

GREEN TEAM GENERAL EDUCATION MODEL REPORT

Exploring Connections

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Exploring Connections: The Green Team Report

EXECUTIVE SUMMARY

A Overview of Model

a. Philosophy:

Our job as educators, role models and mentors is to help transform students just out of high school into productive, thoughtful, open-minded, caring, adults who will be able to move humanity forward. The learning outcomes are lists of skills the faculty would like our students to have—but we must go farther. We must think about our students holistically. Our model focuses first on the students and the mission of the institutions to produce broadly educated individuals. We do this as we prepare them to reach their full potential and instill in them the values and aspiration to lead lives of significance and principled achievement by providing the best possible residential liberal arts education in the Catholic and Benedictine traditions.

b. Abstract Student Schedule in a four year timeline:

| Exploring Connections | | | | | |
|-----------------------|---|---|-----------------------------|-----------------------------|------------------------------------|
| Year 1 Fall | Connections Seminar | Quantitative Thinking (a Pre-req or NS or SS) | Foreign Language 111 | Major | First Year Experience – FYX (1 cr) |
| Year 1 Spring | Connections Human Condition | NS (a Pre-req or QT or SS) <i>Breadth #1</i> | Foreign Language 112 | Major | FYX |
| Year 2 Fall | SS (a Pre-req or QT or NS) <i>Breadth #2</i> | FA -- <i>Breadth #3</i> <i>Gender</i> | Foreign Language 211 | Major | 2 cr of electives |
| Year 2 Spring | Connections Global Sciences | Elective | Major | Major | 2 cr of electives |
| Year 3 Fall | ABROAD <i>Experiential</i> (Internships / engagement) | ABROAD <i>HM -- Breadth #4</i> | ABROAD <i>Breadth #5</i> | ABROAD <i>Breadth #6</i> | |
| Year 3 Spring | Connections Visions of God | Major | Major | elective | 2 cr of elective |
| Year 4 Fall | Connections Human Values | Major | Major | elective | 2 cr of electives |
| Year 4 Spring | Elective | Major | Major | elective | Synthesis Seminar (2 cr) |

c. and e. Brief description of model and new courses:

Our model is based on a set of 6 main courses that build across a student's four years of college.

First Year:

We begin with a one semester first semester seminar called **Connections Seminar** with some common readings and themes that help students as they move from their old high school communities to their new communities on campus. The focus is on giving them a good start and practicing writing and discussion skills. Following the Connections seminar, students will enroll in an interdisciplinary humanities/fine arts course called the **Human Condition**. Through the use of diverse perspectives, this course focuses on our human search for meaning expressed in art, literature and culture and how they are products of our desire to understand just who and what we are.

Sophomore or Junior Year:

We then move to the world of sciences and social institutions in a companion course taken after Human Condition and preparatory natural science, social science and quantitative courses. In **Global Sciences** we

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ask students to consider how natural and social sciences view the world. Global Sciences gives students the opportunity to use the tools of computational modeling and natural and social sciences to study a complex global issues. Seeing these disciplines in action will train students to embrace complexity when considering the problems being faced by their communities.

Junior or Senior Year:

Building on Connections and the two interdisciplinary courses, students are asked to consider the implications of human actions in a larger context in **Visions of God**. Worshippers live in communities—often homogeneous ones; Connections has prepared them for this idea. The Human Condition exposed them to art, literature, and history created by people from different cultures. Global Sciences has made connections between a community and the way it interprets science. Visions of God is the next step because of tensions that often build between a scientific view and people of faith. Our graduates must know about other world systems of faith in order to feel empathy, understanding and be able to coexist in peace. May be offered by CSB/SJU faculty abroad where appropriate.

Senior year:

Green Exploring Connections model is completed by two courses that support each other and focus students on the future. **Human Values** asks students to look inward and consider moral decision making and the tension between the common good and the individual in terms of their own beliefs and practices. Our capstone course, **Synthesis Seminar** asks them to look outward and reflect on their future lives out in the world. It is easy to forget the wider picture when focused on the major, so students return to a smaller community (of 18) to look back at their college career and discuss how their experiences have changed who they are and what they wish to be as members of the global human community. They will discuss the meaning of the liberal arts as a concept and as a way of life and how what they have learned will guide them after graduation in the new communities they will soon be joining.

These main courses are the foundation of our model. They are scaffolded and build on each other's themes and skills. To produce the liberally educated students that are primary to our institutional missions, we do two things. We add courses in skills that all students should have: foreign language and a quantitative thinking course that is practical and broader than a standard mathematics course. We also add distribution requirements. In addition to courses in the major, students will take 8 credits in two other divisions and 4 credits in the fourth remaining division. May be offered abroad.

Finally, there are aspects of our institutions that make us unique beyond our Catholic and Benedictine heritage: our concerns with social justice and our heritage as men's and women's institutions. For these we retain a flag-like structure connected to the distribution classes in order to insure that students have the opportunity to put words into action in an experiential context and to consider what it means to be a gendered being. For this we retain experiential and gender flags as a part of our new curriculum. May be offered by CSB/SJU faculty abroad.

Components of the Green Model:

1. Basic structure of scaffolded courses – combines developmental approach to learning outcomes and Fink's Taxonomy of significant learning
2. Acknowledgement and fostering of core (mission values) – Catholic and Benedictine Tradition, Gender, world citizenship, application to real life
3. Broad (well-rounded) course requirements in various disciplines
4. Uses High-Impact Practices across the curriculum
5. Pulls everything together in Synthesis Seminar capstone experience

d. Summary of credit requirements:

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| | Exploring Connections | Common Curriculum |
|---------------------------|------------------------------|--------------------------|
| Main Courses | 23 | 20 |
| Supporting Courses | 32 | 30 |
| Totals | 55 | 50 |

On a credit-by-credit basis, Exploring Connections has slightly more required elements (a total of 55 credits). In essence we are adding FYX for 1 credit and one 4-credit distributional course for breadth.

Faculty Resources (FTEs)

Faculty resources required for this model are similar to the current Common Curriculum. Main Courses are the required courses specific to the model, while the supporting courses are additional such as distribution requirements, which also count toward majors. Our model is slightly bigger than the Common Curriculum – 3 credits in the Main Courses and 2 in Supporting Courses – which leads to somewhat greater need for faculty resources. This would most likely be found by shifting faculty out of other courses.

| | Exploring Connections | Common Curriculum | Difference |
|---------------------------|------------------------------|--------------------------|-------------------|
| Main Courses | 45.2 | 37.0 | 8.2 |
| Supporting Courses | 45.5 | 43.6 | 1.9 |
| Total | | | 10.1 |

e. Summary/Description of Connections Courses:

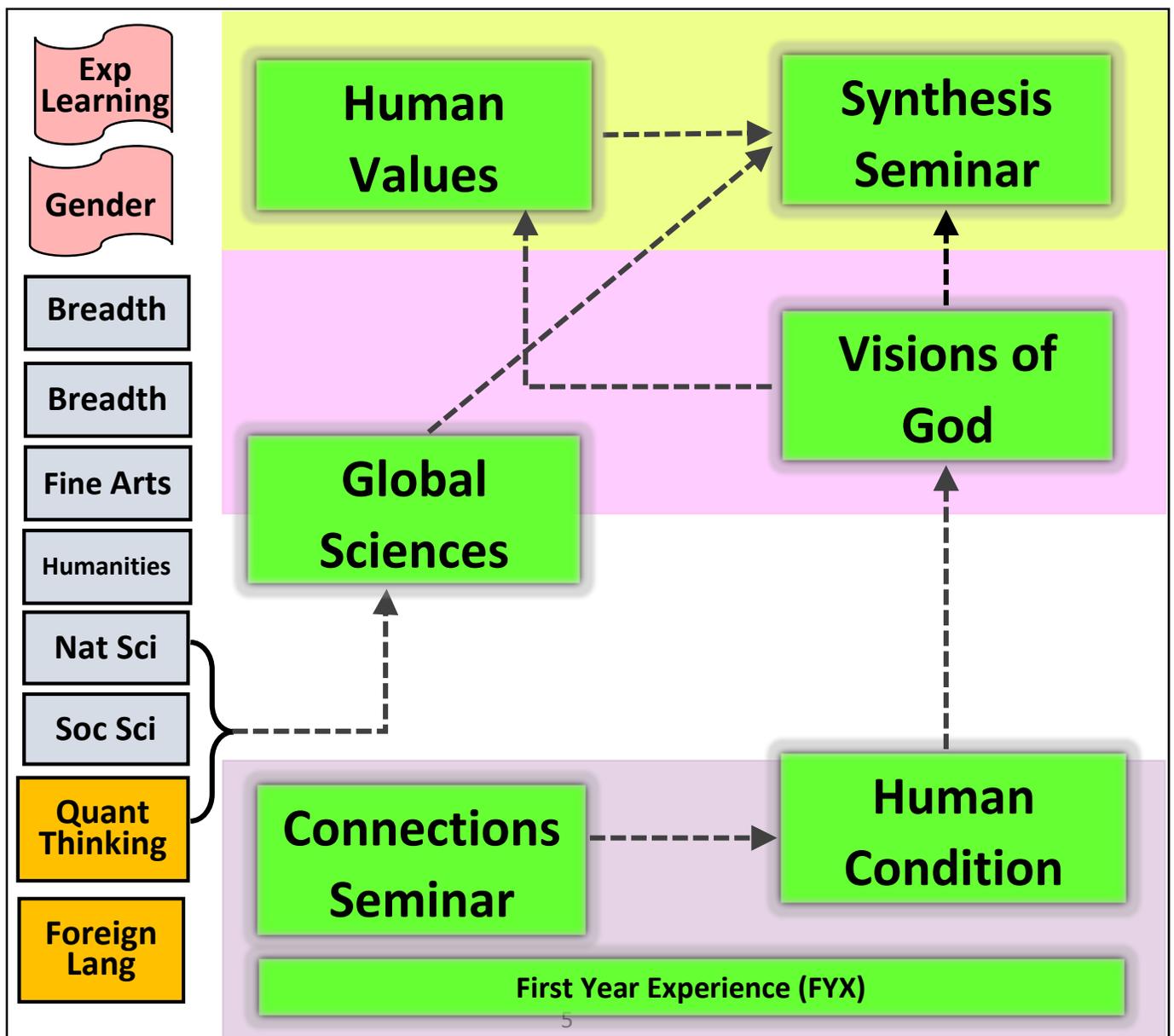
The “Exploring Connections” courses are briefly described in the table below. The courses are split into Main Courses that are interdisciplinary courses, and Supporting Courses that include breadth requirements and skills classes. Courses will be assessed using papers and other items uploaded to an electronic portfolio. All Main Courses in the Exploring Connections curriculum will include elements of Catholic and Benedictine Tradition (CBT).

| Course | Level | Credits | Brief Description |
|-----------------------------|--------------|----------------|---|
| Main Courses | | | |
| Connections Seminar | 100 | 4 | First semester course to acclimate students to CSB/SJU, clarify the meaning and purpose of a liberal arts institution and involving a theme, 4-5 common texts. CBT component. |
| First Year Experience (1cr) | 100 | 1 | First semester course to acclimate students to the institution, alleviate FYS of non-academic skills/information, give basic advising, intro to the campus/ monastery dorms, enable common Fine Arts Experiences, library visits, etc. CBT component. |
| Human World | 200 | 4 | Team taught interdisciplinary course to explore the connections and differences between art and the humanities with common texts and a theme. (prereq. Connections Seminar) CBT component. |
| Global Sciences | 200 | 4 | Team taught interdisciplinary course to explore a global issue using the tools of social and natural sciences, and quantitative modeling. (prereq. QT, NS, SS) CBT component. |
| Visions of God | 300 | 4 | Advanced level course asking students to consider religious values in a broader world context May be offered by CSB/SJU faculty abroad. (prereq. Human Condition, junior standing) CBT component. |
| Human Values | 400 | 4 | Advanced level course asking students to consider their relationship to values systems in a contemporary context (prereq. Visions of God) CBT component |
| Synthesis Seminar | 400 | 2 | Students reflect on their college learning. (prereq. all other Main courses, senior standing) CBT component. |
| Supporting Courses | | | |

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| | | | |
|----------------------------|-----------|-----|---|
| Quantitative Thinking | 100 | 4 | Course on using and understanding numbers. Current math classes and other approved classes from other departments would qualify, but new courses emphasizing applications are encouraged. |
| Foreign Language 211 | 211 | 4 | Advances student to intermediate level of proficiency necessary to be a good global citizen and promotes intercultural awareness. May be taken abroad. May be taken abroad. |
| Divisional Courses | 100 | 4x4 | Four credits from each of the four divisions for breadth. Major division is excluded in credit count. May be taken abroad. |
| Breadth requirement | 100 – 300 | 4x2 | An additional four credits from each of two divisions outside the primary major division. May be taken abroad. |
| Gender Flag | N/A | N/A | Similar to current gender flag, this flag would usually be satisfied in a major or breadth class. May be offered by CSB/SJU faculty abroad. |
| Experiential learning Flag | N/A | N/A | Similar to current experiential learning flag, this course would usually be taken in major or breadth class or satisfied abroad. May be taken abroad. |

B. Visual Model:



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B. Alignment with Outcomes Chart

| OUTCOME | Con n | Human Cond. | Global Sci. | Visions | Human Values | Synthesis | FL | Quant. Thinking | NS | SS |
|---------------------------|--------------|--------------------|--------------------|----------------|---------------------|------------------|-----------|------------------------|-----------|-----------|
| Written | B | | I | | A | | | | | |
| Oral | B | | | I | A | | | | | |
| Reading | B | I | | | A | | | | | |
| Info Literacy | B | | I | | A | | | | | |
| Nonverbal | B | I | | | | A | | | | |
| Quant Lit | | | A | | | | | B&I | | |
| Discussion | | B | | I | | A | | | | |
| Teamwork | | B | I | | | A | | | | |
| Inquiry & Analysis | | | I | | A | | | | | B |
| Evidence & Methods | B | | | I | A | | | | | |
| Multiple Perspective | B | I | | A | | | | | | |
| Evaluation | B | | I | | A | | | | | |
| Abstract Model | | | I | | | | | B | | |
| Meta Cognition | | B | I | | | A | | | | |
| Moral Understand | | B | | I | A | | | | | |
| Common Good | | B | | I | A | | | | | |
| Cultural Self Aware | | I | | | | A | B | | | |
| Interactions Among Groups | | B | I | A | | | | | | |
| Natural Global Systems | | | I | | | | | | B | |
| Human Global Systems | | | I | | A | | | | | B |

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Main Report

A. CONTEXT FOR THE *EXPLORING CONNECTIONS* CURRICULUM MODEL/HOW IT CONNECTS TO THE MISSIONS

Research on what it means to be a liberally educated person suggests that a good liberal education will combine depth, breadth, focus on developing skills of critical and flexible thinking and communicating as well as connection to one's culture and its development along with recognition of the validity and value of other cultures. These attributes produce good world citizens, with occupational and intellectual flexibility, open-mindedness to other cultures and ways of thinking, and a strong sense of their own identity and what it means to pursue the good life. Our mission statements reflect precisely these values. St John's mission is "providing the best holistic learning experience for men in the country" [And inspiring our undergraduates] "to new heights of intellectual, spiritual, physical and social development that is informed by ethical reflection and grounded in our Catholic and Benedictine tradition" and of providing a "liberal arts experience ... characterized by an innovative and integrative curriculum that provides our students with the knowledge, skills, experiences and values to meet their professional and personal goals and shape their civic identity." For St Benedict's we seek to "provide ... the best residential liberal arts education in the Catholic and Benedictine traditions [and foster] integrated learning, exceptional leadership for change and wisdom for a lifetime...preparing women to think critically, lead courageously, and advocate passionately," as well as "to transform and empower young women to live their lives with integrity and purpose, utilize their voice with confidence and compassion, and engage diverse perspectives and peoples, inspiring them to reach their full potential."

