their following three years in college.

CSEM 100 will be limited to a single semester for both developmental and resource reasons. The research component of the current FYS curriculum will shift to the sophomore year CSEM 200 course. Further, the focus of CSEM 100 is to be almost entirely on the academic content and skills linked to the course. Other supporting activities, such as advising, introducing campus services, registration, etc. are expected to be shifted to the new FYX element being developed by other teams. FYX should ideally introduce the beginner level ARTISTIC EXPRESSION AND APPRECIATION goals, perhaps through required attendance at a performance or exhibit that is linked to the CSEM 100 syllabus. Such activities as academic advising, registration advising, major exploration, and career exploration would occur in FYX, not CSEM 100, so that 100% of the classroom focus of the seminar will be on the readings, discussion, and writing related to the common course topic. Sections of CSEM 100 will be capped at 20 students. Enrollment will be limited to first year or transfer students, fall semester only; limited sections may be required for spring-semester transfers.

Learning Outcomes:

<i>Learning Outcomes</i>	<i>Beginner</i>
<i>Inquiry and Analysis</i>	Students analyze how experts pose questions or design projects and recognize that this differs according to discipline.
<i>Evidence and</i>	Students explain the different kinds of methods, and types of evidence that

<i>Methods</i>	experts use to answer questions and design projects.
<i>Multiple Perspectives</i>	Students recognize that there are multiple perspectives on a topic.
<i>Evaluation</i>	Students explain how experts evaluate evidence, methods, and conclusions and recognize that all work has limits.
<i>Written Communication</i>	Students frame an idea in a written manner. They demonstrate awareness of audience in their delivery of information, use appropriate mechanics and organization.
<i>Oral and Nonverbal Communication</i>	Students frame an idea in an oral or nonverbal manner. They demonstrate awareness of audience in their delivery of information, use appropriate mechanics and organization.
<i>Reading</i>	Students intentionally read or interpret a variety of texts, for comprehension, adjusting reading strategies based on the genre, nature of the text and context of the assignment
<i>Information Literacy</i>	Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation.
<i>Discussion</i>	Students actively listen and respond appropriately to discussion.
<i>Teamwork</i>	Students are aware that team members have different roles, are comfortable working in groups of diverse backgrounds and talents, and complete all individual tasks on time.
<i>Moral Understanding (Individual)</i>	Students can explain the moral dimensions of situations, perspectives, and actions in everyday life.
<i>Analyzing the Common Good (Institutional)</i>	Students recognize that there are competing, yet legitimate, conceptions of what defines the common good.

Structure:

The actual structure of the course will of course be determined collaboratively among the instructors and with input from the faculty. The following outline is presented simply as an example of one possible approach to integrating the required learning outcomes, common content, and liberal arts perspectives into the course.

Weeks 1-2: Discussion of a common reading on the liberal arts (assigned over the summer, available online, short and accessible) followed by an introduction to place drawing on readings related to the history/culture of CSB/SJU and our Benedictine sponsors. Readings might include excerpts from the *Finding Home* essay collection (which currently exists in draft form), Annette Atkin's centennial history of CSB, Hillary Thimmish's sesquicentennial history of SJU, and readings related to the Benedictine tradition. A common assignment could be to interview someone who has been here longer than a student and to write an essay relating that interview to the readings.

Weeks 4-6: Social science perspectives on the topic of "home." Readings should be selected to emphasize the kinds of questions social scientists ask, the sorts of methods and materials they use, and the application of their scholarship. Topics might include housing in America, demographics, socio-economic disparities, or other contemporary issues. Readings would incorporate some quantitative information (census data,

economic data, etc.) to provide opportunities to address the outcomes related to quantitative reasoning; these could be drawn from both scholarly and popular sources. Writing assignments might similarly involve the use of quantitative data and social science concepts to address the broad topic of home.

Weeks 7-9: Natural science perspectives on home, with readings around such concepts as the Earth as home (planetary scale), climate change, pollution, natural resource use, population, etc. Selected reading should incorporate scientific perspectives and quantitative information on the topic, though of course drawn from non-technical sources appropriately challenging to first year students.

Weeks 10-12: Home from a humanities perspective: readings from literature, poetry, history, religion, etc. would expose students to other aspects of the topic while introducing the textual approaches of the humanities. Rather than focusing on scientific concepts like climate systems, the moral dimensions of climate change would be appropriate when looking at the planetary home. Or something more abstract, such as the role of “home” or place in various religious traditions could be incorporated.

Weeks 13-15: Fine arts perspectives on home: art, music literature, design, theater, and architecture all offer unique perspectives on the topic while also providing examples of ways the arts engage and are reflected in the world around us.

A final writing assignment or discussion could be used to pull together the liberal arts theme, helping students to better understand/articulate the differences between the many ways of knowing they have encountered and to realize where these different methods, ideas, and materials might be found as they progress through the curriculum and in the general education program.

Pedagogy: The course is assumed to be a discussion-based seminar, primarily using papers to advance the writing outcomes as well as focus students on the materials. The actual structure of the course would be developed collaboratively as noted above.

Who will teach CSEM 100: The goal of the Salmon model is faculty inclusion. Since all of the seminars are intended to be multidisciplinary they would not be departmental courses, hence the CSEM designation. Ideally these would be offered by faculty from all departments so ownership of this central element of the general education program was widespread. Realistically that would only be possible if FTEs were distributed differently than is current practice, so until that happened one might reasonably assume the majority of the CSEM 100 faculty would come from departments currently contributing to FYS, ETHS, and other existing general education courses.

CSEM 200: Exploring Diverse Perspectives

Description:

For sophomores who have completed any *two* Foundation courses. The common topic will be the diversity of communities, emphasizing the roles of individuals in community, the kinds of choices people make (economic, social, ethical, etc.) as members of communities, the constraints under which communities operate (resource, systemic, personal) and different cultural perspectives on the form, role, and meaning of community. The Catholic Benedictine tradition will be featured as an example. Through reading and discussion on diverse forms of community, the students will establish a common foundation for more independent exploration in a research paper.

The course is conceived as an inter- or non-disciplinary writing course with content used to provide a backbone around which to flesh out writing and information literacy skills that all liberal arts students should have, regardless of discipline. For example, the course could be taught so that one hour per week is dedicated to content and another hour per week dedicated to a writing or research skill, with the remaining time used as the instructor sees fit. Short assignments toward the beginning of the course emphasize information literacy and basic research skills and build toward a research paper, which serves as the main product of the semester—a synthetic work that draws heavily on secondary academic sources in addressing some question related to communities. Shorter assignments could be literature reviews, annotated bibliographies, research data presentations, etc.

Since the primary focus of every section will be the research project sections will not be differentiated by topics, though faculty will select their own materials/approach for the content of each section. The course will address the intermediate THINK and COMMUNICATE goals, the beginner level QUANTITATIVE REASONING goal, the beginner and intermediate INTERCULTURAL KNOWLEDGE goals, and introduce the beginning and intermediate METACOGNITION goals through reflection on the students' experiences in CSEM 100 and the two pre-requisite Foundation courses. The course may not be discipline-specific but should rather reflect multiple disciplinary approaches in its selection of materials. The skills developed in this seminar will serve as a groundwork for further development research skills within the majors. Sections of CSEM 200 will be capped at 20 students. Enrollment will be limited to sophomore or higher students who have completed *any two* Foundation courses. Sections will be offered both fall and spring semesters.

Learning Outcomes:

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>
<i>Inquiry and Analysis</i>		Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.

<i>Evidence and Methods</i>		Students analyze different methods, and types of evidence to understand the strengths and weaknesses of different approaches.
<i>Multiple Perspectives</i>		Students use multiple perspectives in their work.
<i>Evaluation</i>		Students evaluate the evidence, methods, and conclusions of experts and the implications of experts' works.
<i>Metacognition</i>	Students are conscious of their own intellectual abilities and dispositions, problem solving thought processes, and learning strategies.	Students should be able to reflect on the weaknesses and strengths of their intellectual abilities and dispositions, effectiveness of their problem solving thought processes, and efficiency of their learning strategies.
<i>Written Communication</i>		Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.
<i>Oral and Nonverbal Communication</i>		Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.
<i>Reading</i>		Students evaluate texts for significance, relevance to the reader's goals, and make connections among texts and/or disciplines.
Information Literacy		Students locate relevant information using well-designed search strategies, evaluate the quality of the source.
Quantitative Literacy	Students accurately read graphs and tables of numbers, draw conclusions from real-world data, recognize sources of error from calculations based on real-world data. Students are comfortable with, can understand	
Discussion	Students contribute to discussion in ways that advance the work of the group and appropriately integrate the contributions of others.	
Teamwork	Students build constructively on the work of others, work successfully in groups with diverse backgrounds and talents, and produce independent work that advances the project.	
Cultural Awareness	Students understand that individuals have particular cultural identities. Students begin to understand how gender and factors such as age, race, ethnicity, class, sexuality, disability, religion, and nationality influence individuals' self-conception, culture,	Students analyze the construction and evolution of identity. Students identify how gender, age, race, ethnicity, class, sexuality, disability, religion, or nationality intersect with each other.

	and their worldview.	
Interactions among groups	Students understand the roles of history, values, politics, communication styles, economy, beliefs, or practices in creating structural power differentials between groups.	Students analyze the roles of history, values, politics, communication styles, economy, beliefs, or practices in creating structural power differentials between groups.

