Worksheet for Validation of Existing Benedictine Education Liberal Arts Courses

The overall purpose of the validation process is to identify how existing courses support the Ben Ed Pathways, Indicators and College Outcomes. These data will eventually be used to assess the comprehensiveness of Pathways course offerings and overall Ben Ed program expectations. Further information about the College Outcomes and the Ben Ed Pathways can be found in the College Catalog and on the Ben Ed website.

Though you are required to complete the validation process online by September 15, you can use this worksheet as a guide to the College Outcomes and Ben Ed Pathways as you prepare for the online validation submission and preparation of your course syllabi.

Here is the information you will need to complete the online validation process:

SECTION A: COURSE DESCRIPTION

Course #: ___________ Course Title: ___________________________ Date: ____________

Faculty Teaching Course: ___________________________

Faculty Submitting Course: ___________________________

SECTION B: COLLEGE OUTCOMES

Listed below are the three College Outcomes and their respective student outcomes. Indicate which of the College outcomes you feel your course supports by checking the box next to the appropriate student outcome. If your course meets more than one College Outcome, indicate this by checking each appropriate box. A course does not have to fulfill all of the student outcomes under the College Outcome.

☐ Ways of Knowing: Student Outcomes

☐ Articulate a critical response to creative works.
☐ Use qualitative and quantitative data in a systematic approach to arrive at reasoned conclusions.
☐ Move from intuition into insight through investigation and critical reflection.
☐ Articulate how people and societies construct perceptions of reality from different perspectives [e.g. religious, philosophical, historical, cultural, scientific].
☐ Approach problems and issues from an interdisciplinary perspective.
☐ Reflect on and challenge perceptions, actions and values based on new information.
Effective Communication: Student Outcomes

- Identify personal strengths, weaknesses and strategies for improvement as a responsible and effective communicator.
- Offer and solicit feedback to enhance the ability to communicate in a variety of contexts.
- Construct and revise messages in an appropriate form for an intended audience.
- Communicate interpersonally, publicly, in oral, written and other ways.
- Demonstrate respect and understanding of differing points of view.

Social Responsibility: Student Outcomes

- Explain how power and privilege contribute to the shaping of cultures' and societies' constructions of ethnicity, race, religion, class, gender and sexuality.
- Articulate a reasoned assessment or analysis of issues relating to social justice and stewardship.
- Listen to, consider and articulate conflicting perspectives, and value difference as a source for creative change.
- Both respect and honor differences and similarities/commonalities within a multi-cultural nation and world community.
- Utilize an ethical decision-making model to integrate action, personal values and knowledge related to a social justice issue.

SECTION C: PATHWAYS

Listed below are the 11 Pathways. Indicate which Pathway your course has received previous approval by checking the box next to the Pathway. If your course has been approved for more than one Pathway, indicate this by checking the appropriate boxes.

Then, identify which of the indicators you believe your course fulfills by checking the box next to each appropriate course indicator listed below each Pathway. A course does not have to meet each of the course indicators.

I. Cultural Diversity

- Content addresses historical and current relationships between or among cultures.
- Provides a framework for building student understanding of his/her own culture.
- Attends to cultural worldview, examining multiple categories of identity.
- Teaches students to recognize and respond to power in cultural context.
- Provides well-designed opportunities to explore equity and justice issues particular to that field of study.
- Pursue justice-seeking experiences linked closely with extensive opportunities for critical reflection.

II. Social Sciences

- Address using a broad focus, one or more of the following: psychosocial, economic, social, cultural and/or the political thinking of individuals and societies.
- Examine the relationships and interconnectedness between motivation, learning, development and change.
- Explore the causes and implications of differences and similarities among people.
- Explore alternative theoretical frameworks which have been used to offer meaningful explanations of social phenomena.
III. World Languages

- Lead to increased mastery of communicative skills of language study, such as listening, responding, reading and writing.
- Present content designed to highlight the intimate link between the world language studied and the peoples who use it.
- Emphasize a cultural perspective that places the world language studied within the context of world cultures.

IV. Literature

- Content includes the reading of literary works as a major portion of the course content, ranging from forms and genres to modes and historical-cultural contexts.
- Promote close reading of and interpretation of texts from a variety of perspectives and issues.
- Introduce students to literature as a ‘way of knowing’ and the ways in which literature has contributed to our cultural experiences and human existence.

V. Analytical Reasoning

- Examine problems by reducing them into their constituent elements.
- Develop the ability and language to recognize and describe the patterns of relationship among elements of a problem.
- Employ those abilities to solve a variety of problems and effectively communicate the solution processes to others.

VI. Natural Sciences

- Use scientific principles or laws to describe life and the physical universe.
- Utilize the scientific method.
- Provide understanding of the scope and limits of scientific endeavor.
- Provide understanding of how science has shaped the modern world.
- Provide understanding of the technical issues society faces.
- Enable the student to appreciate the beauty and the interconnectedness of the natural world.

VII. History

- Examine the history of any society, people or country using a broad focus with respect to time and place.
- Include a knowledge of the distinctive features of the history, institutions, economy, society, and culture under study.
- Include a methodological component [tools and approaches] utilized to indicate how and why we know something of a time, place, and people.
- Enable students to develop an appreciation for the diversity of the human community.
VIII. Fine Arts

- Address historical, cultural, critical, or theoretical dimensions of an artistic field.
- Require both critical reflection and practice of methodologies or skills in the fine arts.
- Consciously engage with the imagination required to produce artistic objects or performances which express emotion or spirituality, and thus stand outside conventional ideas of utility.

IX. Philosophy

- Examine the importance and development of various questions addressed by philosophers.
- Explore the methods and issues of philosophical inquiry as a ‘way of knowing’.
- Provide experiences that lead to critical examination of basic assumptions about life.

X. Religious Studies

- Examine central religious and theological questions and the ways Christianity and/or Catholicism and/or other religions have approached and resolved such questions.
- Assist students in identifying and understanding their religious convictions and faith communities.
- Encourage an ecumenical perspective and pluralistic sensitivity that respect the diversity of religious convictions.
- Stimulate and develop students’ critical thinking skills and cultivate facility in academic argumentation.
- Introduce students to methodological issues in the investigation and evaluation of religious traditions and texts.
- Dialogue about moral questions and social justice issues as a means of developing in students the necessary skills for ethical decision making and living justly.
- Foster the integration of theological insights into students’ wider educational, social, cultural, religious, and spiritual experience.

WI. Writing Intensive

- Identify personal strengths, weaknesses and strategies for improvement as a responsible and effective communicator.
- Offer and solicit feedback to enhance the ability to communicate in a variety of contexts.
- Construct and revise a message in an appropriate form for an intended audience.
- Communicate interpersonally, publicly, in oral, written and other ways.
- Demonstrate respect and understanding of differing points of view.

To get to the online survey, click on the following links from the Scholastica home page: Academics, Benedictine Education, Liberal Arts Education Program. In the upper right-hand corner is the “IN THIS SECTION” box. You’ll find the validation survey under the “For Faculty” section.