The Exploring Connections model strives to give students the best opportunity for achieving the missions of the institutions within the context of liberal education described explicitly in our mission statements in alignment with other vital core components. These include the learning outcomes, (thinking, communication, dynamic world systems, intercultural knowledge and the common good) adopted by the faculty, "scaffolding" of courses to maximize education as a developmental process, high impact learning practices to create an effective and memorable educational experience by combining these with the best aspects of outside existing general education models.

Currently Existing General Education Models and their Advantages and Disadvantages

Susan Awbrey in "General Education Reform as Organizational Change," and Robert Newton in "Tensions and Models in General Education Planning" analyze the most common approaches to core programs along with their strengths and weaknesses. (We mention Awbrey and Nelson here because they concisely summarize the primary models. For much more information on general education models please see material in the attached bibliography.)

The great books model is the most traditional general education model and one that flourishes in small Liberal Arts colleges (Newton 171). For this model "an ideally educated person [is] someone who is familiar with classic works and who has struggled with fundamental questions of human existence" (Awbrey, 9). This occurs by introducing "in-depth historical review of the works of thinkers whose ideas changed human history" (Newton, 107) Advantages which we would like to retain include the introduction "to questions that transcend the disciplines and integrating knowledge through discussion of fundamental questions." Awbrey notes these are "generally viewed from the perspective of Western civilization" (Awbrey 9). Problems with the approach involve disagreement about the canon of works utilized and lack of diverse viewpoints (if adopted along a strictly Western perspective) (Newton 169).

The scholarly discipline model, which Awbrey says is the primary general education model currently, envisions "the ideally educated person [as] a beginning practitioner of the basic disciplines who has an understanding of the key concepts and the methods of inquiry that scholars use" (Awbrey 9). Primary

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deficits of the model are its focus on a single discipline, “fragmentation, the absence of an attempt to effectively communicate the relevance of the disciplines to students and society, and its focus on what is taught instead of what is learned” (Awbrey 10).

The effective citizen model focuses on “the important ideas and discoveries of the disciplines and ... their relationship to and implications for society. ... on the student and what the student should learn in order to live well and engage fully in society” (Awbrey 10). Both Newton and Awbrey are proponents of this model and thus see few disadvantages. Newton notes these programs offer the advantage of accountability and assessability, but also recognizes that moves to this type of model are usually driven by groups external to the faculty (administrative and assessment people) and thus resisted (Newton 172). Disadvantages of this model are expressed in terms of faculty fears rather than genuine disadvantages, but could be viewed as an over-emphasis on skills over knowledge and on what students perceive to be relevant as opposed to the fundamentals of disciplinary substance and understanding.

Implementation in the Green Exploring Connections Model:

From the great books model we have taken the values of giving students a common sense of social ‘locatedness’ and the importance of “questions that transcend the disciplines and integrate knowledge through discussion of fundamental questions...” including not only the tradition from which the institutions and students come, but also a broader approach to include intercultural and intersectional perspectives beyond the purely “Western civilization tradition” (Awbrey 9).

From the scholarly discipline model we use the value of “understanding ... the key concepts and the methods of inquiry that scholars use” recognizing the importance laid on understanding separate disciplines, “a rigorous introduction to the basic concepts of the chosen discipline and the methods by which scholars analyze and solve problems in the discipline” (Awbrey 9). While this will primarily occur within the major, our larger institutional mission of a holistic learning experience that has breadth and depth means finding a better way to integrate the knowledge of different disciplines into a meaningful whole. We focus on this view in interdisciplinary courses and scaffolding of course levels.

Both institutions’ missions clearly speak of the role of good citizenship. The effective citizen model addresses this directly and made us mindful of the importance of “what the student should learn in order to live well and engage fully in society, the desire for accountability through student learning outcomes” (and the need for competencies to help students become productive members of society (Awbrey 10). Awbrey notes the latter method “stems from the philosophy of John Dewey, which links theory and practice [and] is based on learning the competencies needed to lead societal change (Awbrey, 9-11).

Our model thus begins with a first semester **Connections Seminar** and a second semester **Human Condition** course, (each with common readings, and themes) which ask students to consider fundamental human questions in the “great books tradition, but not only from a context of “Who am I and where did I come from?” but also in terms of how are others different and what lies beyond the Western tradition.

While we anticipate the student’s major field will continue to provide the strengths offered by the scholarly discipline model, to provide both breadth and depth to our model, we add three elements. 1) There is a breadth requirement of a course in every discipline, along with additional courses in two disciplines other than the major. 2). The Human Condition and the **Global Sciences** courses provide genuine connections between the disciplines. “Human Condition” bridges Art and Humanities by being team taught by a member of the art faculty and a member of the humanities faculty, while “Global Sciences” bridges social science and natural science by being team taught by a faculty member from each of those disciplines. We also include a **Quantitative Thinking** course to be sure that students are aware of what it means to think in the language of numbers. This course seeks to show students the usefulness of mathematical thinking in real life circumstances, and thus, it may be fulfilled by appropriate

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mathematics or statistic classes from a variety of disciplines.

From the good citizen model we focus on the faculty approved learning outcomes based on the work of George Kuh and a scaffolded approach to learning developed by Dee Fink in order to give students tools and skills to deal with the world in a relevant and meaningful fashion. Kuh's research suggests that using a minimum of three of his ten "high-impact learning practices" improves student success and engagement in their education and that this is especially helpful for "underserved" students who do not have privileged acculturation or preparation for college. For this reason we have focused on reflective writing, the use of learning communities, common readings and visual or aural "texts" (such as music, plays, sculptures, etc.), collaborative assignments and team work, and general education capstones. 211 level **Foreign Language** which provides intermediate level language proficiency becomes a necessary component of Global citizenship, both in terms of recognizing cultural differences and learning to communicate interculturally. We also encourage Study Abroad (Kuh's category of Global learning), Internships and Service learning as far as possible given limitations of a student's resources and space in our programs.

From Dee Fink we look at providing opportunities for growth across the curriculum. Fink has produced a "Taxonomy of Significant Learning" suggesting that students grow in stages moving from foundational knowledge through application, integration, caring and considering how to live. We have thus scaffolded our courses to provide elementary learning outcomes and foundational knowledge in our 100 and 200 level courses as well as in our distributional requirements. We focus on intermediate learning outcomes and Fink's categories of "integration" and "caring" in our 300 level courses. Thus **Visions of God** gives students an opportunity to not only consider the foundational knowledge of prior courses in terms of a spiritual context, but also to think about why the question of Benedictine tradition, religious difference and belief matters to them. Our 400 level courses address the intellectually complex issue of how to live. **Human Values** is a 4 credit course that asks students to analyze the common good and consider the ethical implications of their actions in pursuing the good life. **Senior Synthesis** is a 2 credit course that asks students to think in terms of experiential learning and to look forward to how they will realize their educational values and commitments in the future. These courses represent the pinnacle of our model, giving students a place to demonstrate their advanced learning outcome skills and also achieve Fink's final level of development "considering how to live."

Our Exploring Connections program consists of the courses detailed above (Connections Seminar, Human Condition, Global Sciences, Foreign Language, Quantitative Thinking, Visions of God, Human Values, and Synthesis Seminar), the additional six breadth (distribution) requirements, as well as a class to accompany First Year Seminar called First Year Experience, and two flag courses which may be fulfilled by the breadth (distribution requirement) courses. The First Year Experience course is being planned by a different committee, but it is our hope that some aspects of our current First Year Seminar course may be shifted to this co-curricular course.

Inherent in our mission as separate institutions for men's and women's education is the consideration of gender. There was much discussion by the green group about whether we still needed a gender flag, however, recent issues on campus, including the singing of sexist songs on buses and verbal abuse of women on the streets of St. Joseph suggest that we still have work to do in this area and that gender flags should be retained. Similarly, our experiential flag is supportive of our general education mission and represents one of Kuh's high impact learning practices. We conceive these as being similar to our current flags, although we recognize that once the new model is accepted the faculty will need to do a significant amount of work in terms of redefining the expectations connected to flags on gender and experiential learning, as well as redefining divisional categories and other skills such as Quantitative Thinking.

We believe that a merged approach best suits our general education mission of breadth, depth, foundational knowledge, the new learning outcomes and critical skills while suiting the mission of the

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institutions to integrate holistic learning in our curriculum and produce liberally educated students in the residential and Catholic and Benedictine traditions who will be able to reach their full potential by becoming wise, thoughtful and good citizens.

Our model thus strives for required breadth across the curriculum, common texts in many of the Exploring Connections program courses, a depth requirement in disciplines beyond the major and interdisciplinary courses that seek to help students come to terms with the difficulty of combining theory with practice. The elements of the learning outcomes have been carefully scaffolded across the Exploring Connections Curriculum and involve a developmental portfolio asking students to consider the meaning of their educational experiences, the connections they are making within and between their courses, the significance of their experience as gendered beings at Catholic and Benedictine, residential institutions, and the nature of their own growth across their college careers.

B. HOW THE MODEL EMBODIES THE THEME OF “EXPLORING CONNECTIONS”

Susan Awbrey also reminds us of the difficulty of making change. Structural change has cultural impact and without a willingness to change in both areas, a new core program will fail. Our model strives to make connections on both the structural level of the institution as well as the cultural level. This means that we want faculty working together across disciplines to understand each other and each other’s disciplines, because if the faculty cannot make the connections, then we cannot expect the students to do so. It also means the faculty will have to be given the time, space and flexibility to try new things and experiment with new ways of delivering courses.

Students will have opportunities to make connections through their individual reflective work for their portfolios in and between their core courses, but they will also have the chance to integrate their spiritual and extra-academic lives (such as considering the significance of being at a residential institution, service, faith, stewardship of the earth, etc.) and draw connections between these and their academic experience via FYX and portfolio reflections.

Furthermore, the interdisciplinary courses that we propose – Connections Seminar, Human Condition (Arts and Humanities) and Global Sciences (Natural and Social Sciences) will help both the faculty and the students make the cultural changes necessary for the new Exploring Connections model to be a success as they work together to understand what is important to scholars in each discipline, how different disciplines think differently about the problems, and issues of study and how they can work together for more productive outcomes.

The upper level (300-400) courses of Visions of God, Human Values, and Senior Synthesis, along with the portfolio, help students make connections between “the good life”, “the real world” and dreaming a better way. This is done through discussion, writing, common readings and oral presentations with focus on the attaining the advanced levels of learning outcomes made evident and assessable through the reflective writings required by the Exploring Connections learning program portfolio.

The Common Curriculum Visioning Committee (CCVC) process principles of Focusing on Student Learning and Supporting Proposals through Research were central to our team’s deliberations and are evident throughout our model. In our discussions while building this model, we often talked about who the students are now, who they are likely to be in the next ten years, and what these students need to learn here in order to help them lead stimulating, happy, and productive lives. During these discussions we decided that students would benefit from interdisciplinary courses where they apply multiple ways of thinking to a wide range of issues, but in order to maximize their learning the students would need to understand how to think in the disciplines. So we have required disciplinary courses, as well as interdisciplinary courses in our model. In addition, the CSB/SJU Academic Mission Statement asserts that

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“Graduates will be able to integrate knowledge from the liberal arts and sciences as they explore the human condition.” (For the complete mission statement see part H at the end of the document.)

Our extensive use of scaffolding is an example of education research informing our model. While it is possible to build a model where you have focused courses that take students from beginner to advanced levels in a small set of learning goals, knowledge retention usually suffers in such cases (Hmelo-Silver, 2007). Instead we built our model so that learning goals are targeted multiple times at a given level (though only assessed once per level). Furthermore, most of the goals are touched on at each level by a different course. In this way, students get repetition on needed skills. Writing is a great example of this repetition. All of the Main Connections classes have writing components so students will get practice writing every year and in multiple contexts.

The CCVC design principles are also demonstrated throughout our model. The relevant principles are:

1. **Make High-Impact Practices Purposeful and Integrative.**

High-impact practices are educational practices that have been shown by research to be especially effective ways to help students learn. The table below shows where these practices are included in our model. Our model includes the following high impact practices: first year experiences, common intellectual experiences, learning communities, writing intensive, collaboration, diversity / global experiences, and capstone experiences. In fact, every Connections course contains multiple high-impact practices. We have included high-impact practices in an intentional way, including them only when they work with the purpose of the course and the level of the students taking the course. For example, we have included a group project in our Global Sciences course, since we believe that the students will be mature enough to work successfully in a group by late in their sophomore year, plus the topic of global issues lends itself to team member working on different aspects of the issue.

| Course | First Year Exp. | Common Intellectual Experience | Learning Communities | Writing Intensive | Collaboration | Diversity / Global | Undergrad Res. | Serv. Learning | Internships | Capstone |
|--------------------------|------------------------|---------------------------------------|-----------------------------|--------------------------|----------------------|---------------------------|-----------------------|-----------------------|--------------------|------------------|
| Connections Sem. | X | X | X | X | X | | Some Departments | Some Departments | Some Departments | Some Departments |
| Human Condition | X | X | X | X | X | X | | | | |
| Global Sciences | | X | X | X | X | X | | | | |
| Quant. Thinking | | | | | X | | | | | |
| Foreign Lang. | | | | | | X | | | | |
| Visions of God | | | | X | X | | | | | |
| Human Values | | X | | X | X | | | | | |
| Synthesis Seminar | | X | | X | X | | | | X | |

2. **Consider Alternatives to the Distribution Model.**

We looked at many general education programs from a variety of colleges as well as the research on various core models and decided that our students would be best served by a hybrid model. Our model includes common Connections Courses that all students take. These common courses are supported by distributional prerequisites, breadth requirements, and flags which draw upon

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existing courses, which support the mission of the institutions in their call for both breadth and depth.

3. Follow Learning Outcomes Endorsed by the Joint Faculty Senate.
Our model is built around and entwined with the Learning Outcomes passed by the JFS.

We also have model components for important areas which the learning outcomes do not explicitly require (Catholic and Benedictine Traditions and Experiential Learning), as well as one where we think the outcomes were insufficient (Gender). As with the rest of the model, we welcome feedback on how best to deal with these areas.

Finally, there is one set of learning goals that we, like the Salmon group, feel was difficult to build into a model. The old Human and Natural Global Systems beginning outcome was particularly difficult to imagine dealing with in one course. We support Salmon group's rewording of the Dynamic World Systems goals (which is included below) and hope that the JS will pass a similar revision of these outcomes. We use these revised outcomes throughout this document.