Structure:

Content and writing should be interwoven throughout the course. One way to do this is to spend 2/3 of the time in the first few weeks on content and 1/3 on writing and research skills, and gradually adjust these proportions so that by the end of the course, content is the smaller portion and writing is larger.

Pedagogy:

Students should be taught this course using multiple pedagogical styles and teaching methods including lectures from multiple readings; guest presentations from other faculty (introducing them to multiple interdisciplinary perspectives and online resources such as TED Talks).

Much of the teaching material could be flipped. Students could be provided content on which they reflect and then come to class prepared for discussions.

Content:

Since the course focuses on diverse perspectives and community, a wide variety of current socio-economic issues which also have ethical and critical thinking dimensions could serve as potential topics. For example, issues like Inequality or Poverty or Terrorism- which lend themselves to interdisciplinary thinking, analysis as well as quantitative representations in terms of data, maps and graphs come to mind as subject material.

To emphasize on the multiple perspectives piece- one could have team teaching in two sections of the course where faculty from different divisions could pair up and share delivering content during the teaching weeks.

Students could also be required to reflect on the progress of their research and their strengths and weaknesses in this realm as part of the METACOGNITION goals.

Evaluation:

The focal point of the class is the research paper. However, the teaching content could be sealed in through reflection papers (also emphasizing on writing) and graded class discussions which could be formalized by assigning discussion leaders and requiring students to come in to class with discussion questions.

Addressing CBT:

Since the course could and should ideally be offered by faculty across divisional boundaries the CBT content may pose challenges for some faculty. However, this can be easily overcome by actively seeking the engagement of members of the CSBSJU monastic community who possibly understand the CBT better than many of us.

One way to address this challenge could be to invite monastic participation in class. For example, the instructor could facilitate one or more class days where students learn from the monastic community on the campuses. Students could be assigned CBT readings and required to reflect on those readings by thinking of how the CBT play out in their home communities vis-à-vis on campus, what role these traditions (CBT) have in addressing diverse perspectives. Students could submit some of their reflections/questions to the visiting member of the monastic community from before and the class could then become a productive question-answer and interactive discussion session where students actually understand the implications of the Catholic Benedictine Values and the centrality of these in their education process. Another way to include CBT in CSEM 200 could be through group presentations on student reflections on CBT- how these play out in their home communities vis-à-vis on campus. Students could engage with members of the monastic community by designing questionnaires based on their reflections and then interviewing them and subsequently presenting their interviews to the whole class.

Such active ways of reflecting on the CBT and thinking of it in terms of a “live resource” in their lives will provide better student engagement than simple memorization or a lecture based approach.

Who will teach CSEM 200:

Instructors teaching in Humanities as well as Social Science departments like Peace Studies, Psychology, POLS, English, and Communications can in our opinion easily contribute to CSEM 200 with the current material they teach.

For example: Claire Haeg (POLS) writes:

“CSEM 200 is a perfect match for many POLS profs who look at investigating social / collective action problems. (The second semester of my current FYS is called “Solving Social Problems” and I believe it would be an exact match for this course. I can send you the syllabus if you’d like!)”

CSEM 300: Facing Global Challenges

Description:

For juniors who have completed all five Foundation courses and CSEM 200. Unlike CSEM 100 and CSEM 200, this seminar will require specific section topics selected by each instructor to accompany the broad theme of global challenges. These should reflect major ongoing questions like war, poverty, racism, sexism, economic inequities, health, hunger, or environmental issues in a global or at least international context. The course will be aimed at exploring a “challenge” and then evaluating/debating various solutions proposed from different quarters, thus allowing for extensive practice in weighing evidence and making arguments. The focus will be on developing a relative depth of understanding of a particular challenge from multiple disciplinary perspectives, evaluating different sources of information and evidence, and communicating synthesized information to others. Students will work in groups, and their project will culminate in an oral presentation. While the topics will differ by section, the approach should be interdisciplinary and will emphasize oral communication skills, presentation, collaboration, and integration of various perspectives drawn from the students’ Foundation courses on these global issues. As a point of integration, students will also be asked to reflect on the breadth of their liberal arts education thus far via their electronic portfolios.

Sections of CSEM 300 will be capped at 20 students. Enrollment will be limited to Juniors or Seniors who have completed *all* five Foundation courses; students who have completed four Foundations may concurrently enroll in CSEM 300 if they are also enrolled in their final Foundation course the same semester.

CSEM 300 will be incorporated into all semester-length faculty-led Study Abroad programs as well as being offered on campus both semesters. The Study Abroad sections will focus on the “challenge” from the perspective of the host country. Because some programs regularly enroll more than 20 students, the enrollment cap may not apply to CSEM 300 in these situations. Some examples of recent Study Abroad Seminars (COLG 385) that would fit the criteria for CSEM 300 with only minor modifications include “Chile’s Transition to Democracy: Political, socio-economic and gender issues,” “Austria as Crossroads of Europe: Past, Present, and Future,” and “Sustainability in China.”

Learning outcomes:

The course will reinforce the intermediate THINK and COMMUNICATE learning outcomes as well specific intermediate and advanced outcomes from DYNAMIC WORLD SYSTEMS, INTERCULTURAL KNOWLEDGE, and COMMON GOOD:

<i>Learning Outcomes</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Inquiry and Analysis</i>	Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.	

<i>Evidence and Methods</i>	Students analyze different methods, and types of evidence to understand the strengths and weaknesses of different approaches.	
<i>Multiple Perspectives</i>	Students use multiple perspectives in their work.	
<i>Evaluation</i>	Students evaluate the evidence, methods, and conclusions of experts and the implications of experts' works.	
<i>Metacognition</i>	Students should be able to reflect on the weaknesses and strengths of their intellectual abilities and dispositions, effectiveness of their problem solving thought processes, and efficiency of their learning strategies.	
<i>Written Communication</i>	Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.	
<i>Oral and Nonverbal Communication</i>	Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.	
<i>Reading</i>	Students evaluate texts for significance, relevance to the reader's goals, and make connections among texts and/or disciplines.	
<i>Information Literacy</i>	Students locate relevant information using well-designed search strategies, evaluate the quality of the source.	
<i>Nonverbal Literacy</i>	Students evaluate artifacts, images or performances for significance, relevance to the viewer's goals, and make connections among artifacts, or performances and disciplines.	
<i>Discussion</i>	Students contribute to discussion in ways that advance the work of the group and appropriately integrate the contributions of others.	
<i>Teamwork</i>	Students build constructively on the work of others, work successfully in groups with diverse backgrounds and talents, and produce independent work that advances the project.	
<i>Human Global Systems</i>	Students analyze the ethical, social, economic, and environmental consequences of global systems or institutions.	
<i>Cultural Awareness</i>		Students can evaluate how history and culture shape and influence individuals' place in society

<i>Interactions among groups</i>	Students analyze the construction and evolution of identity. Students identify how gender, age, race, ethnicity, class, sexuality, disability, religion, or nationality intersect with each other	
<i>Moral Understanding (Individual)</i>	Students evaluate different situations, perspectives, or actions, giving reasons why some are better than others. Their analyses demonstrate their understanding of the complexities of character and moral responsibilities.	
<i>Analyzing the Common Good (Institutional)</i>	Students evaluate how policies, processes, or institutions implement specific conceptions of the common good, and can lead to differential access to opportunities for advancement and effects on well-being.	

