

Working Draft of the OLE Core Curriculum: Intended Learning Outcomes
3/18/19

Please see the OLE Core Curriculum: Requirements document for more specifics. Sources for ILOs are given in the parenthetical italicized information.

❖ **First-Year Seminar:**

- NOTE: We want to ensure that all First-Year Seminars are open to all students. We expect to structure work across the fall and spring seminars with the needs of our increasingly diverse student body in mind. For example, this might mean that there will be more emphasis on oral communication in the fall and more emphasis on writing in the spring.

Students will:

1. Learn about and begin reflecting on the OLE Questions
2. Learn and practice foundational academic skills for the liberal arts:
 - a. The ability to communicate (through the production of written, oral, visual, and digital media), listen, and respond appropriately to a wide range of audiences in varied settings. (*Ad Hoc Group 2, ILO 2*)
 - b. The ability to comprehend and analyze a wide range of texts (written, spoken, and visual), taking account of factors such as text type, audience, and purpose, as well as historical, cultural, and intellectual contexts. (*Ad Hoc Group 1, ILO 9*)
3. Learn how systems of power and privilege intersect, create inequities, and affect identities and communities. (*GE Task Force based on Ad Hoc Group 1, ILOs 3 and 7; Ad Hoc Group 3, ILO 1*)
4. Develop skills relevant to working in collaborative environments, including the ability to contribute their own independent perspectives and strategies for working toward consensus. (*Ad Hoc Group 2, ILO 5*)

Question 1. In what ways can I understand the world and my role in it?

❖ **Religions, Faith, and Values:**

- **Critical Understanding of Religions, Faith, and Values** (*Ad Hoc Group 2*)

Students will demonstrate the ability to:

1. Identify religious phenomena
2. Evaluate how religions influence human social and individual identity
3. Imaginatively inhabit religious and non-religious perspectives
4. Understand, interpret, and evaluate religious texts, symbols, and actions
5. Judge the interaction and dialogue of the religious and the non-religious

- **Theologies in Dialogue** (*Ad Hoc Group 2*)

Students will demonstrate the ability to:

1. Construct theological knowledge
2. Engage in theological dialogue with or from Christianities with other religious traditions and non-religious or with other forms of inquiry.

3. Apply theological knowledge and skills to issues of historical, contemporary, or personal significance

❖ **Power, Inequity, and Race:**

Students will:

1. Demonstrate the ability to analyze power, privilege, justice, and oppression, past and present (*Ad Hoc Group 3, ILO 1*)
2. Demonstrate deep, contextualized knowledge of how race and ethnicity manifest themselves in U.S. institutions and intersect with other forms of structured inequity such as gender, religion, sexual orientation, and social class. (*MCD*)
3. Demonstrate not only a familiarity with cultural differences and their contributions to a multicultural society, but also a clear understanding of how these differences have been shaped by power, privilege, and inequity. (*MCD*)
4. Demonstrate the ability to use concepts and tools of inquiry from at least one discipline to critically analyze race and ethnicity in the United States. (*MCD*)
5. Demonstrate the ability to reflect critically on how race, ethnicity, power, privilege, and inequity shape their own experiences and the experiences of others. (*MCD*)

❖ **Historical Perspectives:**

Students will:

1. Demonstrate an understanding of how historical processes have resulted in the construction (and deconstruction) of hierarchies of power, identities, traditions, and ways of knowing by exploring the bidirectional relationship between the past and the present (*Ad Hoc Group 1, ILO 8*)

❖ **Natural Sciences:**

Students will:

1. Gain an understanding of the process of science as an intellectual pursuit and of the ways in which scientific ideas evolve and come to be appreciated (*Ad Hoc Group 1, ILO 1*)
2. Gain the ability to understand, articulate, and evaluate various positions taken in current debates about social and political issues involving scientific knowledge (*Ad Hoc Group 1, ILO 2*)

❖ **Social Sciences:**

Students will:

1. Gain knowledge and understanding about how people differ with respect to beliefs, values, cultural production, political systems, and material standards of living across the globe (*Ad Hoc Group 1, ILO 7*)
2. Achieve self-knowledge about historical, political, and cultural contexts (*Ad Hoc Group 2, ILO 4*)
3. Gain the ability to apply methods and content across disciplines to address challenges in a dynamic, global society (*Ad Hoc Group 3, ILO 3*).

Question 2. What skills do I need to live a meaningful and purposeful life in community?**❖ Writing in Context:**

Students will:

1. Understand theories of writing particular to a disciplinary or interdisciplinary course of study. (*GE Task Force based on Conference on College Composition and Communication*)
2. Demonstrate the ability to write as a means for inquiry, learning, thinking, creating, and communicating. (*WRI*)
3. Demonstrate the ability to engage in writing as an iterative process, using flexible strategies for generating drafts, responding to feedback, revising, editing, and proofreading. (*WRI*)
4. Engage data, digital, information, quantitative, or visual literacies appropriate to their particular writing situations. (*GE Task Force based on Council of Writing Program Administrators*)

❖ Quantitative Reasoning:

Students will:

1. Demonstrate the ability to use numerical data and quantitative or abstract reasoning to explore applied or theoretical problems in the natural or human-made worlds.

❖ World Languages and Cultures:

Students will:

1. Demonstrate language proficiency in reading and writing as well as in listening and speaking (modern languages only) commensurate with the amount of study completed. (*FOL*)
2. Demonstrate cultural understanding: The ability to understand, through a target language, that language's culture(s) and one's own culture. (*FOL*)
3. Demonstrate metalinguistic awareness: Awareness of language as a system, and of the ways in which language organizes thought processes and information and reflects culture. (*FOL*)

❖ Creativity:

Students will:

1. Demonstrate the ability to cultivate, improvise, adapt, and apply flexible strategies as an iterative, reflective process for creative inquiry in disciplinary or interdisciplinary contexts (*GE Task Force based on Association of American Colleges & Universities, AAC&U*)
2. Integrate cognition and action to design experiences that include embodied, applied solutions to open-ended problems for a communal good (*GE Task Force based on AAC&U*)

3. Develop inclusive practices to deepen their capacity for collaboration, empathy, and resilience (*GE Task Force based on AAC&U*)

Question 3. How can I live responsibly and prepare for challenges in a dynamic, global society?

❖ **Experiential Learning in Context:**

Students will:

1. Integrate academic and experiential learning by applying classroom theories and ideas in a practical setting and draw upon experiential learning to advance their understanding in an academic setting. (*Ad Hoc Group 2, ILO 6*)
2. Engage meaningfully with communities around them through a variety of immersive experiences (*Ad Hoc Group 3, ILO 4*)
3. Gain knowledge, skills and experiences that present the opportunity for them to encounter and engage the world globally and domestically in ways that develop cultural competence and create positive change (*Ad Hoc Group 1, ILO 3*)