Old and New Dynamic World Systems Learning Outcomes

| <i>Learning Outcomes</i> | <i>Beginner</i> | <i>Intermediate</i> | <i>Advanced</i> |
|--|---|---|---|
| Old Outcomes | | | |
| <i>Human and Natural Global Systems</i> | Students identify and explain the historical and contemporary roles of global and local institutions, ideas, and processes in the human and natural worlds. | Students analyze the impacts of global systems or institutions on the human and natural worlds. | Students apply their knowledge of global systems, models or institutions to address complex global problems using interdisciplinary perspectives. |
| <i>Ethical, Social, Economic, and Environmental Consequences</i> | Students identify and explain the ethical, social, economic, and environmental consequences of human actions on global systems or institutions. | Students analyze the ethical, social, economic, and environmental consequences of global systems or institutions. | Students apply their knowledge of the ethical, social, economic, and environmental consequences of global systems and models to critical issues. |
| New Outcomes | | | |
| <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. | Students apply their knowledge of natural systems to address complex global problems using interdisciplinary perspectives. |
| <i>Human Global Systems</i> | Students identify and explain the historical and contemporary roles of global and local institutions, ideas, and | Students analyze the ethical, social, economic, and environmental consequences of | Students apply their knowledge of the ethical, social, economic, and environmental consequences of global |

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| | | | |
|--|--|---------------------------------|--|
| | processes in the human and their consequences. | global systems or institutions. | systems and models to critical issues. |
|--|--|---------------------------------|--|

4. Focus on “Connections.”

Exploring Connections:

- provides coherence in scaffolding. As mentioned above our courses are heavily scaffolded, giving students multiple opportunities to work on important skills and also to revisit themes they have considered in earlier classes from a different perspective. Thus, for example, Synthesis Seminar will ask students to revisit an essay they wrote in First Year Experience, to consider how they may have changed their minds about the meaning and significance of a liberal arts education.
- integrates with majors. Synthesis Seminar and Human Values courses require students to reflect on the connections that they have made during their college careers not only in Connections courses, but also in their majors.
- builds connections between disciplines. These connections are most explicit in the themes in Connections Seminar and Human Condition, and the cross-disciplinary team-teaching in Human Condition and Global Sciences.
- demonstrates learning through signature works in Global Sciences and Synthesis Seminar.
- improves connections outside the classroom through integrating fine arts experiences in Connections courses, through the Experiential Learning flag, and through integrating non-faculty staff in First Year Experience.

5. Consider Equity in Curricular Design

Equity was a strong consideration in building our model. We rejected several enticing ideas (e.g. requiring Study Abroad or requiring Service Learning), based on the fact that some of our students would have difficulty paying for them, and our institutions do not have sufficient resources to provide internships to all students nor to help students pay for them. Additionally, our choice of repeated high impact learning practices helps to support underserved populations (Kuh, High Impact Educational Practices, 2008) who may not have had the benefit of college preparatory work or advanced level course.

6. Establish an Assessment Plan.

See Section E below.

7. Re-Brand General Education at CSB/SJU

“Exploring Connections” is our proposed name for this model, which builds on the CCVC’s name of “Making Connections.” We feel our new model of the Core will be appealing to both members of our community and those beyond. The curriculum has exciting new components focused on skills needed for the world after graduation, while still retaining essential aspects of a liberal education crucial to the mission. The curriculum is more inclusive of all branches of the institutions and has a coherent structure that looks forward to the roles students will play as citizens in the world beyond our institutions.

8. Ensure Students Can Graduate in Four Years.

Our model is a similar size to the current Common Curriculum, though scaffolding it appropriately required more extensive prerequisites than our current Common Curriculum. Our examination of four year plans for majors (see below) makes us confident that our plan would not hurt our four year graduation rate. As with the current Common Curriculum, some professional majors (e.g. Nursing and Education) may need special consideration.

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| Exploring Connections | | | | | |
|--------------------------|--|--|------------------------------------|------------------------------------|---|
| Year 1 Fall | Connections Seminar | Quantitative Thinking (a Pre-req or NS or SS) | Foreign Language 111 | Major | First Year Experience - FYX (1 cr) |
| Year 1 Spring | Connections Human Condition | NS (a Pre-req or QT or SS) <i>Breadth #1</i> | Foreign Language 112 | Major | FYX |
| Year 2 Fall | SS (a Pre-req or QT or NS) <i>Breadth #2</i> | FA -- <i>Breadth #3</i> <i>Gender</i> | Foreign Language 211 | Major | 2 cr of electives |
| Year 2 Spring | Connections Global Sciences | Elective | Major | Major | 2 cr of electives |
| Year 3 Fall | ABROAD <i>Experiential</i> (Internships / engagement) | ABROAD HM -- <i>Breadth #4</i> | ABROAD <i>Breadth #5</i> | ABROAD <i>Breadth #6</i> | |
| Year 3 Spring | Connections Visions of God | Major | Major | elective | 2 cr of elective |
| Year 4 Fall | Connections Human Values | Major | Major | elective | 2 cr of electives |
| Year 4 Spring | Elective | Major | Major | elective | Synthesis Seminar (2 cr) |

C. COMPONENTS OF THE EXPLORING CONNECTIONS MODEL

Our vision of new general education requirements combines what we think has worked with the Common Curriculum and the previous Core, and adds in new interdisciplinary components.

“Exploring Connections” replaces the current two semester FYS. There is a Connections Seminar, which is similar to the current first semester of FYS, but more focused on writing and discussion. Next, we have the Human Condition, which builds on the skills in Connections Seminar, like the second semester of FYS, but focuses on the Humanities and Fine Arts. Finally there is a 1 credit First Year Experience, which will act as an extended student orientation, including components from Academic Advising, Student Development, and the library staff. We believe our model gives students an engaging way to build thinking and communications skills. Our model also avoids trying to accomplish too many goals in one course, separates the learning outcomes carefully, by having common content purposefully, and making connections between skills and ideas. We also spread the process of learning to do a research paper across the curriculum, asking students to learn bibliographic formatting in Human Visions and produce a research paper in Global Sciences.

Our model also modifies, but does not eliminate, the distribution requirement. The current requirement is 4 credits from Fine Arts, Natural Science, and Social Science, and 8 credits from Humanities. Our new breadth requirement requires students to take 8 credits from each of two divisions and four credits from the third division outside the division of their primary major. This requirement ensures that students will have a basic grounding in all divisions, but gives them greater freedom of choice in how they fulfill the requirement.

Under our Common Curriculum some complain that the disciplines are too separate and too theoretical. Our new Global Science course brings together Natural and Social Sciences to study a global issue. Global Science shows students how disciplines can be applied and the importance of using multiple ways of thinking to solve problems.

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Similarly, under the current Common Curriculum, theology and ethics have been too compartmentalized. Our model replaces the current lower theology, upper theology, and ethics classes. In place of lower theology, Catholic and Benedictine Traditions will be integrated throughout general education courses. Visions of God replaces upper theology, and provides a greater variety of disciplines a chance to discuss the role religion and spirituality have in influencing one's relationship to local and global communities. Similarly, our Human Values course involves a combination of theory and practice and can be taught across many departments.

Our "Exploring Connections" model maintains skills and topics based courses on foreign language, quantitative thinking, gender, and experiential learning. We believe that these courses provide students with important skills in addition to satisfying various learning outcomes.

Finally, "Exploring Connections" removes the Common Curriculum major capstone requirement, which some majors have found difficult to staff or cumbersome to implement. Our model has created Synthesis Seminar, a two-credit general education capstone course where students reflect on their own learning and growth as human beings throughout their college experience. In addition, the course serves as a mental transition for students to move their focus from college to their life after graduation.

In the section below, we describe the requirements for "Exploring Connections" in detail. We begin with the main Connections courses. These are new courses in which the majority of the learning outcomes will be fulfilled. Following the main Connections courses are the supporting courses. These are courses such as the breadth requirement and the flags, which will be drawn mainly from currently existing courses.

1) CONNECTIONS First Year Experience (FYX) (1 cr): *This course serves as a helpful transition for our students from high school to college.*

There is a separate SD2020 committee that is focused on rethinking the first year experience. They are currently doing a self-study as part of a program review of all the experiences that significantly affect students in their first year, including orientation, residence life, FYS, advising, etc. The task force doing the self-study is composed of faculty, academic staff, and student development. They will be presenting a report with recommendations to the community in the spring of 2017. Until then, we cannot move forward with the FYX piece of the new general education curriculum. Please contact Karen Erickson or Emily Esch for more details about this.

Our team hopes that FYX can deal offload some of the "homeroom" activities that are currently in FYS. The following is a list of suggestions offered for considerations by the President's First-Year Committee:

- A common reading on the meaning and value of the liberal arts: **HIGH IMPACT PRACTICE: Common readings help strengthen learning communities**
- A common reading that introduces concepts of the Catholic and Benedictine traditions
- Basic **WELLNESS** practices that include time-management, physical exercise, diet and mental health;
- An Information Literacy computer program and session with librarians (junior or senior "peers" could also be involved); Introduction to "plagiarism" and how to avoid it by librarians
- Required attendance at a minimum of one Fine Arts Event (art gallery exhibits, for example, are free of charge and offered on both campuses throughout the academic year) and possibly on-campus presentations followed by a discussion focusing on the experience
- The students will create an electronic Portfolio; this portfolio will include at least one section for Writing Samples in addition to other sections such as "Professional" and others to be determined. Students could be in in groups of dorm floor cohorts or Connections Seminar cohorts or both. **HIGH IMPACT PRACTICE: Learning Communities (*Pike and Kuh*)**
- Students will write a short essay describing their expectations of how they envision their lives proceeding after they graduate from college. Life goals and expected employment are among things that should be included in the essay. This essay will be in their Writing Portfolio and may be referenced throughout their college career.

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2) CONNECTIONS Seminar (4 cr)

Connections Seminar works on a broad range of thinking and communicating skills. Using various themes it focusses on two of the most important skills: writing and discussion.

Our vision of the one semester course is that there would be a common time in the morning and a common time in the afternoon (M-W-F) on each campus (four total time slots) in which all sections would be scheduled. These four common times will enable large group events such as lectures, short films or other COMMON activities to take place; students will have the opportunity to participate in discussions outside of class with members of their first-year cohort who may not be enrolled in the same theme or same section. This arrangement will help create connections with other students, faculty, and between their class and outside events. *HIGH IMPACT PRACTICE: Academic Learning Communities.* Common times will enable faculty teaching at the same time to invite guest speakers or assign other events, students may write and discuss the same event from different perspectives not only in class but also during meals, on the Link, at club meetings or any other points of contact outside their sections' classrooms.

CONNECTIONS SEMINAR COURSE DESCRIPTION

“Connections Seminar” provides the foundation for a Liberal Arts education by enhancing the essential ability to read and think critically, write and discuss effectively, and practice speaking before a group. This course emphasizes critical reading, writing and revising shorter papers, and developing the ability to participate in and lead effective discussions. *HIGH IMPACT PRACTICE: Writing across the curriculum.* The instructors will choose to focus their course using one of the 3-5 designated themes. *[For a proposed Connections Curriculum Administrative structure please see Section H below]* There will be a minimum of 4 common readings: 3 will be common to all Connections Seminar sections and 1 will be a common reading for all sections focusing on the same theme. (“Readings” can be essays, pamphlets, books, poems, plays, short stories, etc.)

CBT COMPONENT: At least one assignment will explore the Benedictine concept of *community* through readings from *The Rule*, discussion and a lecture or panel discussion with monastics. Team projects might include the creation of power-points from research: to discover and share the histories of different buildings on both campuses, to explore and document the differences between various monastic orders, to explain the hierarchy of the Roman Catholic Church, to document the life-history of a specific monastic from local monasteries, to explain the differences between Roman Catholicism and other ancient Catholic denominations (the Greek Orthodox Church, for example), etc.

- Students will be required to attend one **Cultural Fine Arts Programming event** (dance, theater or music) (using Escher auditorium for example would allow all students taking the course to have a common experience at the same space and time, other venues would mean the necessity of multiple performances and times) and one common essay will be a reaction to their experience as audience members. *[Intercultural Knowledge]*
- Students will be required to attend **one visual art exhibit** during the fall semester. (There are a large number of free concerts scheduled each semester in the Escher Auditorium and in Humphrey Auditorium.) *[Nonverbal literacy]*
- Proposed assessment Essays. Standardization of essays will assist not only in the assessment of the learning goals for this course, but also in assignments in Synthesis Seminar (see below) which refer back to these essays.
 - One essay will focus on some aspect of the Liberal Arts education and may be common to all Connections Seminars sections and will be used for assessment. (What I expect from a liberal Arts education; two-four pages.)

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- One essay will reflect on the CBT topic of *community* (two to four pages) and will be used for assessment.
- One essay reflecting on the FAP Cultural presentation acknowledging the student's own cultural self-awareness; it will be used for assessment.
- One essay will be common to all sections of the same theme and may be used for Writing, Reading and/or Information Literacy assessment.
- Other individual essays will be assigned by each instructor and provide assessment for multiple perspectives, evidence and methods and evaluation.
- Students will take part in one team activity.
- Students will get instruction and practice in discussion.
- Connections Seminar professors will be their students' academic advisors for their first semester, although some general advising will occur in FYX.

CONNECTIONS SEMINAR AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| COMMUNICATE | Level (B/I/A) | Comments |
|-----------------------|----------------------|---|
| Written Communication | B | Students frame an idea in a written manner. They demonstrate awareness of an audience in their delivery of information, use appropriate mechanics and organization. <i>Short papers will be required and placed in the student's Electronic Writing Portfolio.</i> |
| Oral | B | Students frame an idea in an oral manner. They demonstrate awareness of an audience in their delivery of information, use appropriate mechanics and organization. An oral component will be assessed with a common rubric. |
| Nonverbal | B | Students frame an idea in a nonverbal manner. After attending a visual art exhibit the students will discuss how the art communicated meaning to them. |
| Reading | B | 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. The High Impact Practice of Common Readings will be used across all sections and across all sections taught at the same time on the same campus. |
| Information Literacy | B | Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation <i>in an assigned paper.</i> |
| Discussion | B | Students actively listen and respond appropriately to discussion. This regular part of class pedagogy students' skills will be assessed with a common instrument. |
| Teamwork | B | 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. There will be a minimum of one team project. |
| THINK | | |
| Multiple Perspectives | B | <i>Interrelated assignments</i> in which students demonstrate they recognize that there are multiple perspectives on a topic. |

Expected year of completion: Fall First-Year
Credit number: 4

Student enrollment: 18 per section

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3) **CONNECTIONS 200 level *The Human Condition*** This course should be taken second semester of the first year. It should be a prerequisite for all 300 level Humanities and Fine Arts courses. Classes form a cohort (maximum of 20 students per class, 40 students per cohort) taught by one Humanities and one Fine Arts professor. Two classes would be taught at the same time, by two professors from these two disciplines so that students could see the differences and connections between the disciplines. It would be up to this pair of professors to decide how often to switch classes or have combined sessions. Each cohort would be based upon a theme (Innovation; Defining Reality; The Search for Meaning; Representation of Cultures; Creating Reality; etc.). There will be at least three common readings and fine arts creations used in all sections in each theme and at least three short common readings and three common art artifacts in all sections of *The Human Condition*. Aside from specific learning outcomes, one purpose of this course is to have students make connections between the various ways human beings have viewed and do view the world from Humanities and Fine Arts perspectives

This course should be scheduled at similar time slots across the curriculum, based upon theme, preferably on M-W-F. The teaching faculty will work together to determine when each should be in a given classroom. The course could be divided into mods, but it would be better if continued interaction was available for each section of the course throughout the semester. Not dividing the course into mods would be beneficial in helping students make connections. One or two times per month there could be a lecture for the entire group of students within a theme (feasible because they all have class at the same time). During other class periods sections meet as any regular class for discussion and assignments. The two faculty within a cohort meet during prearranged class periods to focus on ways of knowing within their discipline.