CSEM 400: Building a Better World

Description:

The capstone of the Foundations of the Liberal Arts programs, CSEM 400 is a forward-looking course about solving problems through the application of liberal arts skills and knowledge. It is an interdisciplinary, discussion-based common seminar focused on a challenging topic chosen independently by each instructor in which students develop creative solutions to world problems. The course represents the culmination of the liberal arts experience by emphasizing advanced learning goals. In contrast to the emphasis on “challenges” in CSEM 300, the “solutions” emphasis will provide opportunities for students to collaborate in applying their liberal arts and disciplinary knowledge and skills to develop ways to solve major world problems, rather than simply evaluating solutions proposed by others.

The focus of the capstone will be the creative application and integration of perspectives from across the liberal arts to the idea of forming a “better world.” The semester will begin with a discussions and assignments relating to the students’ experiences at a Catholic, Benedictine, liberal arts institution, focused on two common readings, one on the Catholic and Benedictine tradition and a second on the liberal arts. The next part of the class will provide the students with background on the global problem that is the topic of the course. The causes and consequences of the problem will be covered, followed by a consideration of different approaches and strategies that have been proposed to solve it, including a specific Catholic or Benedictine perspective. The students will spend most of the time remaining in the semester working in groups of four on a collaborative project that will require them to integrate material from across their course experiences, while practicing their advanced collaboration, writing, and oral communication skills. The final project will consist of a podcast, video or narrated PowerPoint in which students present their understanding of the problem as well as their proposed solution. A Catholic and Benedictine approach to the problem and its solution must be part of their considerations. A final reflective essay will require students to individually articulate their vision of the liberal arts and to incorporate a defense of same into an intellectual autobiography informed by their personal electronic portfolio.

Sections of CSEM 400 will be capped at 20 students. Enrollment will be limited to seniors who have completed CSEM 300, *all* five Foundation courses, and the three Core Skills requirements; concurrent enrollment in one Core Skills requirement will be allowed.

Learning outcomes:

The course will emphasize the most advanced THINK, COMMUNICATE, DYNAMIC WORLD SYSTEMS, INTERCULTURAL KNOWLEDGE, and COMMON GOOD learning outcomes:

<i>Learning Outcomes</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Inquiry and Analysis</i>		Students pose their own well-defined questions, perform an analysis, and state conclusions and predictions that are logical extrapolations.

<i>Evidence and Methods</i>		Students select and use appropriate evidence, materials, methods, strategies, or design to address their work's goals, and students can explain the reasons for their choices.
<i>Multiple Perspectives</i>		Students integrate multiple perspectives into a coherent whole.
<i>Evaluation</i>		Students evaluate the limits of their evidence, process, methods, conclusions, and the implications of their work.
<i>Metacognition</i>		Students apply their reflective efforts to fully leverage the strengths and overcome weaknesses in their intellectual abilities and dispositions, to improve problem solving processes, and to strengthen learning strategies.
<i>Written Communication</i>		Students demonstrate a mastery of the subject, a clear central message, and show an awareness of voice. The presentation is well-organized, lucid and polished. The content is compelling, appropriate, and relevant.
<i>Oral and Nonverbal Communication</i>		Students demonstrate a mastery of the subject, a clear central message, and show an awareness of voice. The presentation is well-organized, lucid and polished. The content is compelling, appropriate, and relevant.
<i>Reading</i>		Students read texts strategically and integrate knowledge among different texts.
<i>Information Literacy</i>		Students use well-designed search strategies to find information and follow the ethical and legal standards for their discipline.
<i>Nonverbal Literacy</i>		Students view artifacts images, or performances strategically and integrate knowledge among different artifacts, or performances.
<i>Quantitative Literacy</i>	Students analyze quantitative evidence, understand quantitative arguments, question assumptions, detect fallacies, and evaluate risks from real-world data. Students display a healthy level of skepticism about quantitative findings.	
<i>Discussion</i>		Students make consistently substantive contributions to discussion, engage and appropriately challenge peers, and help move the group toward its collective goals.

<i>Teamwork</i>		Students perform different roles appropriate to the context, are self-reflective about their own roles and contributions, incorporate diverse perspectives of group members, and help the team consider alternative means and directions.
<i>Natural Global Systems</i>		Students apply their knowledge of natural systems to address complex global problems using interdisciplinary perspectives.
<i>Human Global Systems</i>		Students apply their knowledge of the ethical, social, economic, and environmental consequences of global systems and models to critical issues.
<i>Cultural Awareness</i>		Students can evaluate how history and culture shape and influence individuals' place in society.
<i>Interactions among groups</i>		Students apply their knowledge of the roles of history, values, politics, communication styles, economy, beliefs, or practices in creating structural power differentials between groups in advanced work and will articulate their responsibilities and responses to address inequities.
<i>Moral Understanding (Individual)</i>		Students apply the moral understanding they have gained to articulate and defend some vision of a responsible life and character, and connect these to the common good.
<i>Analyzing the Common Good (Institutional)</i>		Students demonstrate how their involvement in a campus or community project connects to the common good and reflects their deepened understanding of how complex values are embedded in everyday life and institutions.

Foundation Courses

FC: Common good

FC: common good is a disciplinary or interdisciplinary course exploring moral understanding and concepts of the common good, emphasizing the intermediate COMMON GOOD goals and incorporating materials on the Catholic/Benedictine traditions. The course is an invitation to reflect on the connections between the moral choices we make as individuals and the ways these choices affect others either directly or through the structures that guide or govern the ways we live together. Courses in Philosophy, Theology, and Peace Studies are likely candidates for this course, but examples exist throughout the curriculum (see below).

Learning outcomes:

<i>Learning Outcomes</i>	<i>Intermediate</i>
<i>Inquiry and Analysis</i>	Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.
<i>Multiple Perspectives</i>	Students use multiple perspectives in their work.
<i>Evaluation</i>	Students evaluate the evidence, methods, and conclusions of experts and the implications of experts' works.
<i>Written Communication</i>	Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.
<i>Reading</i>	Students evaluate texts for significance, relevance to the reader's goals, and make connections among texts and/or disciplines.
<i>Discussion</i>	Students contribute to discussion in ways that advance the work of the group and appropriately integrate the contributions of others.
<i>Moral Understanding (Individual)</i>	Students evaluate different situations, perspectives, or actions, giving reasons why some are better than others. Their analyses demonstrate their understanding of the complexities of character and moral responsibilities.
<i>Analyzing the Common Good (Institutional)</i>	Students evaluate how policies, processes, or institutions implement specific conceptions of the common good, and can lead to differential access to opportunities for advancement and effects on well-being.

Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FC designation and majors/minors in the host department. Course materials and methods should engage moral understanding, community and the common good in a sustained way throughout the course. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

Current courses that are likely to work as FC courses with minor modification include: ECON 327 (Economic Thought and Religious Values), ETHS 390X (Happiness), and PSYC 309E (Positive Psychology), PCST 111 (Introduction to Peace and Conflict Studies), PHIL 321 (Moral Philosophy), and POLS 111 (Introduction to U.S. Politics).

FG: Gender

Description

The gender foundation is a disciplinary or interdisciplinary course emphasizing the role of gender as a component of individual identity and social systems. Qualifying courses will likely serve major or minor programs in addition to the general education model they are assumed to enroll both students seeking the FG designation and majors/minors in the host department. The course materials and methods are expected to address gender as a major theme and/or method of analysis. Courses will be capped as appropriate to the host department. Prerequisites, if any, will be determined by the host department.

Learning outcomes:

FG courses will address the beginner and intermediate INTERCULTURAL KNOWLEDGE learning goals related to gender.

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>
<i>Inquiry and Analysis</i>		Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.
<i>Multiple Perspectives</i>		Students use multiple perspectives in their work.
<i>Evaluation</i>		Students evaluate the evidence, methods, and conclusions of experts and the implications of experts' works.
<i>Written Communication</i>		Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.
<i>Discussion</i>		Students contribute to discussion in ways that advance the work of the group and appropriately integrate the contributions of others.
<i>Cultural Awareness</i>	Students understand that individuals have particular cultural identities. Students begin to understand how gender and factors such as age, race, ethnicity, class, sexuality, disability, religion, and nationality influence individuals' self-conception, culture, and their worldview.	Students analyze the construction and evolution of identity. Students identify how gender, age, race, ethnicity, class, sexuality, disability, religion, or nationality intersect with each other.
<i>Interactions among groups</i>	Students understand the roles of history, values, politics, communication styles, economy, beliefs, or practices in creating structural power differentials between groups.	Students analyze the roles of history, values, politics, communication styles, economy, beliefs, or practices in creating structural power differentials between groups.

Some examples of current courses that could fulfill the FG requirements include POLS 339: Gender and Politics, HIST 300: Gender in U.S. History, and GEND 101: Introduction to Gender Studies. Additional courses from all four divisions appear likely candidates, obviously include most of those currently carrying the Gender designation for the Common Curriculum, those with “gender” in the title indicating a focus on gender, and those in which gender is a central lens of analysis or topic. New courses might also be developed in a range of departments to meet this requirement, as long as they “address gender as a major theme and/or method of analysis” while delivering the learning outcomes noted in the table above.

FI: Intercultural

Description:

A disciplinary or interdisciplinary course emphasizing cultural diversity and intercultural knowledge by addressing the beginner and intermediate INTERCULTURAL KNOWLEDGE goals. Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FI designation and majors/minors in the host department. The preponderance of the course materials and methods are expected to address intercultural knowledge and diversity. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

Learning Goals:

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>
<i>Inquiry and Analysis</i>		Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.
<i>Multiple Perspectives</i>		Students use multiple perspectives in their work.
<i>Written Communication</i>		Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.
<i>Reading</i>		Students evaluate texts for significance, relevance to the reader's goals, and make connections among texts and/or disciplines.
<i>Discussion</i>		Students contribute to discussion in ways that advance the work of the group and appropriately integrate the contributions of others.
<i>Cultural Awareness</i>	Students understand that individuals have particular cultural identities. Students begin to understand how gender and factors such as age, race, ethnicity, class, sexuality, disability, religion, and nationality influence individuals' self-conception, culture, and their worldview.	Students analyze the construction and evolution of identity. Students identify how gender, age, race, ethnicity, class, sexuality, disability, religion, or nationality intersect with each other.
<i>Interactions among groups</i>	Students understand the roles of history, values, politics, communication styles, economy, beliefs, or practices in creating structural power differentials between groups.	Students analyze the roles of history, values, politics, communication styles, economy, beliefs, or practices in creating structural power differentials between groups.

Current Courses that Could Satisfy the Foundations Intercultural Requirements:

POLS 111 - Intro to US Politics (SS)

ECON 315 - American Economic History

SOCI 250 - Social Problems

SOCI 351 - Race & Ethnic Groups/U.S.

SOCI 121 - Intro to Anthropology

SOCI 322 - Transnational Anthropology

SOCI 337c - Anthropology Africa

SOCI 337i - Global Health, Cult & Inequality

ENGL 383 - Post-Colonial Lit

ENGL 381 - Literature by Women

PCST 352 - Race, Ethnicity & Justice

GBUS 220 - People in Organizations

GBUS 362 - Gender and the Law

Almost all Hispanic Studies classes above HISP 312

FN: Natural systems

Description:

A disciplinary or interdisciplinary course on the natural world. This course will establish a foundation of how natural systems work and the means by which scholars investigate them. FN courses will include a laboratory component as an element of experiential learning and in keeping with the learning goals. Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FN designation and majors/minors in the host department. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

Learning Outcomes:

FN courses emphasize the beginner and intermediate DYNAMIC WORLD SYSTEMS goals as they pertain to natural systems. The preponderance of the course materials and methods are expected to address natural systems.

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>
<i>Inquiry and Analysis</i>		Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.
<i>Evidence and Methods</i>		Students analyze different methods, and types of evidence to understand the strengths and weaknesses of different approaches.
<i>Abstract Modeling</i>	Students will understand the role of abstract models in reasoning and communication, and the relationship between models and data.	
<i>Written Communication</i>		Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.
<i>Information Literacy</i>	Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation.	
<i>Quantitative Literacy</i>	Students accurately read graphs and tables of numbers, draw conclusions from real-world data, recognize sources of error from calculations based on real-world data. Students are comfortable with, can understand the magnitude of, and can make reasonable approximations of numbers from real-world contexts.	
<i>Teamwork</i>		Students build constructively on the

		work of others, work successfully in groups with diverse backgrounds and talents, and produce independent work that advances the project.
<i>Natural Global Systems</i>	Students understand the place of humans in the natural world, and how evidence is used to test hypotheses about the natural world.	Students analyze how human systems or institutions and the natural world interact with each other.

Some examples of currently offered courses that would fit the criteria for FN with only minor modifications include:

BIOL 101 Foundations of Biology

CHEM 125/201 Introduction to Chemical Structure and Properties/ Purification and Separation Lab I

ENVR 175 Earth Systems Science

PHYS 106 Physics for Life Sciences II

PHYS 200 Foundations of Physics II

FS: social systems

Description:

A disciplinary or interdisciplinary course examining human institutions and social structures, emphasizing the beginner and intermediate DYNAMIC WORLD SYSTEMS goals from a social perspective (i.e. human institutions and the consequences of collective action). Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FS designation and majors/minors in the host department. The preponderance of the course materials and methods are expected to address social world systems. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

Learning Goals:

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>
<i>Inquiry and Analysis</i>		Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.
<i>Evidence and Methods</i>		Students analyze different methods, and types of evidence to understand the strengths and weaknesses of different approaches.
<i>Written Communication</i>		Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.
<i>Information Literacy</i>		Students locate relevant information using well-designed search strategies, evaluate the quality of the source, and recognize that using information has many ethical and legal implications.
<i>Quantitative Literacy</i>	Students accurately read graphs and tables of numbers, draw conclusions from real-world data, recognize sources of error from calculations based on real-world data. Students are comfortable with, can understand the magnitude of, and can make reasonable approximations of numbers from real-world contexts.	
<i>Teamwork</i>		Students build constructively on the work of others, work successfully in groups with diverse backgrounds and talents, and produce independent work that advances the project.
<i>Human Global Systems</i>	Students identify and explain the historical and contemporary roles of	Students analyze the ethical, social, economic, and environmental

	global and local institutions, ideas, and processes in the human and their consequences.	consequences of global systems or institutions.
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Current Courses that Could Satisfy the Foundations Social Systems:

POLS 121 – Introduction to International Relations

ECON 359e - Economics of Disasters

ECON 373 - Intl Theory/Policy Analysis

SOCI 111 - Intro to Sociology (SS)

SOCI 337i - Global Health, Cult & Inequality

SOCI 250 - Social Problems

The GBUS Sophomore Experience

GBUS 210 - Strategic Environment

GBUS 220 - People in Organizations

GBUS 230 - Decision Making Methods

GBUS 240 - Tools of Analysis

GBUS 361 - Law & Business

GBUS 362 - Gender and the Law

HISP 335 - Spanish Cultural Identity (HM)

Skills Courses

SA: Artistic expression and appreciation

Artistic expression and appreciation is a cornerstone of any liberal education and our model includes opportunities to encounter, evaluate, and reflect upon a variety of artistic endeavors at all three learning outcome levels. The Salmon Model SA requirement is intended to meet the intermediate and advanced oral and non-verbal communication learning outcomes. We are assuming the beginner level will be covered through a combination of activities in CSEM100 and FYX.

Learning Outcomes:

While the main learning outcomes for the SA requirement are those that directly concern NONVERBAL LITERACY, other outcomes from THINK and COMMUNICATE are appropriately reinforced here.

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Inquiry and Analysis</i>	Students analyze how experts pose questions or design projects and recognize that this differs according to discipline.		
<i>Evidence and Methods</i>	Students explain the different kinds of methods, and types of evidence that experts use to answer questions and design projects.	Students analyze different methods, and types of evidence to understand the strengths and weaknesses of different approaches.	
<i>Multiple Perspectives</i>	Students recognize that there are multiple perspectives on a topic.	Students use multiple perspectives in their work.	
<i>Evaluation</i>	Students explain how experts evaluate evidence, methods, and conclusions and recognize that all work has limits.	Students evaluate the evidence, methods, and conclusions of experts and the implications of experts' works.	
<i>Metacognition</i>	Students are conscious of their own intellectual abilities and dispositions, problem solving thought processes, and learning strategies.		
<i>Nonverbal Literacy</i>		Students evaluate artifacts, images or performances for significance, relevance to the viewer's goals, and make connections among artifacts, or performances	Students view artifacts images, or performances strategically and integrate knowledge among different artifacts, or performances.

		and disciplines.	
<i>Discussion</i>	Students actively listen and respond appropriately to discussion.		