COURSE DESCRIPTION: CONNECTIONS 200 level *The Human Condition* (4 cr)

This course brings together two ways of knowing – the Humanities and the Fine Arts and will use the tools of these disciplines to study the topic at hand. Aside from specific learning outcomes, a purpose of this course is to have students make connections between the various ways human beings have viewed and do view the world from a humanistic perspective.

CBT COMPONENT: Students will discover how the Fine Arts and Humanities have been and still are used as mediums of communication and manifestations of faith by Catholics, specifically by Benedictine monastics. They might read a playlet by the first woman playwright who lived in a Benedictine monastery in the 10th century, view medieval, renaissance and modern religious art, research and write an essay on the religious art found at CSB and SJU, read selections from poems, novels, biographies and even popular mysteries such as the *Cadfael* series set in a Benedictine monastery and then discuss the relationships between the fine arts, humanities and the Benedictine tradition.

THE HUMAN CONDITION AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| THINK | Level (B/I/A) | Comments |
|----------------------|---------------|---|
| Inquiry and Analysis | I | Interrelated assignments in Humanities and Fine Arts such as readings, discussions, writing essays, viewing and experiencing the Fine Arts. |
| Evidence and Methods | B | Interrelated assignments in Humanities and Fine Arts which require research using approved methodology. |

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|----------------------------------|---------------|--|
| Multiple Perspectives | I | Interrelated assignments posed from different disciplinary, social and cultural perspectives in Humanities and Fine Arts. |
| Metacognition | B | Assignments related to Intercultural Knowledge will highlight the student's awareness of their own intellectual abilities and dispositions, problem solving thought processes, and learning strategies a part of their own particular cultural identity. |
| | | |
| COMMUNICATE | Level (B/I/A) | Comments |
| Written Communication | I | Short papers will be required. |
| Oral and Nonverbal Communication | I | Nonverbal part of visual image and music interpretation. |
| Reading | I | Common Readings across all sections or at least across all sections within theme. |
| Information Literacy | I | Reinforcement from FYS. |
| Discussion | I | A regular part of the class pedagogy. |
| Teamwork | B | At least one group project involving group presentation will be required. |
| | | |
| DYNAMIC WORLD SYSTEMS | Level (B/I/A) | Comments |
| Human Global Systems | B | Theme-based readings and assignments. |
| | | |
| INTERCULTURAL KNOWLEDGE | Level (B/I/A) | Comments |
| Cultural Self Awareness | B | Theme-based readings and assignments (<i>See Metacognition above.</i>) |
| Interactions among groups | B | Introduction of Power Differentials. |
| | | |
| COMMON GOOD | Level (B/I/A) | Comments |
| Moral Understanding | B | Theme-based readings and assignments; these may be connected to cultural self-awareness. |
| Analyzing the Common Good | B | An essay could make connections with the concept of The Common Good and Intercultural Knowledge (especially relevant in Fine Arts and Literature). |
| | | |

Expected year of completion: Spring of First-Year

Student enrollment: 20 per section (40 per cohort)

Credit number: 4

4.) CONNECTIONS 200 level Global Sciences

"Global Sciences" will be taken after an introductory Social Science, Natural Science, and a Quantitative Thinking class. This course would be taken at the end of the sophomore year or anytime during the junior year. Taking a Quantitative Thinking course as a prerequisite to "Global Sciences" makes it possible to put the intermediate level of quantitative literacy and abstractive modeling in this course. Plus the intermediate level of the Dynamic World System goals fit nicely in the same course.

COURSE DESCRIPTION: CONNECTIONS 200 level: Global Sciences

Prerequisites: QUANTITATIVE THINKING, NS, and SS

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This course brings together three ways of knowing - mathematics, natural science, and social science - to study a specific global issue. Classes form a cohort (maximum of 24 students per class, 48 students per cohort) taught by one Natural Science and one Social Science professor. Each cohort would study the same global issue (see list of potential issues below.) In the course, students will use the tools of at least two different natural sciences and two different social sciences to study the topic at hand.

The course will also make heavy use of mathematical tools to analyze natural and social science data related to the topic of the course. One of the tools used will be mathematical modeling of some portions of the problem at hand, including some use of computational tools.

Aside from specific learning outcomes, one purpose of this course is to have students make connections between the various ways human beings have viewed and do view the world from natural science and social science perspectives.

LAB COMPONENT: Labs are generally not required for this course, as the focus of this course will typically be analyzing existing data related to a global issue, not trying to generate new data in a laboratory setting. Individual instructor teams can request lab time, but required computer lab time will be a more likely need than regular lab time.

CBT COMPONENT: Discussion of the Benedictine value of *stewardship* may be used to help students understand how the contemporary notion of environmental protection can be traced back to the book of *Genesis* in which humans are given the task to manage the natural world. *The Rule* provides guidance for members of a society that strives to live in balance with the world outside the monastery and the natural world; contemporary interpretations of *The Rule* could be used as the foundation for assigned essays.

GLOBAL SCIENCES AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| COMMUNICATE | Level (B/I/A) | Comments |
|-----------------------|---------------|--|
| Oral | I | Students will present their research orally and in writing. |
| Reading | I | Students will read natural and social sciences articles related to a global problem. |
| Discussion | I | Discussions will be used to deepen the students' understanding of the global issue they are studying. |
| Quantitative Literacy | A | Students will make use of quantitative tools in multiple assignments, including their research project. |
| Teamwork | I | There will be a minimum of one team project. |
| THINKING | Level (B/I/A) | Comments |
| Abstract Modeling | I | Students will make use of models in multiple assignments, including their research project. |
| Metacognition | B | Through discussion and self-reflection, students will consider how they solve problems. In particular they will reflect on the use of tools from natural science, social science, and mathematics. |
| Inquiry and Analysis | I | Students will apply the tools of natural science and social science to a global problem. |
| Evidence and Methods | I | Students will use a mathematical model to study a global problem. |

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|-------------------------------|---------------|---|
| Multiple Perspectives | I | Students will research a global problem. |
| Evaluation | I | Students will evaluate the strengths and weaknesses of arguments based on natural and social science. |
| DYNAMIC WORLD SYSTEMS: | Level (B/I/A) | Comments |
| Natural Global Systems | I | Students will use the tools of natural science to study a global issue. |
| Human Global Systems | I | Students will use the tools of social science to study a global issue. |

Some potential topics:

Global warming and the psychology of proof (ENVR and PSYC)
 Climate change and migration (ENVR and PCST)
 The ozone hole and the triumph of treaties (CHEM and POLS)
 Acid rain and regulation (CHEM and ECON)
 Sustainable agriculture and hunger (BIOL and PCST)
 Vegetarian diets and corporate agriculture (NUTR and GBUS)
 GMO agriculture around the world (BIOL and GEOG)
 Fear of nuclear power (PHYS and PSYC)
 The politics of biofuels (BIOL and POLS)
 The hazards of peak oil (GEOL and MILS)
 Regulating to stop acid oceans (CHEM and POLS)
 The costs of mass extinction (BIOL and ACFN)
 Selling alternative automobiles (PHYS and GBUS)
 More human power in transportation systems (NUTR and ESSS)
 Science policy and innovation (PHYS and ECON)
 Subsidies for solar panels (CHEM and POLS)
 The costs of pollution (CHEM and ACFN)
 Poverty and the costs of pollution (ENVR and PCST)
 Overpopulation and the environment (MATH) and SOCI)
 Discourse on the limits of climate modeling (CSI and POLS)

Expected year of completion: Sophomore or Junior standing

Credit number: 4

Student enrollment: 24 per section (48 per cohort)

5.) CONNECTIONS 300 level Visions of God Seminar 4 cr (must be a CSB/SJU course)

Prerequisites: successful completion of CONNECTIONS 200: The Human Condition and Junior or Senior Standing

Religion and faith are powerful forces in the world today. It is, therefore, incumbent upon us to more fully understand these forces and how different belief systems interact with each other and with the secular world. A careful examination of multiple belief systems will help to educate and prepare students to participate more fully in the extraordinarily complex and diverse world in which we live today.

The course will contain a minimum of two to three common readings across all sections. When possible, the course will give preference to primary sources.

This course makes connections between what the student learned in Connections 200 Human Condition and the meaning of religion and spirituality on a broader level. In addition to Christianity and Islam, the

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course will engage with at least two different religious systems and their visions of God. Students will bring their experiences and reflections that have been cultivated through the prior Connections courses and will be mindful of religious belief as it applies to historical and cultural context.

The pedagogy of the course will concentrate on reading, discussion and writing, although some artistic performance and art objects are appropriate. Students will write multiple (4-6) reflective pieces as well as one longer (6-8 page) paper for their *Writing Portfolio*.

COURSE DESCRIPTION: CONNECTIONS 400 level Visions of God Seminar 4 cr (must a CSB/SJU course)

By examining several world religions, this course will explore the authority and power of religion as a means to influence identities of adherents and their interactions with other cultures and belief systems. In addition to Christianity and Islam, the course will engage with at least two different religious systems and their visions of God. Students will bring their experiences and reflections that have been cultivated through the prior Connections courses and will be mindful of religious belief as it applies to historical and cultural context.

CBT COMPONENT: It is impossible to ignore the power the Roman Catholic vision of God has had on world history; even today the present pope has written about relationships between various world religions. Some of these writings may be used to spark discussion or other assignments.

VISIONS OF GOD AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| CATHOLIC AND BENEDICTINE | NA | <i>Comments: No goals or levels have been set</i> |
|---------------------------------|---------------|--|
| COMMON GOOD | Level (B/I/A) | Comments |
| Moral Understanding | I | Students evaluate different perspectives with an understanding that world religions are complex structures often with no clear way to determine if one is better than another. Students will further develop their understanding of the global complexities of character and moral responsibilities. |
| Analyzing the Common Good | I | They will demonstrate they can apply skills of critical analysis. |
| COMMUNICATE | Level (B/I/A) | Comments |
| Written | A | Students will write multiple (4-6) reflective pieces as well as one longer (6-8 page) paper for their <i>Writing Portfolio</i> . |
| Oral | A | Students will be able to verbally articulate the central precepts of multiple faith systems. An oral report will be well-organized, compelling and insightful. |
| Reading | A | A minimum of three common readings across all sections. |
| Discussion | A | Students will be able to further classroom discussion with insightful remarks that move the discussion forward, challenging their own biases and those of their peers when required. |
| Teamwork | A | One group project is required. |

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Students in Human Values will be asked to consider their social responsibility and consider what it means to be ethically involved. This course asks students to consider the context of situations to evaluate value stances on real life issues from 4-5 differing perspectives, from a broader context than our current Ethics course. Students will be asked to think about how to evaluate the consistency and persuasiveness of other viewpoints within the context of their growing maturity in understanding the complexity of real world situations, in order to help them clarify their own values with regard to these complex issues. The course builds on (but is not limited to) three common readings and prior student work and writings from their portfolios for Human World, Visions of God, and (if coterminous) Senior Synthesis classes by asking students to reconsider how their experience of the world plays into justifying their decisions. One group project is required.

CBT COMPONENT: On our campuses one of the most often quoted Benedictine value is: “*to listen with the ear of your heart*”; it can be found in the Prologue to *The Rule*. Included in Chapter four is a list of virtues, not the least of which is: “not to do to another what one would not have done to oneself,” which is similar to loving “one’s neighbor as oneself.” Selections from Chapter 4 of *The Rule* may be useful to spur discussion on defining the role of “good works” in morality as this term is interpreted in different ways by different cultures.

HUMAN VALUES AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| | | |
|--------------------------------|---|--|
| | | |
| COMMON GOOD | | |
| Moral Understanding | A | Students evaluate different ethical decision-making perspectives to further develop their own character and understand the moral responsibilities that apply to themselves and others. |
| Analyzing the Common Good | A | Students will appreciate the implications of claims. |
| COMMUNICATE | | |
| Written | A | There will be multiple reflective pieces (4-6 pages) as well as at least one longer (6-8 pages) paper for their <i>Writing Portfolio</i> . |
| Oral | A | Oral presentation is required. |
| Reading | A | There will be two to three common readings across all sections. |
| Discussion | A | The pedagogy of the course will concentrate on discussion. |
| DYNAMIC WORLD SYSTEMS | | |
| Human Global Systems | A | Students will examine grand contemporary issues with an ethical perspective and apply their knowledge in a thorough and thoughtful way. |
| INTERCULTURAL KNOWLEDGE | | |
| Cultural Self-Awareness | A | Students will take into consideration the impacts of decisions and actions on the needs, perceptions and desires of others. |
| THINK | | |
| Inquiry and Analysis | A | Assess normative components of an issue. |
| Evidence and Methods | A | Assess the cogency of arguments. |
| Multiple Perspectives | A | Use contextual thinking. |
| Evaluation | A | Clarify the relationship of one’s own values to an issue. |

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| | | |
|---------------|---|--|
| Metacognition | A | Understand how empirical information plays into justifying moral judgment. |
|---------------|---|--|

7.) CONNECTIONS 400 level Synthesis Seminar (2 cr) (must be taken at CSB/SJU)

Prerequisite: Senior standing and Connections 400 level Human Values

The purpose of the Synthesis Seminar is to bring together the various components of the students' college experiences. Students reflect on their time at CSB/SJU and attempt to discern how their education and college experience can lead them forward in the future.

COURSE DESCRIPTION:

The Synthesis Seminar synthesizes and integrates the liberal arts connections courses the student has experienced and prepares students for the transition into their post-graduation lives. There will be some common readings on civic engagement, community building, civil responsibility and cultural awareness. This course is based on the model of group learning; students are expected to participate actively in group discussions, sharing and reflection.

Some possible assignments may include:

- An essay focusing on the student's position on the relationship between diversity and the Common Good and how this position could affect their future choices.
- An essay focusing on the student's perception of the connection between ethics and their future employment/career.
- A group collaborative project. Each group will discuss their high school and undergraduate educational experience and then research, create, present and defend their own original version of the best-practice educational requirements for a liberal arts education.

CBT COMPONENT: *The Rule* encourages *moderation* and provides a specific example; Jacob is quoted as saying: "If I cause my flocks to be overdriven, they will all die in one day." This Benedictine value may lead to discussions of how individual students determine their own limits of "busy-ness" and then to seriously contemplate how they will lead a balanced life.

SYNTHESIS SEMINAR AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| THINK | Level (B-I-A) | Comments |
|-----------------------|---------------|---|
| Inquiry and Analysis | A | Students will reflect on their college experience and develop and analyze a question related to their experience at CSB/SJU. The student should form predictions or conclusions (or both) which are logically formed from their data and arguments. |
| Evidence and methods | A | In their analysis students will collect appropriate data and evidence that are necessary to form logical predictions or conclusions from their work. |
| Multiple Perspectives | A | Students will draw on their prior coursework and experience to analyze their synthesis project/question from multiple perspectives. |

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| Evaluation | A | Students will be able to critique their own analyses and suggest how improvements might be made and how this will affect their work. |
| Metacognition: Thinking about Thinking | A | Student will articulate how their Connections courses have increased their critical thinking abilities. |
| COMMUNICATE | | |
| Written | A | Essays are required (see description). |
| Oral Communication | A | Projects will be presented orally. |
| Reading | A | Some common readings on civic engagement, community building, civil responsibility and cultural awareness. |
| Discussion | A | There will be multiple graded class discussions. |
| Teamwork | A | There will be at least one team project. |
| INTERCULTURAL KNOWLEDGE | | |
| Cultural Self Awareness | A | Students will explain how their Liberal Arts education has prepared them for their future life as a member of human communities at the local national and global level. |
| THE COMMON GOOD | | |
| Moral Understanding- Individual | A | Students will demonstrate how their involvement in a past or present campus or community project is connected to the common good. |

Expected year of completion: Senior

Credits: 2

Student Enrollment: 18 (Due to the nature of this course, the size is limited to 18 with a mixture of students from different disciplines.)

8.) CONNECTIONS FOREIGN LANGUAGE PROFICIENCY REQUIREMENT (211)

Students become aware of the inherent differences between two cultures as they begin to understand how language structures the way we perceive and understand our world. In learning the new language, students discover the inherent differences between their own cultures and the “foreign” culture and how language structures, highlights and undergirds different value systems.

The value of a second language has long been recognized. Charlemagne in the 9th century said “To have another language is to possess a second soul.” Goethe reminded us a thousand years later that, “Those who know nothing of foreign language know nothing of their own,” and Frank Smith from our own century notes, “One language sets you in a corridor for life. Two languages open every door along the way.” Even Forbes magazine recognizes how important a second language is for Americans, indicating, “We need diplomats, intelligence and foreign policy experts, politicians, military leaders, business leaders, scientists, physicians, entrepreneurs, managers, technicians, historians, artists, and writers who are proficient in languages other than English.” It begged its readers and parents to “urge their children to attain proficiency in a foreign language, whether or not schools require them to do so; PTAs to lobby school boards; faculty members and deans in colleges and universities to re-visit foreign language requirements; readers of *Forbes* to write to their elected representatives” (Skorton and Altschuler, “America’s Foreign Language Deficit.”) Research shows that the study of foreign language is vital “for linking with the rest of the world and for producing an enlightened citizenship able to function in today’s ever-shrinking world” (Morris, “Why Study a Foreign Language.”) It is useful for good cultural

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understanding, development of thinking skills and economic development (Morris, “Why Study a Foreign Language”). Research shows overwhelmingly that foreign language learning enhances listening skills and memory, and contributes to metacognition about the concept of communication. Furthermore, students who have studied a foreign language develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills. (Morris, “Why Study a Foreign Language.”) Study of a second language helps fulfill vital aspects of our institutional missions in terms of global citizenship and being well rounded, educated people and is thus vital to our Exploring Connections model.

THE FOREIGN LANGUAGE PROFICIENCY REQUIREMENT AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| THINK | Level (B-I-A) | Comments |
|--------------------------------|------------------|---|
| Inquiry and Analysis | I | Students realize that humanities has a particular approach to inquiry, but also that different cultures have different views of expertise and ways approach to problems. |
| Multiple Perspectives | B | Students recognize that different cultures have different perspectives. |
| Metacognition. | I | Students become aware of their differing abilities to speak/write a language and understand its cultures and begin to reflect on where their own (as well as the cultures’) strengths and weaknesses are and why. |
| COMMUNICATION | | |
| Oral | B | Students use appropriate structures and begin to recognize verbal distinctions made for different audiences. |
| Written | B | Students frame ideas in a written second language using appropriate structures and begin to recognize the need for different words and structures for different audiences. |
| Reading | I | Students learn to adjust strategies for differing types of texts and begin to interpret texts based on linguistic and cultural cues. |
| DYNAMIC WORLD SYSTEMS | | |
| Human Global Systems | I | Students look at institutions within the target culture and begin to understand the institutions’ historical and contemporary roles. |
| INTERCULTURAL KNOWLEDGE | | |
| Cultural Self-Awareness | B | Students recognize that part of identity is grounded in the language they speak and the culture they grew up in and begin to |

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| | | understand the varying effects of race, class, ethnicity, gender, language structure, and religion on a culture. |
| Interactions Among Groups | I | Students recognize and analyze the relationships of national and cultural group identity in terms of history, tradition, politics, language, economy, belief, religion and how such things affect and effect power differentials within and between groups. |
| THE COMMON GOOD | | |
| Analyzing the Common Good (Institutional) | B | Students recognize that other cultures value and justify their concepts of the common good differently from their own. |

9.) CONNECTIONS Quantitative Thinking Course (4 cr)

The ability to read, understand, and analyze numerical data are key skills needed to be a well-rounded citizen of the twenty-first century. Beyond those skills, being able to use numerical data to make predictions takes quantitative literacy a step further. While the specific skills that students need will vary between majors, careers, and life experiences, well-rounded thinkers needed to be comfortable with numbers and quantitative thinking.

While most students will likely fulfill this requirement with courses taught by the Mathematics department, courses from other departments that focus on quantitative literacy and abstract modeling are acceptable. Most current introductory mathematics courses would meet these goals with minimal changes.

While current math courses will meet these requirements, there should be some consideration of how well students are served by current math courses. In particular, for students whose majors do not require specific math courses, could changes be made in both the courses that we offer and which courses we advise that they take? Mathematics education literature has examples of innovative mathematics courses, such as some based on math modelling or computation; we should consider developing new options.

Quantitative Thinking Course

COURSE DESCRIPTION:

In the Quantitative Thinking course, students will practice using numerical data from a variety of applications. They will use that data along appropriate mathematical and/or statistical tools to solve problems. They will also understand the limitations of the data that they are using.

Furthermore, students will use their data with mathematical and/or statistical models. While some of these models may be simple (e.g. a single algebraic equation that can be solved analytically), others should be more complex. Students should experience using computational tools (e.g. Excel or Mathematica) to model the data that they are using.

QUANTITATIVE THINKING AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| THINK | Level (B/I/A) | Comments |
|----------------------|---------------|---|
| Inquiry and Analysis | B | Students analyze problems quantitatively and apply appropriate tools to them on multiple assignments. |

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| Evidence and Methods | B | Students understand the limitations of quantitative tools and models and demonstrate that understanding on multiple assignments. |
| Evaluation | B | Students understand the limitations of the techniques and models they use and they demonstrate that understanding on multiple assignments. |
| Abstract Modeling | B | Students will understand the role of abstract models in reasoning and communication, and the relationship between models and data. Students will also practice using computational tools to model data. |
| COMMUNICATE | Level (B/I/A) | Comments |
| 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. |

Expected year of completion: First Year or Sophomore Year.

Credit number: 4

Student enrollment: 24 per section

NOTE: CONNECTIONS PREREQUISITE COURSES for CONNECTIONS 201 count as part of the required distributional requirements.

10.) DISTRIBUTION REQUIREMENTS

In order to gain the level breadth stated in the mission statements of our institutions, students will be required to take:

- a. 8 credits in one division outside their primary major
- b. 8 credits in a second division outside their primary major
- c. 4 credits in a third division outside their primary major

This distribution requirement ensure that all students take at least four credits from each of the four divisions. A basic understanding of ways of knowing from each division is needed to meet many of the Exploring Connections Learning Goals. Requiring students to take courses from each division ensures that students will have the needed background to be successful in their Connections courses.

A part of this distribution requirement students will be required to take an introductory natural science (NS) course with a lab and an introductory (or above) social science (SS) course, since these courses are prerequisites for the Connections Global Sciences course. The NS and SS courses are detailed below. All students will also be required to take at least four credits of humanities and four credits of fine arts. These courses are not detailed here because they are not explicit prerequisites for any of the Connections courses.

Beyond the four credits required in each division, students will take four more credits from each of two divisions outside their primary major. The rationale behind this requirement is to ensure that students add some depth to their liberal arts learning outside their major division.

For the purposes of this requirement, courses will be classified based on the home division of the department that lists the course. Interdisciplinary departments may petition the Connections Curriculum Director to have their courses listed with another division, through a process to be worked out later by faculty governance and the administration.

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All courses used to fulfill this distribution requirement must be two or more credits.

a. CONNECTIONS NATURAL SCIENCE course (4 cr)

The natural science course described here is not dissimilar to the current NS courses, but there are some issues with the current natural science course which it makes sense to consider here. In particular, most non-science majors still take NS courses designed for science majors. Many of these students would be better served by courses designed for non-science majors. It would be helpful if we offered more non-major courses, and if we could entice students to take them.

Similarly, while doing experiments is a key to learning to think like scientists, not all of our laboratories exercise thinking skills. Some of our laboratories give students cookbook-like instructions to help the students get “good” results. Though being able to follow instructions is an important skill, our labs should focus more on thinking, and less on results.

COURSE DESCRIPTION *for Natural Science Courses*

Natural science is a systematic, empirical study of our universe and our world. Since experimentation is a fundamental part of thinking like a natural scientist, laboratories will be required part of these courses. While Global Sciences, for which this course is a prerequisite, does not have a lab, students will need to analyze data there. In order for students to analyze data that others have produced, it is helpful for students to have produced and analyzed their own data. In that way, they will have appropriate skepticism of data and they will understand some of the pitfalls of analyzing it.

Connections natural science courses are designed to introduce students to: the scientific process, scientific literature, laboratory investigation, and the application of science to real life. Each course will have disciplinary content. The natural sciences introduce students to a systematic, empirical study of our world, while enhancing analytic skills and communication skills.

Most current NS courses would fulfill these new requirements with minimal changes to the current course.

LAB COMPONENT: Each course will have an associated lab.

THE NATURAL SCIENCE COURSE AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| THINK | Level (B/I/A) | Comments |
|----------------------|------------------|--|
| Inquiry and Analysis | B | Students practice posing questions and designing projects as natural scientists do, in order to recognize that this differs from other disciplines. This goal will typically be evaluated based on a lab report from the student’s Electronic Portfolio. |
| Evidence and Methods | B | Students practice using methods; and types of evidence that natural scientists use to answer questions and design projects. This goal will typically be evaluated based on a lab report from the student’s Electronic Portfolio. |
| Evaluation | B | Students practice evaluating evidence, methods, and conclusions as natural scientists do. Students also reflect on uncertainties in their |

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| | | work. This goal will typically be based on a lab report from the student's Electronic Portfolio. |
| COMMUNICATE | Level (B/I/A) | Comments |
| Written Communication | B | Students frame an idea in a written manner. They demonstrate awareness of an audience in their delivery of information, use appropriate mechanics and organization. Students will choose a lab report (which need not be a formal lab report) to include in their Electronic Portfolio. |
| Reading | B | Students intentionally read or interpret a variety of texts, for comprehension, adjusting reading strategies based on the genre, nature of the text and content of the assignment. |
| Teamwork | B | 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. At least one group project is required as part of this course. Typically this project will be a lab which will be evaluated based on the lab report. |
| DYNAMIC WORLD SYSTEMS | Level (B/I/A) | |
| Natural World | B | Students understand the place of humans in the natural world, and how evidence is used to test hypotheses about the natural world. This goal will be evaluated using the lab report that is saved in the Electronic Portfolio. |

Expected year of completed: First Year or Sophomore Year

Credit number: 4

Student enrollment: 30 per section

b. CONNECTIONS SOCIAL SCIENCE Course

The Connections Social Science (SS) course is expected to have similar learning objectives and goals to the current Social Science requirement, however, it is clear that there is a need for Social Science courses to be offered that are specifically geared for non-Social Science majors. Currently, most, if not all, SS courses are introductory courses for students who expect to major in the discipline. As such, we would expect current departments offering SS courses to create an additional course that non-majors would find useful while fulfilling the objectives and goals for an SS course. Further, we expect that other departments within the Social Sciences Division who have not traditionally offered SS courses may create a non-major course that will introduce more students to their respective disciplines.

To be clear, courses that currently serve as introductory courses for the major will not need to carry the SS designation for majors since in the Connections curriculum, the divisional breadth requirement specifically excludes the student's major division. Courses that carry the SS designation should be tailored toward students who would like more exposure to a specific discipline but do not intend to major in that discipline. The SS courses should be designed to appeal to non-major students who are looking for interesting courses to fulfill their divisional breadth requirements.

Introductory courses may continue to offer the SS designation in the event that students are unsure of whether or not they would like to major in the discipline. By taking the introductory course, rather than a

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course designed for non-majors, the student would have the option of majoring or double-majoring in that discipline without having to decide between majors before completing their SS requirement.

Social Science COURSE DESCRIPTION

The Social Sciences apply scientific methods to the study of human beings, social forces, and institutions. Students learn a way of examining the world, practice careful analytic thinking, and develop deeper insights into their own experience. Connections Social Science courses will introduce students to the methods social scientists use in analyzing real-world situations.

We believe that all Social Sciences departments should offer a survey course tailored to non-majors which will adequately cover the learning objectives (below) and count toward the Connections Breadth requirement. Introductory courses for majors are also valid candidates for the Connections Breadth requirement.

In Connections Social Sciences, students will:

- Demonstrate understanding of basic facts and theories of a social science discipline.
- Acquire knowledge that enables them to make responsible social, civic and personal choices.
- Make critical social science arguments supported by evidence appropriate to an introductory level.

The Social Science designation (SS)

- Typically will be a 100 or 200-level course since the course is expected to be a prerequisite for Connections Global Sciences, a 200-level course.
- Flags may be included in SS courses (Gender, Experiential Learning).
- Current Departments offering SS (2016):
 - Economics, Peace Studies, Political Science, Psychology, Sociology
- Potential additional departments:
 - Accounting and Finance, Education, Geography, Exercise Science and Sport Studies, Global Business Leadership, Military Science

THE SOCIAL SCIENCE COURSE AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| THINK | Level (B/I/A) | Comments |
|-----------------------|---------------|--|
| Inquiry and Analysis | B | Students practice posing questions and designing projects as social scientists do, in order to recognize that this differs from other disciplines. This goal will typically be assessed through a class project that may be included in the student's e-portfolio. |
| Evaluation | B | Students will be able to explain how experts evaluate evidence, methods, and conclusions understanding the limitations of data and analysis. |
| Abstract Modeling | B | Students will understand relationship between models and data and practice working with basic models. |
| COMMUNICATE | Level (B/I/A) | Comments |
| Quantitative Literacy | B | Students will practice reading graphs and tables of number from which they will be able to draw |

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| | | appropriate conclusions and make appropriate predictions keeping in mind possible sources of error in their data, conclusions, and predictions. |
| DYNAMIC WORLD SYSTEMS | Level (B/I/A) | Comments |
| Human Global Systems | B | Students identify and explain the historical and contemporary roles of global and local institutions, and how humans interact (processes, consequences, etc.) with these institutions and each other. This outcome will generally be assessed by an assigned paper which will be included in the student's e-portfolio. |

11.) CONNECTIONS Experiential Learning Course (EL)

COURSE: a flag attached to courses of 2-4 credits

Experiential Learning courses add to the students' ability to become life-long learners who can make the link between existing understanding and new situations while pursuing knowledge on their own.

In Experiential Learning courses, students take a body of knowledge gained in class and test its application in a new, less structured setting. This work is supervised by a faculty member, but the student is expected to exercise some initiative and independent judgment in the process. Students move from the performance of the experiential task to a formal reflection on how the effort at application has deepened or altered their understanding of the prior knowledge.

The Experiential Learning flag definition is taken from the current requirements and will need to be reexamined by the appropriate faculty group.

Experiential Learning Course Requirements:

- a. Students will demonstrate the ability to integrate and apply knowledge and skills gained from one or more courses in activities that extend beyond the traditional classroom.
- b. Students will demonstrate specific ways in which the experiential-learning activities deepen their understanding of the knowledge and skills gained through traditional course work.

12.) CONNECTIONS Gender Course (GE)

COURSE: a flag attached to courses of 2-4 credits

We are all gendered beings, and that reality plays an important, but frequently unexamined role in our lives and our interactions with others. Gender designated courses are designed to help students understand the importance of gender in shaping both individual experience and broader human action.