There are many ways to experience this kind of learning from thoughtful and in-depth engaged study, to active creation, to actual performance, though these activities must include opportunities for discernment and reflection. It's not enough to look at a piece of art or listen to a piece of music, or attend a show; this aspect of our model requires students to process their experience and actually reflect upon it. This is considerably different than the current FAE requirement which requires nothing more than attendance. This four-credit course will require students to evaluate whether or not a particular experience or encounter has intrinsic artistic value and what it was specifically that was particularly moving about it or even disturbing. Students will find and develop their own aesthetic values through this course.

There are two paths a student may take to fulfill this requirement—either a “thinking” course or a “doing” course. We see the possibilities for this in perhaps a survey course in western music or a studio class in pottery. In the first instance, looking at art, evaluating it, contemplating it, reflecting upon the effects it creates as a means of experiencing artistic expression. In the latter, the student actually participates in the creative process by making something and having the opportunity to be critiqued and evaluated by peers in a studio setting.

Examples of courses currently listed in the Fall 2016 course schedule, which do not appear to require pre-requisites and would meet or exceed expectations for these two learning goals as is, or, with minor enhancements, include the following:

- ART 108 Introduction to Western Art
- ART 200 Environmental Art and Architecture
- ART 208 Topics in Non-Western Art
- ART 214 Introduction to Drawing
- ART 215 Introduction to Painting
- ART 216 Introduction to Sculpture
- ART 217 Introduction to Photography
- ART 218 Introduction to Computer Art
- ART 219 Introduction to Ceramics
- ART 239 Book Arts, Printing & Design
- ART 300 Modern and Contemporary Art
- ART 309A Art and Religion in Spain and the Americas
- ART 309B Latin American Art & Culture
- ART 309C Islamic Art

ART 309D East Asian Gardens

ART 309E The Arts of Africa

MUSC150 Music Through History

MUSC151 Music Through Theory (4-credit)

MUSC153 Romantic Spirit in the Arts

MUSC159 Men and Women in Music

MUSC310 Philosophy of Music

THEA105 Introduction to Modern Dance

THEA113 Stagecraft

THEA117 Acting Foundations

THEA200 Theatre Audience

THEA205 Dance Audience

THEA211 Playwriting

THEA253 Introduction to the Costuming Process

THEA321 Costume History

THEA327 Drama Form

THEA337 History of Theatre I

THEA338 History of Theatre II

THEA366D Improvisation

It is assumed that participation in music ensembles, in staged plays, and in studio art classes could possibly fulfill this requirement as long as the class meets the expected learning outcomes. This could include writing program notes for concert programs in which the student was a member of the ensemble, writing a paper comparing a variety of recordings of pieces played in an ensemble in a particular semester, writing a paper about a play in which a student performed a significant role, creating a body of artwork and presenting it for criticism in a studio class setting. The current possibility of counting a studio lesson or ensemble participation would need to be revised in order to fulfill four credits of actual class work that meet the specified learning outcomes in conjunction with our model requirements.

Examples from current syllabi which would fulfill the SA requirement:

THEA200

Catalog Course Description

A presentation of theater from the audience's rather than the performer's perspective. Designed to acquaint non-theater students with live theater as a meaningful and enjoyable event. Approached from the student's present exposure level. Lecture, group discussions, and field trips to live performances required. Students may not receive credit for both THEA 200 and THEA 204.

Learning Goals for Fine Arts Designation

Goals—

Through performance or study, students will identify and describe a range of contrasting styles of theater.

1. Students will experience the creative process through performance/artistic production and through first-hand observation such as demonstrations, workshops, or attending live performances and rehearsals.
2. Students will apply analytical skills in exercising artistic discrimination and aesthetic judgment.
3. Students will describe how the arts reflect and influence the individual and society.

Objectives—

1. Upon completion of this course, the student will possess a working knowledge of the creative process of the live theater performance.
2. The student will also possess enhanced cognitive skills addressing the value and significance of theater in society and everyday life.

ART214

Specific Course Goals:

Students who successfully complete this course will have:

Developed a fundamental understanding of the relationship between art and everyday life.

Developed an understanding of the importance of process through comprehensive journal work and studio practice.

Developed an understanding of the relationship between the process of drawing and a heightened awareness of the world around you.

Developed creative problem solving and critical thinking skills through research and practice.

Developed confidence and technical proficiency in working with various drawing media.

Demonstrated an understanding of the elements and principles of drawing both in practice and through the use of appropriate terminology.

Demonstrated the ability to communicate an idea non-verbally with clarity and precision through various practice based solutions to studio problems.

Demonstrated an appreciation for the critique process as an intermediate stage in the development and completion of an idea or project, a way of perceiving carefully and with nuance and as a vehicle for improving one's own work, through reflective writing and active participation in critical project/process related discussions.

Developed and demonstrated an ability to situate their learning within a historical and contemporary framework through research, journal work and projects.

Demonstrated a sense of craft as integral to communication, in the context of both the content and presentation of artwork.

Course Objectives:

The following activities will lead to the achievement of the course goals for Drawing. Over the semester, each of you will:

- 1) Develop a comprehensive record of all aspects of your process and class experience through the creation and upkeep of a course journal.
- 2) Complete a sequence of drawing assignments that investigate and demonstrate an understanding the various elements and principles associated with drawing.
- 3) Participate in numerous group critiques, during which you will learn to use a vocabulary for describing, interpreting, and evaluating works of art.
- 4) Engage in research related to each project prior to each new project in the form of assigned readings, films and independent research.

MUSC150

The goals for Music Through History are to develop a basic knowledge of the western art music tradition and to develop perceptive and appreciative listening habits. The class will have four major areas of emphasis.

- 1.) Historical Survey - A sequence of in-class lectures pertaining to the stylistic features characteristic of the music of the major composers in each of the style periods from the 10th through 21st Centuries. Emphasis is placed on the similarities and differences each composer exhibits in relation to the style period concerned, as well as significant historical and biographical events that have influenced that composer's output.
- 2.) Class Discussion - A major component of the class will be 12 class discussion sessions. Two types of discussion format will be utilized: 1.) small group discussions (5-6 persons each), during the first part of each mod, and 2.) large group "fishbowl discussions," at the end of each mod. Each discussion session will focus on 2-3 specific questions or various groups of questions (see attached). The smaller group discussions will focus on developing perceptive listening skills through the recognition of the inherent stylistic features in each of the various periods of music history. The larger group "fishbowl discussions" will concentrate on aesthetic factors (i.e., our perceptions, our value judgments, the role of the composer, performer and listener) and other factors regarding music and our society (i.e., the role of the media, the role of the critic, and the nature and direction of our musical culture).

SQ: Quantitative reasoning

Description:

A disciplinary or interdisciplinary course on the application of mathematical reasoning. While topics and approaches may vary, it is expected that the preponderance of the methods and skills covered by the course will focus on the learning outcomes. Course capped as appropriate to host department.

As a prerequisite, students must either take an FN course, pass a Math Proficiency exam (demonstrating at least a Beginner level of proficiency for ABSTRACT MODELING and QUANTITATIVE LITERACY), or complete some other prerequisite course determined by the host department.

Learning Outcomes:

SQ courses will by design emphasize the intermediate and advanced ABSTRACT MODELING outcome of the THINK goal and of the QUANTITATIVE LITERACY outcome of the COMMUNICATE goal. Some other think outcomes are appropriately included.

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Inquiry and Analysis</i>	Students analyze how experts pose questions or design projects and recognize that this differs according to discipline.		
<i>Evidence and Methods</i>	Students explain the different kinds of methods, and types of evidence that experts use to answer questions and design projects.		
<i>Evaluation</i>	Students explain how experts evaluate evidence, methods, and conclusions and recognize that all work has limits.		
<i>Abstract Modeling</i>		Students can apply a variety of provided models, understanding the value and limitations of models as proxies for real-world data, case studies and systems.	Student use models in their analyses to make predictions. Students can explain why the model is used appropriately.

<i>Quantitative Literacy</i>		Students analyze quantitative evidence, understand quantitative arguments, question assumptions, detect fallacies, and evaluate risks from real-world data. Students understand the value and limitations of quantitative information.	Students use appropriate methods of quantitative analysis, evaluate the results, and use quantitative results correctly to inform decisions
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Some examples of currently offered courses that would fit the criteria for SQ with only minor modifications include:

MATH 124

PSYC 221 Applied Behavioral Statistics

SOCI 205 Quantitative Methods and Analysis in Social Science

PHYS 105 Physics for the Life Sciences I

PHYS 199 Foundations of Physics I

New MATH courses could be developed to meet the criteria listed above. Examples would include courses in applied statistics or mathematical modeling.

SL: Second language

Description:

The number of courses required to fulfil the SL requirement will vary by student according to pre-collegiate language proficiency. The requirement we propose is quite similar to the current Common Curriculum requirement, so would range from zero semesters (for bilingual students) to three (for those starting a new language with no prior preparation). Data provided by the Registrar's office indicates our students currently average 1.5 semesters of language study at CSB/SJU, which we expect would remain true under the Salmon model.

Students are required to demonstrate proficiency of a second language at the 211 level of any given language sequence. This corresponds to a proficiency level of "intermediate low" as defined by the American Council on Teaching of Foreign Languages (ACTFL). If a student starts at the beginner level of a language, 211 would be the third semester of the sequence. However, this does not mean that all students are required to take three semesters of languages, as many students place directly into 112 (second semester) or 211. If a student takes a placement test and demonstrates proficiency at the 211 level or higher, this would constitute fulfilment of the SL requirement.

Learning Outcomes:

While language indeed cannot be taught without cultural context and necessarily reinforces and enriches Communicate and Intercultural Knowledge learning outcomes, the language requirement (SL) is intended to teach key skills related to language learning such as listening, speaking, reading, and writing. Language proficiency is therefore understood as a skill. While the main learning outcomes for the SL requirement are those that directly concern speaking, listening, reading and writing in another language, other outcomes from THINK and COMMUNICATE are appropriately reinforced here. Learning outcomes in blue are tentatively being considered.

<i>Learning Outcomes</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Multiple Perspectives</i>		Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.	
<i>Evaluation</i>		Students analyze different methods, and types of evidence to understand the strengths and weaknesses of different approaches.	
<i>Written Communicatio</i>	Students frame an idea in a written manner. They	Students appropriately contextualize their idea,	

<i>n</i>	demonstrate awareness of audience in their delivery of information, use appropriate mechanics and organization.	tailor it to the audience, and present the idea in an organized way.	
<i>Oral and Nonverbal Communication</i>	Students frame an idea in an oral or nonverbal manner. They demonstrate awareness of audience in their delivery of information, use appropriate mechanics and organization.	Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.	
<i>Reading</i>	Students intentionally read or interpret a variety of texts, for comprehension, adjusting reading strategies based on the genre, nature of the text and context of the assignment		
<i>Discussion</i>	Students actively listen and respond appropriately to discussion.		
<i>Teamwork</i>	Students are aware that team members have different roles, are comfortable working in groups of diverse backgrounds and talents, and complete all individual tasks on time.		
<i>Listening and Speaking in Second Language</i>	Comprehends and communicates basic spoken messages on familiar topics in the target language.	Can converse intelligibly with native speakers about daily life topics in common social settings.	Can converse effectively with native speakers on a variety of topics, exchanging information and sharing ideas in informal and formal settings
<i>Reading and Writing in Second Language</i>	Reads and understands key words and phrases related to practical, daily life topics and can write simple messages conveying basic personal or social information.	Reads and understands uncomplicated texts on familiar topics and can write short compositions, including descriptions, summaries, and personal narratives.	Understands different types of written texts on various topics, comprehending nuances of meaning beyond the basic facts. Able to write using different time frames, expressing and responding to ideas in a sustained and connected way, using mostly correct

			linguistic structures.
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Why study a second language?

Second language study is a foundation of a liberal arts education. This was clearly indicated as a best practice by inclusion in the curriculum of nearly all schools studied. After lengthy discussion, our team determined that we would include language in our model despite the lack of a supporting learning outcome because it delivers discrete skills while also reinforcing content goals included elsewhere in the model (e.g. intercultural).

In terms of *skills*, second language study...

- teaches understanding of one’s native language though the systematic learning of other grammar structures and how they relate to that native language
- teaches the ability to be “open and accepting of people who speak other languages and come from other cultures.”
- refines expression in different modes of thought
- prepares students to deal with the challenges of an increasingly smaller yet more connected world
- increases vocabulary in one’s native language as well
- improves the ability to learn even further languages

In terms of benefits, second language study...

- enriches and deepens learning outcomes of “communicate”, “global” and “intercultural”
- makes students more valuable in the marketplace, as college graduates with proficiency in multiple languages are in high demand (in sectors such as government, law, medicine, translation, technology, marketing, etc.)
- enables studies of histories and literature of other nations with a nuance not capable through translation
- improves the ability to focus
- broadens communicative potential
- adds substantial cognitive benefits such as increasing critical thinking skills and improving mathematical skills, especially problem solving

(See variously Abbott, Martha et al. “Cognitive Benefits of Learning Languages.” Duke University, Oct. 2007, <http://tip.duke.edu/node/866>; Kurtz, Annalyn. “And the hottest skill is...” CNN Money, Oct. 2013, <http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/>; and Delistraty, Cody. “For a Better Brain, Learn Another Language.” The Atlantic, Oct. 2014, <http://www.theatlantic.com/health/archive/2014/10/more-languages-better-brain/381193/>)

The Catholic/Benedictine Traditions

The learning outcomes approved by the faculty in spring 2016 did not include any related to the Catholic/Benedictine Tradition (CBT). However, both the SD2020 goals and the general charge to the modeling teams assumed that *something* related to CBT would be incorporated into the new curriculum. Based on the extensive work of the CCVC in 2014-2016, it is clear that the faculty as a whole felt it was important for us, as Catholic and Benedictine institutions, to have some CBT element in the models. Surveys, public discussion, and feedback to the CCVC further suggested there was a desire for a broadly-defined CBT element that was shared among departments (vs. a traditional theology requirement linked to one alone).

Based on the guidelines from SD2020, the Salmon model was designed with the following objectives:

1. Integrated CBT into multiple courses (instead of limiting it to a single course in isolation)
2. Provide a common experience with the CBT as a baseline from which students might expand through electives or differentiating experiences
3. Build part of our CBT content around CSB/SJU and St. Benedict's Monastery/Abbey as places and communities with specific physical, cultural, religious, and historical attributes.
4. Link the CBT broadly to curricular emphasis on the common good and through application in solving difficult problems on multiple scales (i.e. personal to global)
5. Connect an academic experience with CBT directly to a shared co-curricular experience through the FYX program and Student Development (res life, campus ministry) and the monasteries

The Salmon model does this by locating specific CBT content in five places: CSEM 100, CSEM 200, CSEM 400, the FG: Common Good foundation course, and in the FYX/First Year Experience element that other teams are working to define. Doing so will without question require significant investment in faculty development and a willingness for faculty in all departments to take collective ownership/responsibility for these outcomes. It is important to keep in mind, however, that the CBT goals defined by SD2020 are not “theology” outcomes but rather emphasize the CBT as a living tradition to be applied in other academic contexts, so the model seeks to link CBT to issues of common good, understanding the other, problem solving, and experience with place/culture. These goals are not about teaching “theology” per se, but rather are related to the Catholic and Benedictine traditions as cultural and social expressions of faith, values, and practice. Teaching these are things we can do together, with the aid of our colleagues in Theology, Student Development, and the two monasteries. In doing so, the model assumes, we will all become more knowledgeable about the CBT—which further reflects SD2020 goals for the community. While this is certainly a departure from a traditional theology requirement we feel it is an accurate reflection of both the faculty-approved learning outcomes and the tenor of the faculty debates on the issue in 2015-2016. The CBT might be integrated into these courses along the following lines:

CSEM 100: Finding Home This one-semester discussion-based seminar will emphasize the beginning-level THINK, COMMUNICATE, and COMMON GOOD goals. Content will be framed around exploration of the idea of home, including an initial focus on CSB/SJU's own history, place, and culture (including the Catholic/Benedictine tradition) drawing on readings from a campus-authored essay collection to which a dozen faculty/staff have already contributed.

Potential CBT content integration: orientation to our Benedictine host communities, concepts from the *Rule*, links to the "home" theme via discussion of what it means to live in a place over a long period of time, sustainability

FYX (First Year Experience): In partnership with Student Development and Campus Ministries, FYX can deliver some experiential and residence-life based elements of the CBT, including dialog with monastic representatives.

CSEM 200: Creating Communities For sophomores who have completed any *two* Foundation courses. The common topic will be the diversity of communities, emphasizing the roles of individuals in community, the kinds of choices people make (economic, social, ethical, etc.) as members of communities, the constraints under which communities operate (resource, systemic, personal) and different cultural perspectives on the form, role, and meaning of community. The Catholic Benedictine tradition will be featured as an example.