To this end, students examine the gendered perspectives and experiences as they manifest themselves in the course content, which depends on the focus of the instructor. Since gender cannot be considered in a vacuum, these courses also examine how it intersects with other categories like race, class, ethnicity, nationality, or sexuality. Finally, students are encouraged to explore the connections between local experiences of gender and the relevant structural and theoretical contexts of the course.

The Gender flag definition is taken from the current requirements and will need to be reexamined by the appropriate faculty group.

Gender Course Requirements:

- a. Use gender as a primary lens of analysis for examining course content.

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- b. Identify the gendered perspectives and experiences as they manifest themselves within course content. Students must identify at least two gendered perspectives across the gender spectrum (feminine, masculine, trans, queer, etc.).
- c. Articulate how gender intersects with at least one of the following: race, class, ethnicity, nationality, or sexuality.
- d. Demonstrate ability to analyze individual or local experiences of gender in light of relevant broader structural and/or theoretical contexts.

13.) CONNECTIONS WRITING PORTFOLIO [No credit. A graduation requirement.]

THIS REQUIREMENT AIMS TO FULFILL LEARNING OUTCOMES AT THE FOLLOWING LEVELS IN THESE CATEGORIES:

| Connections Seminar | Level (B/I/A) | Comments |
|---|----------------------|--|
| Writing | B | Common essay on theme |
| Reading | B | Essay on a common reading |
| Writing | B | Common essay on the Liberal Arts and expectations – syncs with Synthesis course |
| Nonverbal literacy | B | Essay on Music or Dance concert |
| Oral | B | An oral component will be assessed with a common rubric. |
| Evidence and Methods Multiple Perspectives | B | Students will write one essay that uses a comparison of methods to analyze a text and show that there can be different perspectives on a topic |
| Intercultural Knowledge | B | Essay on Fine Arts Programming event |
| Human Condition | Level (B/I/A) | Comments |
| Reading | I | Reflection piece on common reading |
| Nonverbal | I | Essay on nonverbal event/artifact/art experience |
| Multiple Perspectives | I | Targeted Essay on Multicultural “text”/event Multiple Perspectives |
| Cultural Self Awareness | I | Targeted Essay on Cultural Self Awareness |
| Metacognition | B | Reflective Essay |
| Moral Understanding and the Common Good | B | Target essay on a text |
| Interactions among groups | B | Essay on Interactions among groups related to a text |
| Global Science | Level (B/I/A) | Comments |
| Inquiry and Analysis | I | Research paper on global issue |
| Metacognition | I | Research paper |
| Evaluation | I | Research paper |

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|---------------------------|----------------------|--|
| Natural Global System | I | Research paper |
| Human Global Systems | I | Research paper |
| Information Literacy | I | Research paper |
| Visions of God | Level (B/I/A) | Comments |
| Teamwork | I | Group project with written component |
| Common Good | I | Reflective piece relating to analyzing the common good |
| Evidence and Methods | I | Essay illustrating explanation of choices |
| Multiple Perspectives | I | Essay illustrating explanation of choices on multiple perspectives re religious behavior or belief |
| Moral Understanding | I | Essay |
| Interactions among Groups | I | Essay |
| Human Values | Level (B/I/A) | Comments |
| Reading | A | Essay relating to a Reading and Human Global Systems |
| Human Global Systems | A | Essay relating to a Reading and Human Global Systems |
| Common Good | A | Essay/paper on assessing the Common Good |
| Moral Understanding | A | Paper on Moral Understanding demonstrating Inquiry and Analysis and Information Literacy |
| Inquiry and Analysis | A | Paper on Moral Understanding demonstrating Inquiry and Analysis and Information Literacy |
| Writing | A | Paper on Moral Understanding demonstrating Inquiry and Analysis and Information Literacy |
| Synthesis Seminar | Level (B/I/A) | Comments |
| Writing | A | Reflective essay on college experience |
| Teamwork | A | Team project – with written component |
| Cultural Self-Awareness | A | Essay on cultural self-awareness referencing prior expectations of college and future plans given the student’s description of who she is. |
| Metacognition | A | Essay on cultural self-awareness referencing prior expectations of college and future plans given the student’s description of who she is. |

Four Year Plans for Various Majors

ART (STUDIO ART 48 credits) Div. # 1 (8 cr.), Div.# 2 (8 cr.), Div. # 3 (4 cr.)

One semester is abroad

(EXPERIENTIAL IS IN THE MAJOR)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior Abroad | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|----------------------------|---------------------------|----------------------|-------------------------------|----------------------|------------------------|
| FYX 1 cr | | | | | | | |
| Connections Seminar | Human Condition | SS (prereq) breadth | Global Sciences | elective | breadth course 4 cr | elective | Art |

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|--------------------------------|-------------------------|----------------------------|----------------|-------------------------|---------------------------------|----------------|------------------------|
| Lang 1 | Lang 2 | Lang 3 | elective | elective Gender Flag | Art 4 cr | Visions of God | Human Values |
| Art | NS (pre-req) breadth | Humanities breadth 4 cr | breadth course | Art | elective | Art | Art |
| Quantitative Thinking (prereq) | Art | Art | Art | Art | elective + Experiential Flag | Art Thesis | Art Thesis |
| | | | | | | | Synthesis Seminar 2 cr |
| 17 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 18 cr |

MUSIC STUDIES (basic requirements) Div. # 1 (8 cr), Div. # 2 (8 cr), Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|--------------------------------------|----------------------------------|--|--|--|--|
| FYX 1 cr | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Synthesis Seminar 2 cr |
| Connections Seminar | NS (prereq) breadth | SS (prereq) breadth | Global Sciences | elective Gender Flag | breadth course | Visions of God | Human Values |
| Lang 1 | Lang 2 | Lang 3 | Humanities breadth | breadth course | elective Experiential Flag | MUSC 260, 327, 340-354, 316-326, 4 cr.* | MUSC 260, 327, 340-354, 316-326, 4 cr.* |
| Quant. Thinking | MUSC 227 Major Instrument, 1 cr. | MUSC 227 Major Instrument, 1 cr. | MUSC 227 Major Instrument, 1 cr. | MUSC 227 or 337 Major Instrument, 1, 2 cr. | MUSC 227 or 337 Major Instrument, 1, 2 cr. | MUSC 227 or 337 Major Instrument, 1, 2 cr. | MUSC 227 or 337 Major Instrument, 1, 2 cr. |
| MUSC 111 Comp. Mus., 3 cr. | MUSC 112 Comp. Mus., 3 cr. | MUSC 211 Comp. Mus., 3 cr. | MUSC 212 Comp. Mus., 3 cr. | MUSC 335 Mus. Hist., 4 cr. | MUSC 336 Mus. Hist., 4 cr. | | MUSC 391-394, Sen. Rec. or Project, 0 or 1 cr. |
| MUSC 121 Mus. Skills, 1 cr. | MUSC 122 Mus. Skills, 1 cr. | MUSC 221 Mus. Skills, 1 cr. | MUSC 222 Mus. Skills, 1 cr. | | | | MUSC – ensemble, 0 or 1 cr |
| MUSC 227 Major Instrument, 1 cr. | MUSC 114 Secondary Instrument, 1 cr. | MUSC 114 Secondary Instrument, 1 cr. | | | | | |

* - taken when available

Music Performance (basic requirements) Div # 1 (8 cr), Div # 2 (8 cr) Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------------|
| FYX 1 cr | | | | | | | |
| Connections Seminar | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | Synthesis Seminar 2 cr. |

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| Lang 1 | Lang 2 | Lang 3 | Global Sciences | Humanities breadth | breadth 4 cr | Visions of God | Human Values |
|----------------------------------|-------------------------------------|-------------------------------------|----------------------------------|--|--|--|--|
| Quant. Thinking (prereq) | SS (prereq) + breadth | NS (prereq) + breadth | Human Condition | elective gender flag | elective experiential flag | breadth course | elective |
| Musc 111 Comp. Mus., 3 cr. | Musc 112 Comp. Mus., 3 cr. | Musc 211 Comp. 3 cr | Musc 212 Comp. 3 cr | elective | Elective | Musc 260, 327, 340-357, 316-326 4 cr. * | Musc 260, 327, 340-357, 316-326 4 cr* |
| Musc 121 Mus. Skills, 1 cr. | Musc 122 Mus. Skills, 1 cr. | Musc 221 Mus. Skills, 1 cr. | Musc 222 Mus. Skills, 1 cr. | Musc 335 Mus. Hist., 4 cr. | Musc 336 Mus. Hist., 4 cr. | Musc 391-392, Sen. Rec. or Project, 0 or 1 cr. | Musc 391-392, Sen. Rec. or Project, 0 or 1 cr. |
| Musc 227 Major Instrument, 1 cr. | Musc 227 Major Instrument, 1 cr. | Musc 227 Major Instrument, 1 cr. | Musc 227 Major Instrument, 1 cr. | Musc 227 or 337 Major Instrument, 1, 2 cr. | Musc 227 or 337 Major Instrument, 1, 2 cr. | Musc 227 or 337 Major Instrument, 1, 2 cr. | Musc 227 or 337 Major Instrument, 1, 2 cr. |
| Musc ensemble 0 or 1 cr. | Musc 114 Secondary Instrument 1 cr. | Musc 114 Secondary Instrument 1 cr. | | | | | |

* - taken when available

Music Composition (basic requirements) Div # 1 (8 cr), Div # 2 (8 cr) Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|---------------------------------|---------------------------------|---|---|--|---|
| FYX 1 cr | Musc 227 Major Instrument 1 cr. | Musc 227 Major Instrument 1 cr. | Musc 227 Major Instrument 1 cr. | Musc 227 or 337 Major Instrument 1, 2 cr. | Musc 227 or 337 Major Instrument 1, 2 cr. | Musc 227 or 337 Major Instrument 1 2 cr. | Senior Synthesis 2 cr. |
| Connections Seminar | SS (prereq) + breadth | NS (prereq) + breadth | Human Condition | Musc 260 Intro. to Comp. 4cr* | Musc 340 Music Designs 4 cr* | elective Gender Flag | Elective Experiential Flag |
| Lang 1 | Lang 2 | Lang 3 | Global Sciences | Humanities breadth | breadth 4 cr | Visions of God | Human Values |
| Quant Thinking (prereq) | elective | breadth course | elective | Musc 335 Mus. Hist., 4 cr. | Musc 336 Mus. Hist., 4 cr. | Musc 345 Orchestration, 2 cr.* | Musc 391-394, Sen. Recital. or Project, 0 or 1 cr |
| Musc 111 Comp. Mus. 3 cr. | Musc 112 Comp. Mus., 3 cr. | Musc 211 Comp. Mus., 3 cr. | Musc 212 Comp. Mus., 3 cr. | elective | elective | Musc 346 Counterpoint, 2 cr.* | Musc 227 or 337 Major Instrument, 1, 2 cr. |
| Musc 121 Mus. Skills 1cr | Musc 122 Mus. Skills, 1 cr. | Musc 221 Mus. Skills, 1 cr. | Musc 222 Mus. | | | Musc 357 Comp. Proj., 2 cr. | Musc 357 Comp. Proj., |

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|--|--------------------------------------|--------------------------------------|-----------------------------|---------------------------|---------------------------|---------------------------|-----------------------------|
| | | | Skills, 1 cr. | | | | 2 cr. |
| | MUSC 114 Secondary Instrument, 1 cr. | MUSC 114 Secondary Instrument, 1 cr. | MUSC – ensemble, 0 or 1 cr. | MUSC 357 Comp. Proj., 2 cr. |
| | MUSC – ensemble, 0 or 1 cr. | MUSC – ensemble, 0 or 1 cr. | | | | | MUSC – ensemble, 0 or 1 cr. |

* - taken when available

Liturgical Music (basic requirements) Div # 1 (8 cr), Div # 2 (8 cr) Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|--|--|--------------------------------------|---|--|--|--|--|
| FYX 1 cr | Musc 227 Major Instrument, 1 cr. | Musc 227 Major Instrument, 1 cr. | Musc 227 Major Instrument, 1 cr. | Musc 227 or 337 Major Instrument, 1, 2 cr. | Musc 227 or 337 Major Instrument, 1, 2 cr. | Misc 227 or 337 Major Instrument, 1, 2 cr. | Musc 227 or 337 Major Instrument, 1, 2 cr. |
| Connections Seminar | Theo 300 Engaging Scripture, 4 cr.* breadth | Theo 350 Christian Worship, 4 cr.* | Theo 351 Initiation & Eucharist, 4 cr.* | Musc 327 Mus. For Liturgy 4 cr.* | Educ 390 Ethics in Human Relations, 4 cr.* | breadth course | Human Values |
| Lang 1 | Lang 2 | Lang 3 | SS (prereq) +breadth | Musc 323 Choral Tech. I 4 cr.* | Musc 324 Choral Tech. II 4 cr. * | Visions of God | Synthesis Seminar 2 cr |
| Theo 111 Theological Explorations, 4 cr.* breadth | Quantitative Thinking (prereq) | NS (prereq) +breadth | Musc 212 Comp. Mus., 3 cr. | Global Sciences | Musc ensemble, 0 or 1 cr. | elective | Musc 391-394, Sen. Rec. or Project, 0 or 1 cr. |
| Musc 111 Comp. Mus., 3 cr. | Musc 112 Comp. Mus., 3 cr. | Musc 211 Comp. Mus., 3 cr. | Musc 222 Mus. Skills, 1 cr. | Musc 335 Mus. Hist., 4 cr. | Musc 336 Mus. Hist., 4 cr. | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. |
| Musc 121 Mus. Skills, 1 cr. | Musc 122 Mus. Skills, 1 cr. | Musc 221 Mus. Skills, 1 cr. | | | | | |
| | Musc 114 Secondary Instrument, 1 cr. | Musc 114 Secondary Instrument, 1 cr. | Musc ensemble, 0 or 1 cr. | Musc – ensemble, 0 or 1 cr. | | | |
| | Musc ensemble, 0 or 1 cr. | Musc ensemble, 0 or 1 cr. | | | | | |

* - taken when available

Music Education, Instrumental (basic requirements) *Experiential in Student Teaching*

Div # 1 (8 cr), Div # 2 (8 cr) Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|-----------------------|------------------------|----------------------|------------------------|
| FYX 1 cr | Musc 114 | Musc 114 | Musc 319 String Meth., | breadth course | Edu 359 Issues in | Synthesis Seminar | |