CBT content integration: Material drawn from Catholic social teaching and on the Benedictine form of community is a logical fit here.

FC: Common Good Foundation a disciplinary or interdisciplinary course emphasizing community and the intermediate COMMON GOOD goals and will incorporate materials on the Catholic/Benedictine traditions. Potentially taken by first year-junior students, 100-300 level, multiple departments, some sections may carry prerequisites, may count toward major/minor.

CBT content integration: Catholic social teachings, moral concepts, and examples from historical and contemporary efforts to foster the common good would reasonably be incorporated into these courses.

CSEM 400: Building a Better World A forward-looking course for seniors, focused on solving problems through the application of liberal arts skills and knowledge. An interdisciplinary, discussion-based seminar focused on a challenging topic chosen independently by each instructor, the course will emphasize the advanced THINK, COMMUNICATE, COMMON GOOD, DYNAMIC WORLD SYSTEMS, and INTERCULTURAL KNOWLEDGE goals, focusing on developing creative solutions to world problems. The focus of the capstone will be the creative application and integration of perspectives from across the liberal arts to the idea of forming a "better world."

CBT content integration: The specific application of CBT will depend on the topic; one can easily imagine seminars on themes like war, poverty, hunger, climate change, inequality, and similar broad topics that would easily engage historical and/or contemporary Catholic thought and the Benedictine tradition.

Revised learning outcomes

Think

Critical and Creative thinking applies the imagination and the intellect to explore, analyze, express, and address enduring and contemporary questions within the framework of a well-designed, defined strategy. Critical and creative thinkers evaluate previous knowledge, apply an appropriate method, and analyze and synthesize evidence or ideas toward the formulation of a conclusion, resolution to a problem, or generation of new knowledge, performances or artifacts

<i>Learning Outcomes</i>	<i>Markers</i>		
	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Inquiry and Analysis</i>	Students analyze how experts pose questions or design projects and recognize that this differs according to discipline.	Students pose questions, create new objects that go beyond recognizing and adapting appropriate exemplars, and organize and analyze evidence and models to reveal important patterns, differences, or similarities.	Students pose their own well-defined questions, perform an analysis, and state conclusions and predictions that are logical extrapolations.
<i>Evidence and Methods</i>	Students explain the different kinds of methods, and types of evidence that experts use to answer questions and design projects.	Students analyze different methods, and types of evidence to understand the strengths and weaknesses of different approaches.	Students select and use appropriate evidence, materials, methods, strategies, or design to address their work's goals, and students can explain the reasons for their choices.
<i>Multiple Perspectives</i>	Students recognize that there are multiple perspectives on a topic.	Students use multiple perspectives in their work.	Students integrate multiple perspectives into a coherent whole.
<i>Evaluation</i>	Students explain how experts evaluate evidence, methods, and conclusions and recognize that all work has limits.	Students evaluate the evidence, methods, and conclusions of experts and the implications of experts' works.	Students evaluate the limits of their evidence, process, methods, conclusions, and the implications of their work.
<i>Abstract Modeling</i>	Students will understand the role of abstract models in reasoning and communication, and the relationship between models and data.	Students can apply a variety of provided models, understanding the value and limitations of models as proxies for real-world data, case studies and systems.	Students use models in their analyses to make predictions. Students can explain why the model is used appropriately.
<i>Metacognition : Thinking about Thinking</i>	Students are conscious of their own intellectual abilities and dispositions, problem solving thought processes, and learning strategies.	Students should be able to reflect on the weaknesses and strengths of their intellectual abilities and dispositions, effectiveness of their problem solving thought processes, and efficiency of their learning strategies.	Students apply their reflective efforts to fully leverage the strengths and overcome weaknesses in their intellectual abilities and dispositions, to improve problem solving processes, and to strengthen learning strategies.

Communicate

Students develop the skills to work and communicate effectively with others. Students demonstrate that they have the writing, collaborative, reading, communication, nonverbal, and literacy skills to successfully receive and convey knowledge.

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Written Communication</i>	Students frame an idea in a written manner. They demonstrate awareness of audience in their delivery of information, use appropriate mechanics and organization.	Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.	Students demonstrate a mastery of the subject, a clear central message, and show an awareness of voice. The presentation is well-organized, lucid and polished. The content is compelling, appropriate, and relevant.
<i>Oral and Nonverbal Communication</i>	Students frame an idea in an oral or nonverbal manner. They demonstrate awareness of audience in their delivery of information, use appropriate mechanics and organization.	Students appropriately contextualize their idea, tailor it to the audience, and present the idea in an organized way.	Students demonstrate a mastery of the subject, a clear central message, and show an awareness of voice. The presentation is well-organized, lucid and polished. The content is compelling, appropriate, and relevant.
<i>Reading</i>	Students intentionally read or interpret a variety of texts, for comprehension, adjusting reading strategies based on the genre, nature of the text and context of the assignment	Students evaluate texts for significance, relevance to the reader's goals, and make connections among texts and/or disciplines.	Students read texts strategically and integrate knowledge among different texts.
<i>Information Literacy</i>	Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation.	Students locate relevant information using well-designed search strategies, evaluate the quality of the source.	Students use well-designed search strategies to find information and follow the ethical and legal standards for their discipline.
<i>Nonverbal Literacy</i>	Students intentionally interpret a variety of artifacts, images, or performances for comprehension, adjusting interpretive strategies based on the genre, nature of the artifact, or performance, and context of the assignment	Students evaluate artifacts, images or performances for significance, relevance to the viewer's goals, and make connections among artifacts, or performances and disciplines.	Students view artifacts images, or performances strategically and integrate knowledge among different artifacts, or performances.
<i>Quantitative</i>	Students accurately read graphs and	Students analyze quantitative evidence,	Students use appropriate methods of

<i>Literacy</i>	tables of numbers, draw conclusions from real-world data, recognize sources of error from calculations based on real-world data. Students are comfortable with, can understand the magnitude of, and can make reasonable approximations of numbers from real-world contexts.	understand quantitative arguments, question assumptions, detect fallacies, and evaluate risks from real-world data. Students understand the value and limitations of quantitative information .	quantitative analysis, evaluate the results, and use quantitative results correctly to inform decisions
<i>Discussion</i>	Students actively listen and respond appropriately to discussion.	Students contribute to discussion in ways that advance the work of the group and appropriately integrate the contributions of others.	Students make consistently substantive contributions to discussion, engage and appropriately challenge peers, and help move the group toward its collective goals.
<i>Teamwork</i>	Students are aware that team members have different roles, are comfortable working in groups of diverse backgrounds and talents, and complete all individual tasks on time.	Students build constructively on the work of others, work successfully in groups with diverse backgrounds and talents, and produce independent work that advances the project.	Students perform different roles appropriate to the context, are self-reflective about their own roles and contributions, incorporate diverse perspectives of group members, and help the team consider alternative means and directions.
<i>Listening and Speaking in Second Language</i>	Comprehends and communicates basic spoken messages on familiar topics in the target language.	Can converse intelligibly with native speakers about daily life topics in common social settings.	Can converse effectively with native speakers on a variety of topics, exchanging information and sharing ideas in informal and formal settings
<i>Reading and Writing in Second Language</i>	Reads and understands key words and phrases related to practical, daily life topics and can write simple messages conveying basic personal or social information.	Reads and understands uncomplicated texts on familiar topics and can write short compositions, including descriptions, summaries, and personal narratives.	Understands different types of written texts on various topics, comprehending nuances of meaning beyond the basic facts. Able to write using different time frames, expressing and responding to ideas in a sustained and connected way, using mostly correct linguistic structures.

The Common Good

Students are receptive and responsive to the moral dimensions of both personal decisions and social structures. They recognize that their actions affect the community and develop the habit of reflecting on the common good when making important decisions.

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Moral Understanding (Individual)</i>	Students can explain the moral dimensions of situations, perspectives, and actions in everyday life.	Students evaluate different situations, perspectives, or actions, giving reasons why some are better than others. Their analyses demonstrate their understanding of the complexities of character and moral responsibilities.	Students apply the moral understanding they have gained to articulate and defend some vision of a responsible life and character, and connect these to the common good.
<i>Analyzing the Common Good (Institutional)</i>	Students recognize that there are competing, yet legitimate, conceptions of what defines the common good.	Students evaluate how policies, processes, or institutions implement specific conceptions of the common good, and can lead to differential access to opportunities for advancement and effects on well-being. This evaluation includes the recognition that some conceptions of the common good are better than others.	Students demonstrate how their involvement in a campus or community project connects to the common good and reflects their deepened understanding of how complex values are embedded in everyday life and institutions.
			responsibilities and responses to address inequities.

Proposed changes to learning outcomes

Modest changes were made to some learning outcomes in response to concerns raised by departments. Generally speaking these changes were required to make it possible for more departments to offer courses that would fulfil specific outcomes in the model. In the tables below, outcomes that were altered appear in black print, unaltered ones in gray. For each outcome the original appears above and the revised outcome immediately below.

<i>Learning Outcome</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Information Literacy (original)</i>	Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation.	Students locate relevant information using well-designed search strategies, evaluate the quality of the source, and recognize that using information has many ethical and legal implications.	Students use well-designed search strategies to find information and follow the ethical and legal standards for their discipline.
<i>Information Literacy (revised)</i>	Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation.	Students locate relevant information using well-designed search strategies, evaluate the quality of the source.	Students use well-designed search strategies to find information and follow the ethical and legal standards for their discipline.

The emphasis on the “ethical and legal implications” of information literacy was not recognized by many faculty as something they normally included in disciplinary courses; in other cases it was assumed to be part of judging “quality” in selecting sources. While considering the ethical and legal implications of using information might work well in certain contexts—journalism, for example –it is not a common part of information literacy or practice in many others and thus was struck so that more courses would be available to serve the broader goal.

<i>Learning Outcome</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Abstract Modeling (original)</i>	Students will understand the role of abstract models in reasoning and communication, and the relationship between models and data.	Students integrate models into their analysis, understanding the value and limitations of models as proxies for real-world data, case studies and systems	Students develop and use their own abstract modeling systems, verifying model integrity and validating their modeling systems against the target real-world systems.
<i>Abstract Modeling (revised)</i>	Students will understand the role of abstract models in reasoning and communication, and the relationship between models and data.	Students can apply a variety of provided models, understanding the value and limitations of models as proxies for real-world data, case studies and systems.	Student use models in their analyses to make predictions. Students can explain why the model is used appropriately.

Abstract modeling was originally removed entirely from the goals for the Salmon model as many faculty reported their departments did not employ modeling or would not teach it in courses open to non-majors. In further conversations with faculty in departments who *do* employ these techniques it was decided that the advanced outcome was inappropriate for general education; while it might easily be achieved by Math or Economics majors, for example, the goal of developing original models would be too advanced for some others. Consequently the intermediate and advanced outcomes were revised to be less complex, and the resulting outcomes were incorporated into the Quantitative Reasoning skills requirement.

<i>Learning Outcome</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Quantitative Literacy (original)</i>	Students accurately read graphs and tables of numbers, draw conclusions from real-world data, recognize sources of error from calculations based on real-world data. Students are comfortable with, can understand the magnitude of, and can make reasonable approximations of numbers from real-world contexts.	Students analyze quantitative evidence, understand quantitative arguments, question assumptions, detect fallacies, and evaluate risks from real-world data. Students display a healthy level of skepticism about quantitative findings.	Students choose appropriate method of quantitative analysis, evaluate the results, and use quantitative results correctly to inform decisions
<i>Quantitative Literacy (revised)</i>	Students accurately read graphs and tables of numbers, draw conclusions from real-world data, recognize sources of error from calculations based on real-world data. Students are comfortable with, can understand the magnitude of, and can make reasonable approximations of numbers from real-world contexts.	Students analyze quantitative evidence, understand quantitative arguments, question assumptions, detect fallacies, and evaluate risks from real-world data. Students understand the value and limitations of quantitative information.	Students use appropriate methods of quantitative analysis, evaluate the results, and use quantitative results correctly to inform decisions

The Quantitative Literacy goals were rewritten largely for clarity. At the intermediate level the concept of “a healthy level of skepticism” was unclear to many faculty, so this was revised to read “understand the value and limitations of quantitative information.” At the advanced level the distinction between “choose” and “use” was important to many faculty who felt students in their classes would be able to apply appropriate methods to a problem but would not necessarily be prepared to select from among endless options to do so.

<i>Learning Outcome</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Cultural Self-Awareness (original)</i>	Individuals understand they have a particular cultural identity. Students begin to understand how gender and factors such as age, race, ethnicity, class, sexuality, disability, religion, and nationality influence their self-conception, culture, and their worldview.	Students analyze the construction and evolution of their own and others' individual identities. Students identify how gender, age, race, ethnicity, class, sexuality, disability, religion, or nationality intersect with each other.	Students can evaluate how history and culture shape and influence individuals' place in society
<i>Cultural Awareness (revised)</i>	Students understand that individuals have particular cultural identities. Students begin to understand how gender and factors such as age, race, ethnicity, class, sexuality, disability, religion, and nationality influence individuals' self-conception, culture, and worldview.	Students analyze the construction and evolution of identity. Students identify how gender, age, race, ethnicity, class, sexuality, disability, religion, or nationality intersect with each other.	Students can evaluate how history and culture shape and influence individuals' place in society

Conversations with several faculty revealed particular concern over the word “self” in the beginner and intermediate-level outcomes for cultural self-awareness. In some fields understanding the impact of these many cultural factors on the individual is central to the discipline, but this is always applied to the other, not the self. The required emphasis on the self (vs. the individual other) would prevent many of these departments from offering intercultural courses, including the History department where understanding the cultural context of past actors is critical but to insert the self would be anachronistic. Thus these outcomes were changed to require only the study of the impact of culture/context on the individual and not specifically the self, though of course work emphasizing the self would also continue to satisfy this outcome.

<i>Learning Outcome</i>	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Analyzing the Common Good (Institutional) (original)</i>	Students recognize that there are competing, yet legitimate, conceptions of what defines the common good.	Students evaluate how policies, processes, or institutions implement specific conceptions of the common good, and can lead to differential access to opportunities for advancement and effects on well-being. This evaluation includes the recognition that some conceptions of the common good are better than others.	Students demonstrate how their involvement in a campus or community project connects to the common good and reflects their deepened understanding of how complex values are embedded in everyday life and institutions.
<i>Analyzing the Common Good (Institutional) (revised)</i>	Students recognize that there are competing, yet legitimate, conceptions of what defines the common good.	Students evaluate how policies, processes, or institutions implement specific conceptions of the common good, and can lead to differential access to opportunities for advancement and effects on well-being.	Students demonstrate how their involvement in a campus or community project connects to the common good and reflects their deepened understanding of how complex values are embedded in everyday life and institutions.

Several faculty expressed concern about the requirement for moral judgement implied in the intermediate goal under Common Good. While it is appropriate for some fields to apply such methods, it is not universally true. Out of concern for breadth of offerings and uncertainty about which/whose standards would be applied in making such judgements, we decided to strike the final element of the outcome in favor of inclusivity and with the assumption that particular moral arguments would be made as part of the Catholic/Benedictine tradition elements of the program.

Learning outcomes mapped by course

		CSEM 100	FYX	FC	FG	FI	FN	FS	SA	SL	SQ	CSEM 200	CSEM 300	CSEM 400
Think	Inquiry and Analysis	B		I	I	I	I	I	B		B	I	I	A
	Evidence and Methods	B					I	I	BI		B	I	I	A
	Multiple Perspectives	B		I	I	I			BI	I?		I	I	A
	Evaluation	B		I	I				BI	I?	B	I	I	A
	Abstract Modeling						B				IA			
	Metacognition		B?						B			BI	I	A
Communicate	Written Communication	B		I	I	I	I	I		BI		I	I	A
	Oral and Nonverbal Communication	B								BI		I	I	A
	Reading	B		I		I				B		I	I	A
	Information Literacy	B					B	I				I	I	A
	Nonverbal Literacy		B						IA				I	A
	Quantitative Literacy						B	B			IA	B		I
	Discussion	B		I	I	I			B	B		I	I	A
	Teamwork	B					I	I		B?		I	I	A
	Listening and Speaking in Second Language									BIA				
Reading and Writing in Second Language									BIA					
World Systems	Natural Global Systems						BI							A
	Human Global Systems							BI					I	A
Kinesiology	Cultural Self Awareness				BI (gender)	BI (non-gender)						BI	A	A
	Interactions among Groups				BI (gender)	BI (non-gender)						BI	I	A
Common Good	Moral Understanding (Individual)	B		I									I	A
	Analyzing the Common Good (Institutional)	B		I									I	A

Catholic & Benedictine Tradition	X	X	X									X		X