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|--|--|--|---|---|--|--|----------------------------------|
| | Secondary Instrument, 1 cr. | Secondary Instrument, 1 cr. | 1 cr. * | | Education 1 cr. * | 2 cr | |
| Connections Seminar | NS (prereq) Breadth | Educ 203 Human Develop 4 cr.* Breadth | Human Condition | Humanities breadth Gender Flag | Visions of God | Human Values | Educ 363 Student Teaching 16 cr. |
| Lang 1 | Lang 2 | Lang 3 | Educ 310 Educational Psych 4 cr. * | Global Sciences | Educ 322 Music Pedagogy 7-12, 4 cr. * | Educ 390 Ethics in Human Relations 4 cr. * | |
| Musc 111 Comp. Mus., 3 cr. | Musc 112 Comp. Mus., 3 cr. | Musc 211 Comp. Mus., 3 cr. | Musc 212 Comp. Mus 3 cr. | Musc 335 Mus. Hist., 4 cr. | Musc 336 Mus. Hist., 4 cr. | | |
| Musc 121 Mus. Skills, 1 cr. | Musc 122 Mus. Skills, 1 cr. | Musc 221 Mus. Skills, 1 cr. | Musc 222 Mus Skills, 1 cr. | Musc 325 Basic Instr. Cond. 2 cr. * | Musc 326 Adv. Instr Cond. & Jazz Meth. 3 cr. * | Educ 352 Teaching Reading, 1-2 cr. * | |
| Musc 227 Major Instrument, 1 cr. | Musc 227 Major Instrument, 1 cr. | Musc 227 Major Instrument 1 cr. | Musc 227 or 337 Major Instrument 1, 2 cr. | Musc 227 or 337 Major Instrument 1, 2 cr | Musc 227 or 337 Major Instrument 1, 2 cr | Musc 227 or 337 Major Instrument 1, 2 cr | |
| Quant Thinking (prereq) | Educ 111 Intro to Teaching 4 cr.* breadth SS prereq | Musc 316 Woodwind Methods 1 cr* | Educ 305 Human Exceptionalities 1 cr.* | Educ 321 Music Pedagogy K-6, 3 cr. * | Musc small ensemble* | Musc small ensemble* | |
| Musc ensemble 0 or 1 cr. | Musc ensemble 0 or 1 cr. | Musc ensemble 0 or 1 cr. | Musc ensemble 0 or 1 cr. | Musc ensemble 0 or 1 cr. | Musc ensemble 0 or 1 cr. | Musc ensemble 0 or 1 cr. | |
| Educ 109 Chemical Use and Abuse 1 cr.* | | Musc 317 Percussion Meth. 1 cr. * | Musc 318 Brass Methods 1 cr. * | | | | |
| | | Educ 213 Clinical Exper 1-2 cr.* | | | | | |

* - taken when available

Theater (44 cr) Div # 1 (8 cr), Div # 2 (8 cr) Div # 3 (4 cr) **One semester is abroad**

Almost all Theater majors study abroad for one semester (**EXPERIENTIAL IS IN MAJOR**)

About half of the theater majors are double majors (**GENDER IS IN MAJOR**)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | Abroad FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|------------------------------------|------------------------|----------------------|------------------------|
| FYX 1 cr | Thea 240 1-2cr | Thea 240 0-2 cr | Thea 240 0-2 cr | | Thea 240 0-2 cr | Thea 240 0-2 cr | Thea 2402 0-2 cr |

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|--------------------------------|----------------------------|----------------------------|-----------------|---------------------------|-----------------------|----------------------------|------------------------|
| Connections Seminar | Human Condition | elective | Global Sciences | Thea 4 cr | elective | elective | Thea cap 2 cr |
| Quantitative Thinking (prereq) | NS (prereq) breadth | SS (prereq) breadth | elective | Internship | breadth course | breadth course | Elective |
| Lang 1 | Lang 2 | Lang 3 | elective | Experiential | Thea | Visions of God | Human Values |
| Thea 100 | Thea 200 | Thea Drama Form | Thea | Humanities breadth | 300 Thea | 300 Modern Drama GN | 300 Theater Hist |
| | | | | | | | Synthesis Seminar 2 cr |

Accounting Major Traditional Concentration (8 cr), (8 cr), (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|---------------------------|------------------------|----------------------|------------------------|
| FYX 1 cr | | ACFN 335 2 cr | | ACFN 210 2 cr | | | Synthesis Seminar 2cr |
| Connections Seminar | Human Condition | breadth course | Global Sciences | ACFN 332 | ACFN 331 | ACFN 340 | ACFN 396 |
| ACFN 111 | ACFN 112 | ACFN 325 | ACFN 326 | ECON 111 | ECON 300 | ACFN 338 | ACFN 355 |
| Lang 1 | Lang 2 | Lang 3 | FA 4 cr breadth | elective | FA 4 cr breadth | Visions of God | Human Values |
| Quantitative Literacy | NS (Prereq) + breadth | elective | elective | Hum breadth course | elective | elective | breadth course |
| 17 | 16 | 18 | 16 | 18 | 16 | 16 | 18 |

Accounting Major Finance Concentration (8 cr), (8 cr), (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|-----------------------|------------------------|----------------------|------------------------|
| FYX 1 cr | | ACFN 335 2 cr | | ACFN 210 2 cr | | | Synthesis Seminar 2cr |
| Connections Seminar | Human Condition | ECON 111 | elective | elective | elective | 300 ACFN | elective |
| ACFN 111 | ACFN 112 | ACFN 325 | ACFN 310 | GBUS 201 | Elective | ACFN 333 | 300 level |
| Quantitative Literacy (Prereq) | NS (Prereq) + breadth | breadth course | Global Sciences | breadth course | FA 4 cr | Visions of God | Human Values |
| Lang 1 | Lang 2 | Lang 3 | Hum breadth | ACFN 315 | ACFN 320 | 300 ACFN | ACFN 395 |
| 17 | 16 | 18 | 16 | 18 | 16 | 16 | 18 |

Accounting Major Public Accounting Concentration (8 cr), (8 cr), (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|----------------------|------------------------|----------------------|------------------------|
|------------------------------------|--------------------------------------|-------------------------|---------------------------|----------------------|------------------------|----------------------|------------------------|

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|--------------------------|--------------------|-------------------|-----------------------------|-------------------------------|---------------------|-------------------|------------------------------|
| FYX 1 cr | | ACFN 335 2 cr | | | ACFN 210 2 cr | ACFN 2 cr | Synthesis Seminar 2 cr |
| Connections Seminar | Human Condition | ECON 111 | NS (prereq) + breadth | Global Sciences | breadth course | 333 | 355 |
| ACFN 111 | ACFN 112 | ACFN 325 | ACFN 326 | 332 | 331 | 338 | 340 |
| Quantitative Literacy | elective | breadth course | ACFN 310 | elective | FA 4 cr | Visions of God | Human Values |
| Lang 1 | Lang 2 | Lang 3 | elective Experiential | Hum breadth + Gender FI | GBUS 201 | 4 credits | ACFN 396 |
| 17 | 16 | 18 | 16 | 16 | 18 | 18 | 18 |

Asian Studies Major (40 credits) (8 cr), (8 cr), (4 cr) (Semester abroad)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | Abroad FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|--|--|-------------------------------|---------------------------------|--------------------------------------|------------------------------|----------------------------|------------------------------|
| FYX 1 cr | | | | | | | Synthesis Seminar 2 cr |
| Connections Seminar | Human Condition | Global Sciences | elective | elective | elective | elective | elective |
| Lang 1 | Lang 2 | Lang 3 | Lang 4 212 | FA abroad breadth | elective | Visions of God | Human Values |
| SS(prereq) +breadth | NS(prereq) +breadth | breadth course | elective | breadth course | elective+ Gender FI | ASIA 399 | Elective |
| Quantitative Thinking (prereq) | Hist 114 | Hist 115 | AS200 | elective | elective | elective | Elective |
| | | | | Experiential Requirement | | | |
| 17 | 16 | 16 | 16 | 16 | 16 | 16 | 18 |

Economics (8 cr), (8 cr), (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|--|--|-------------------------------|---------------------------------|----------------------------|------------------------------|----------------------------|------------------------------|
| FYX 1 cr | | | | | | | Synthesis Seminar 2 cr |
| Connections | Human Condition | NS (Prereq) + Breadth | breadth course | breadth course | breadth course | breadth course | Elective |
| Lang 1 | Lang 2 | Lang 3 | Global Sciences | 300 ECON | ECON 300 | Visions of God | Human Values |
| Quantitative Literacy (prereq) | ECON 111 (Prereq) | ECON 333 | ECON 334 | 300 ECON | 300 ECON | 300 ECON | ECON 384 |
| elective | SS not ECON | elective | elective | elective | elective | 300 ECON | elective |
| 17 | 16 | 16 | 16 | 16 | 16 | 16 | 18 |

Global Business (Students are required to have 4 credits of GBUS experiential. Most do this as an internship)

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during the summer between junior and senior year. Some do two 2 credit practicums during their junior or senior year. Majors have room to study abroad.)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|----------------------|------------------------|----------------------|------------------------|
| FYX 2 cr | | | | | | | Synthesis Seminar 2 cr |
| Connections Seminar | Human Condition | Global Sciences | FA Breadth | Elective | HUM breadth | Visions of God | Human Values |
| Lang 1 | Lang 2 | Lang 3 | Elective | GBUS elective | elective | elective | Elective |
| Econ 111 (prereq) +SS | NS (prereq) +breadth | GBUS 210 | GBUS 220 | GBUS 300 | breadth course | breadth course | Elective |
| Quantitative Thinking (prereq) | Acct 113 | GBUS 230 | GBUS 240 | GBUS Core | GBUS core | GBUS core | GBUS 381 Capstone |

Peace Studies Major (no concentrations as of Fall 2016) Majors can study abroad.

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|------------------------------|---------------------------|----------------------|--------------------------------|----------------------|------------------------|
| FYX (1 cr) | | | | | | | Synth Seminar 2 cr |
| Connections Seminar | Human Condition | elective | Global Sciences | elective | elective | breadth course | elective |
| Lang 1 | Lang 2 | Lang 3 | HUM breadth Gender Flag | FA breadth | 2 nd breadth course | Visions of God | Human Values |
| PCST111* | PCST221* | PCST 333/343* | Pcst 346* | PCST elective | Pcst397* Experi Flag | Pcst elective | PCST399 |
| Quantitative Think (prereq) | SS (prereq) | ENVR175* NS Prereq + breadth | PCST Elective | PCST elective | PCST elective | PCTS elective | elective |
| 17 | 16 | 16 | 16 | 16 | 16 | 16 | 18 |

POLITICAL SCIENCE with (8 cr), (8 cr), (4 cr) **Semester Abroad**

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|----------------------|------------------------|----------------------|------------------------|
| FYX 1 cr | | | | | Abroad | | Synthesis Seminar 2 cr |
| Connections Seminar | Human Condition | POLS 211 | 200 POLS | 300 POLS | HUM breadth | 300 POLS | POLS 399 (2 cr) |
| Lang 1 | Lang 2 | Lang 3 | breadth course | breadth course | Experiential Flag | Visions of God | Human Values |
| Quantitative Literacy | POLS 111 (Prereq) | POLS 121 | POLS 221 | 300 POLS | FA breadth | 300 POLS | 300 POLS |
| elective | NS (Prereq) + breadth | elective | Global Sciences | elective + Gender | elective | elective | elective |
| 17 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |

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PSYCHOLOGY MAJOR (8 cr), (8 cr), (4 cr) Semester Abroad

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-----------------------------|---------------------------|-----------------------------|------------------------------|----------------------|------------------------|
| FYX 1 cr | | | | | Abroad | PSYC 1 cr | Synthesis Seminar 2 cr |
| Lang 1 | Lang 2 | Lang 3 | Global Sciences | PSYC 300 | elective Experiential | PSYC 300 | HUM |
| Connections Seminar | Human Condition | PSYC 235 | PSYC 300 | PSYC 300 | HUM breadth | PSYC 300 | PSYC Cap 3 cr |
| PSYC 111 (Prereq) | PSYC 221 | NS (Prereq)+ breadth | PSYC300 | elective Gender Flag | FA breadth | elective | elective |
| Quantitative Literacy | elective | breadth course | elective | elective | breadth | Visions of God | Human Values |
| 17 | 16 | 16 | 16 | 16 | 16 | 17 | 17 |

SOCIOLOGY MAJOR: Concentration in Anthropology (8 cr), (8 cr), (4 cr) Semester abroad

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|-----------------------|----------------------------|-----------------------|------------------------|
| FYX 1 cr | | | | | Abroad | | Synthesis Seminar 2 cr |
| Lang 1 | Lang 2 | Lang 3 | elective | SOCIO | SOCIO ? Gender Flag | SOCIO | elective |
| Connections Seminar | Human Condition | SOCIO 204 | SOCIO 205 | ANTHR | HUM breadth | SOCIO 337 | SOCIO 396 Cap |
| SOCI 111 Prereq | SOCIO 121 | elective | SOCIO 322 | breadth course | FA breadth | breadth course | elective |
| Quantitative Literacy | NS Prereq + breadth | ANTHRO | Global Science | elective | Experiential Flag | 300 Visions of God | Human Values |
| 17 | 16 | 16 | 16 | 16 | 16 | 16 | 18 |

SOCIOLOGY MAJOR (8 cr), (8 cr), (4 cr) Semester Abroad

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|-------------------------|---------------------------|----------------------|------------------------|----------------------|------------------------|
| FYX 1 cr | | | | | Abroad | | Synthesis Seminar 2 cr |
| Connections Seminar | Human Condition | SOCIO 205 | SOCIO | SOCIO | HUM breadth | SOCIO | SOCIO 396 Cap |
| Lang 1 | Lang 2 | Lang 3 | Global Sciences | SOCIO | elective | SOCIO | elective |

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|-----------------------------|--------------|---------------------------|---------------------------|----------|----------------------|-----------------------|-----------------|
| SOCI 111 (Prereq) | SOCIO 204 | NS Prereq | SOCIO | elective | FA breadth | elective | elective |
| Quantitative Literacy | elective | breadth course | breadth course | elective | | 300 Visions of God | Human Values |
| 17 | 16 | 16 | 16 | 16 | 16 | 16 | 18 |

NATURAL SCIENCE:

Biology Major Div. # 1 (8 cr), Div. # 2 (8 cr), Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|--|--|---------------------------------|---------------------------------|--------------------------------|--|----------------------------|------------------------------|
| FYX 1 cr | | | | | | | Senior Synthesis 2 cr |
| Connections Seminar | Human Condition | SS (prereq) + breadth | Global Sciences | elective Gender Flag | breadth course | breadth course | Bio 380 2 cr |
| Lang 1 | Lang 2 | Lang 3 | HUM breadth | FA breadth | elective | Visions of God | Human Values |
| Bio 101 (Prereq) NS | Quantitative Thinking (prereq) | Bio 202 | Bio 300 | Bio 300 | Bio 300 | Bio 300 | Bio 300 |
| Chem 125 | Bio 201 | Chem 250 | elective | Elective | elective Experiential Flag | elective | Bio Thesis |
| 17 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr |

ACS Chemistry Major Div. # 1 (8 cr), Div. # 2 (8 cr), Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|--|--|---------------------------------|---------------------------------|---|--|--------------------------------|------------------------------|
| FYX 1 cr | | | | | | | Senior Synthesis 2 cr |
| Connections Seminar | Human Condition | SS (prereq) + Breadth | Global Sciences | HUM breadth Gender Flag | elective | breadth course | Chem (2 x 2cr) |
| Lang 1 | Lang 2 | Lang 3 | Chem 255 | Chem 305 | FA breadth | Visions of God | Human Values |
| Chem 125/201 (Prereq) NS | Chem 250/202 | Chem 252/203 | Chem 315/205 | Chem 318/349 | Chem electives (2 x 2cr) | Chem electives (2 x 2cr) | Breadth course |
| Quantitative Thinking (prereq) Math 119 | Math 120 | Phys 191 | Phys 200 | elective | elective Experiential Flag | Chem 360 | elective |
| 17 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 18 cr |

Computer Science Major Div. # 1 (8 cr), Div. # 2 (8 cr), Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|--|--|-------------------------------|---------------------------------|----------------------------|------------------------------|----------------------------|------------------------------|
|--|--|-------------------------------|---------------------------------|----------------------------|------------------------------|----------------------------|------------------------------|

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|---|------------------------------|-----------------|-------------------|--|-----------------------------------|-----------------------|-----------------------|
| FYX 1 cr | | | | | | | Senior Synthesis 2 cr |
| Connections Seminar | Human Condition | Global Sciences | FA breadth | HUM breadth Gender Flag | breadth course | breadth course | CSCI 369 |
| Lang 1 | Lang 2 | Lang 3 | elective | elective | elective | Visions of God | Human Values |
| CSCI 150 NS (prereq) | CSCI 160 | CSCI 239 | CSCI 310 | CSCI elective 300 level | CSCI 300 level Elective | CSCI 373 Capstone | CSCI 300 level |
| Quantitative Thinking (prereq) Math 119 | SS (prereq) + breadth | CSCI 200 | CSCI 230 | CSCI 339 | elective Experiential Flag | | CSCI Senior Project |
| 17 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 18 cr |

Nutrition Major Div. # 1 (8 cr), Div. # 2 (8 cr), Div # 3 (4 cr) There is room for one semester abroad.

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | Abroad FALL Semester Senior | SPRING Semester Senior |
|------------------------------------|--------------------------------------|--------------------------------|--|----------------------|--|---------------------------------------|------------------------|
| FYX 1 cr | | | | | | | Senior Synthesis 2 cr |
| Connections Seminar | Human Condition | Quantitative Thinking Math 124 | Social Science (prereq) + breadth | Global Sciences | FA breadth | breadth course | elective |
| Bio 101 | Lang 1 | Lang 2 | Language 3 | elective | HUM breadth Gender Flag | Visions of God | Human Values |
| Chem 125 | Chem 250 | Nutr 223 | elective | elective | breadth course | Nitr 395 | elective |
| Nutr 124 | Bio 216/221 | Nutr 225 | Nutr 301 | Nutr 323 | Elective Experiential Flag | Nutr 4 credits | Nutr 4 credits |
| 17 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 16 cr | 18 cr |

Applied Physics Major Div. # 1 (8 cr), Div. # 2 (8 cr), Div # 3 (4 cr)

| FALL Semester 1 st Year | SPRING Semester 1 st year | FALL Semester Sophomore | SPRING Semester Sophomore | FALL Semester Junior | SPRING Semester Junior | FALL Semester Senior | SPRING Semester Senior |
|---|--------------------------------------|-------------------------|---------------------------|----------------------|------------------------|----------------------------|------------------------|
| FYX 1 cr | | Phys 332 1 cr | Phys 332 1 cr | Phys 370 1 cr | Phys 370 1 cr | Phys 372 Sen Research 1 cr | Synthesis Seminar 2 cr |
| Connections Seminar | Human Condition | HUM breadth | Chem 125/201 | Lang 1 | Lang 2 | Lang 3 | Phys 373 Thesis 1 cr |
| Quantitative Thinking (prereq) Math 119 | Math 120 | Math 239 | Math 337 | Math 305 | Math 341 | Visions of God | Human Values |
| Phys 191 (prereq) | Phys 200 | Phys 211 | Phys 320 | Phys 339 | Phys 341 | elective | Phys Elec 2 cr |

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|-------------------------------------|---------------|-------------------|-------------------|-------------------|--------------------------------------|----------------------------------|------------------|
| Social Sci (prereq) + Breadth | FA breadth | Global Science | breadth course | breadth course | Phys 217 2 cr Phys 338 2 cr | Phys electives 2 x 2 cr ea | Phys 343 2 cr |
| | | | | | | | 5 cr electives |
| 17 cr | 16 cr | 17 cr | 17 cr | 17 cr | 17 cr | 17 cr | 16 cr |

D. Advising Plan

We propose an advising plan that is an evolution of the current practice. Connections instructors would be the students' first advisors, however, some registration background would move to First-Year Experience. In Connections Seminar, students would learn about the registration systems and the basics of the Exploring Connections, majors, minors, etc. In Connections students would meet with their instructors to receive guidance on what classes to sign up for in Spring semester.

Early in the second semester students would request a new academic advisor while in their Human Condition class. Similar to the current system, Academic Advising would forward these requests on to department chairs who, in consultation with their departments, would choose advisors for students. These new advisors would need to be processed early enough so that students could meet with them before fall registration period begins in the Spring semester.

E. An Assessment Plan

Connections Seminar: Total of 8 Learning Outcomes Assessed

COMMUNICATE: *Beginning level:* Written, Oral, Reading, Information Literacy, Non Verbal Literacy

THINK: *Beginning level:* Evidence and Methods, Multiple Perspectives, Evaluation

The Human Condition: Total of 10 Learning Outcomes Assessed

COMMUNICATE:

Beginning level: Discussion, Teamwork

Intermediate level: Reading, Non-verbal literacy, Writing

THINK:

Beginning level: Meta Cognition

Intermediate: Multiple Perspectives

THE COMMON GOOD: *Beginning level:* Moral Understanding, Analyzing the Common Good

INTERCULTURAL KNOWLEDGE:

Beginning level: Interactions among Groups

Intermediate level: Cultural Self-Awareness

Global Sciences: Total of 10 Learning Outcomes Assessed

COMMUNICATE:

Intermediate level: Information Literacy, Writing

Advanced level: Quantitative Literacy

THINK: *Intermediate level:* Inquiry and Analysis, Evaluation, Abstract Modeling, Meta Cognition

INTERCULTURAL KNOWLEDGE: *Intermediate level:* Interactions among Groups

DYNAMIC WORLD SYSTEMS: *Intermediate level:* Natural Global Systems, Human Global Systems

VISIONS OF GOD: Total of 8 Learning Outcomes Assessed

COMMUNICATE: *Intermediate level:* Oral, Discussion, Teamwork

THINK: *Intermediate level:* Evidence and Methods

Advanced: Multiple Perspectives

THE COMMON GOOD: *Intermediate level:* Moral Understanding, Analyzing the Common Good

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INTERCULTURAL KNOWLEDGE: *Advanced level*: Interactions among Groups

HUMAN VALUES: Total of 10 Learning Outcomes Assessed

COMMUNICATE: *Advanced level*: Oral, Reading, Information Literacy, Writing

THINK: *Advanced level*: Inquiry and Analysis, Evidence and Methods, Evaluation

THE COMMON GOOD: *Advanced level*: Moral Understanding, Analyzing the Common Good

DYNAMIC WORLD SYSTEMS: *Advanced level*: Human Global Systems

SYNTHESIS SEMINAR (2 cr): Total of 5 Learning Outcomes Assessed

COMMUNICATE: *Advanced level*: Nonverbal Literacy, Discussion, Teamwork

THINK: *Advanced level*: Meta Cognition

INTERCULTURAL KNOWLEDGE: *Advanced level*: Cultural Self-Awareness

FOREIGN LANGUAGE 200 level: Total of 1 Learning Outcome Assessed

INTERCULTURAL KNOWLEDGE: *Beginning Level*: Cultural Self-Awareness

QUANTITATIVE THINKING (4 cr. Prerequisite for CONNECTIONS 201) Total of 2 Learning Outcomes Assessed

Beginning Level: Abstract Modeling

Intermediate Level: Quantitative Literacy

NATURAL SCIENCE (lower level 4 cr. Prerequisite for CONNECTIONS 201): Total of 1 Learning Outcome Assessed

Beginning Level: Natural Global Systems

SOCIAL SCIENCE (lower level 4 cr. Prerequisite for CONNECTIONS 201): Total of 1 Learning Outcome Assessed

Beginning Level: Inquiry and Analysis

Assessment Plan at a Glance

| OUTCOME | Com | Human Cond. | Global Sci. | Visions | Human Values | Synthesis | FL | Quant. Thinking | NS | SS |
|----------------------|------------|--------------------|--------------------|----------------|---------------------|------------------|-----------|------------------------|-----------|-----------|
| Written | B | | I | | A | | | | | |
| Oral | B | | | I | A | | | | | |
| Reading | B | I | | | A | | | | | |
| Info Literacy | B | | I | | A | | | | | |
| Nonverbal | B | I | | | | A | | | | |
| Quant Lit | | | A | | | | | B&I | | |
| Discussion | | B | | I | | A | | | | |
| Teamwork | | B | I | | | A | | | | |
| Inquiry & Analysis | | | I | | A | | | | | B |
| Evidence & Methods | B | | | I | A | | | | | |
| Multiple Perspective | B | I | | A | | | | | | |
| Evaluation | B | | I | | A | | | | | |

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|----------------------------------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Abstract Model | | | I | | | | | B | | |
| Meta Cognition | | B | I | | | A | | | | |
| Moral Understand | | B | | I | A | | | | | |
| Analyze Common Good | | B | | I | A | | | | | |
| Cultural Self Aware | | I | | | | A | B | | | |
| Interactions Among Groups | | B | I | A | | | | | | |
| Natural Global Systems | | | I | | | | | | B | |
| Human Global Systems | | | I | | A | | | | | B |

E. BUDGET AND FTE DISTRIBUTION

In this section, the instruction costs of this model are explored and compared to the current Common Curriculum. For the purposes of this analysis of these models, the requirements are divided in two parts. The Main portion is special courses required for the program that are required only by the general education requirements, while the Supporting portion is specific skills classes and distribution requirements. Some of the Supporting courses will count towards students’ majors, and many students will transfer in credits for some of these courses. Accounting for the Supporting courses is more difficult, so we are keeping it as a separate category.

Note also, that flags are ignored in this analysis in both models since many students satisfy the flagged requirements within their majors or as an add-on to another requirement. Exploring Connections has two flags compared to the Common Curriculum’ three, so some small FTE savings is likely here.

Shown below are tables with our estimates of FTE costs of the current Common Curriculum and the Exploring Connections curriculum. More details of the analysis (particularly our assumptions on the enrollments for different courses) are available in a spreadsheet.

Note that the HUM and FA courses (along with the NS and SS courses) listed in the Exploring Connections table below are part of the distribution requirement for that model. We have listed them this way to ease comparison with the Common Curriculum. Distribution 1 and Distribution 2 are the remainder of the distribution requirement.

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Current Common Curriculum

| <u>Main</u> | | | | |
|----------------------|-----------------------|---------------------------------|-------------------------------|-------------------|
| <u>Course</u> | <u>Credits</u> | <u>Cap on class size</u> | <u>Sections Needed</u> | <u>FTE</u> |
| FYS 1 | 4 | 18 | 54.7 | 9.1 |
| FYS 2 | 4 | 18 | 54.7 | 9.1 |
| Theo 1 | 4 | 32 | 29.2 | 4.9 |
| Upper Theo | 4 | 24 | 38.1 | 6.4 |
| Ethics | 4 | 20 | 44.8 | 7.5 |
| Main subtotal | | | | 37.0 |

| <u>Supporting</u> | | | | |
|--------------------------|---|----|------|------|
| Math | 4 | 25 | 37.3 | 6.2 |
| FL 211 | 4 | 25 | 37.3 | 6.2 |
| FA | 4 | 30 | 31.1 | 5.2 |
| HM1 | 4 | 30 | 31.1 | 5.2 |
| HM2 | 4 | 30 | 31.1 | 5.2 |
| NS | 4 | 30 | 31.1 | 6.5 |
| SS | 4 | 30 | 31.1 | 5.2 |
| Major capstone | 2 | 20 | 44.8 | 3.7 |
| Sup. Subtotal | | | | 43.6 |

Exploring Connections plan

| <u>Main</u> | | | | |
|--------------------------|-----------------------|---------------------------------|-------------------------------|-------------------|
| <u>Course</u> | <u>Credits</u> | <u>Cap on class size</u> | <u>Sections Needed</u> | <u>FTE</u> |
| FYX | 1 | 18 | 54.7 | 2.3 |
| Connections Sem. | 4 | 18 | 54.7 | 9.1 |
| Human Condition | 4 | 20 | 49.3 | 8.2 |
| Global Science | 4 | 24 | 38.5 | 6.4 |
| Visions | 4 | 20 | 45.8 | 7.6 |
| Human Values | 4 | 20 | 44.8 | 7.5 |
| Synthesis Sem. | 2 | 18 | 55.9 | 4.1 |
| Main subtotal | | | | 45.2 |
| <u>Supporting</u> | | | | |
| Quant. thinking | 4 | 25 | 38.4 | 6.4 |
| Foreign Lang. 211 | 4 | 25 | 38.4 | 6.4 |
| FA | 4 | 30 | 31.1 | 5.2 |
| HM | 4 | 30 | 31.1 | 5.2 |
| NS | 4 | 30 | 32.0 | 6.7 |
| SS | 4 | 30 | 32.0 | 5.3 |
| Distrib 1 | 4 | 30 | 31.1 | 5.2 |
| Distrib 2 | 4 | 30 | 31.1 | 5.2 |
| Sup. Subtotal | | | | 45.5 |

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American University

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Bates College

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College of St. Scholastica

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University of Maryland

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University of Missouri – Kansas City

https://www.umkc.edu/provost/gened/documents/UMKC_Gen_Ed_Model_Presentation_Fall2012.pdf

University of San Diego

<http://www.sandiego.edu/curriculum/>

G. PROPOSALS FOR ADDITIONAL MODEL COMPONENTS

- a. **Accommodating NURSING:** Currently Nurses graduate with a Bachelor of Science degree. Adaptations have been made in their Common Curriculum/Major Requirements in order to satisfy the B.A. graduation requirements. We expect new adaptations will be created so that nursing majors may have the opportunity to graduate in four years.
- b. **Accommodating ELEMENTARY EDUCATION:** Adaptations have been made in their Common Curriculum/Major Requirements in order to satisfy the B.A. graduation requirements. We expect new adaptations will be created so that elementary Education majors may have the opportunity to graduate in four years.
- c. **Long Term Governance Changes:**
The Joint Faculty Senate should determine the specific manner in which the general education requirements are administered.
In order for well-coordinated oversight of the Exploring Connections Curriculum, we anticipate the need for an Exploring Connections Curriculum Director. This Director would be responsible for the administration, coordination and assessment of the Exploring Connections Curriculum. An advisory council, (similar to the current Common Curriculum Committee) elected by the faculty at large could give guidance to the Director. This Advisory Council should include Representatives from each division, possibly the head of Gender Studies, the Associate Dean and the administrator responsible for academic assessment. If there is a head of Connections Seminar this person will report to the Curriculum Director. The process of course approval should not be significantly affected. However, the Advisory Council may create a subcommittee and a method for expedited review of courses that desire Connections designations.

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If there is no administrative officer responsible for academic assessment the Faculty Senate will need to determine how assessment takes place for departmental courses, academic majors, and possibly provide clear connections between such assessment committees and the Exploring Connections Curriculum advisory council.

H. CSB/SJU Academic MISSION STATEMENT

Student learning at the College of Saint Benedict and Saint John's University is based in the mission statements of each institution and the coordinate mission statement. [We no longer have a joint Mission Statement.] It is represented by the integrated systems of learning goals articulated below.

1. Graduates will be able to analyze the influence of the Catholic and Benedictine traditions on the human condition.
2. Graduates will be able to integrate knowledge from the liberal arts and sciences as they explore the human condition.
3. Graduates will be able to integrate the liberal arts and sciences with the skills, values and depth of knowledge specific to a major field of study in preparation for further professional development.
4. Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition.
5. Graduates will be able to establish patterns of life-long learning to seek and integrate knowledge of self and the world.
6. Graduates will be able to provide leadership and service in community to improve the human condition.
7. Graduates will be able to communicate sensitivity to and understanding of gender and cultural differences in order to improve the human condition.