Student Learning Outcomes

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Contents

Note: committee chair denoted with an asterisk (*)

College-wide outcomes committees

- **Critical and Imaginative Thinking**: Kevin Staley (Philosophy), *Maureen O'Reilly (Nursing), Kathy Flannery (Psychology), Derk Wierda (Chemistry)
- **Information Literacy**: Jeff Waller (Geisel Library), Brian Penney (Biology), Sara Smits Keeney (Sociology), Keith Williams (English)
- **Moral Inquiry**: *Thomas Larson (Philosophy), Dan Daly (Theology), Jennifer Lucas (Politics), Dianna Terrell (Education), and Sean Parr (Fine Arts)
- **Oral Communication**: Jonathan Lupo (English), Chani Marchiselli (English), Gil Becker (Economics and Business), Nicole Eyet (Chemistry), Kelly Demers (Education)
- **Written Communication:** Ann Norton (English), Bindu Malieckal (English), Jennifer Thorn (English), Maria McKenna (Psychology), Tauna Sisco (Sociology)

Core outcomes subcommittees

- **Aesthetic & Creative Engagement**: Kelly Demers (Education), Ed Gleason (English), *Sean Parr (Fine Arts), Jaime Orrego (Modern Languages & Literature)
- **Citizenship:** Dan Daily (Theology), *Dan Forbes (Director, Service Education), Jennifer Lucas (Politics) , Sara Smits (Sociology), Dianna Terrell (Education),
- **Global Engagement:** Erik Cleven (Politics), *Dina Frutos-Bencze (Business and Economics), Lourdes Jimenez (Modern Languages and Literature), Sarah Keefe (Associate Director, Study Abroad Program), Matthew Masur (History)
- **Historical Reasoning**: David George (Classics), Katherine Bentz (Fine Arts), *Andrew Moore (History), Beth Salerno (History)
- **Linguistic Awareness**: Susanne Rossbach (Modern Languages & Literature), Julia Feldhaus (Modern Languages & Literature), Keith Williams (English), Meg Cronin (English), *David George (Classics)
- **Philosophical Reasoning:** Philosophy department: Robert Anderson, Robert Augros, David Banach, Montague Brown, Susan Gabriel, Sarah Glenn, Kyle Hubbard, Thomas Larson, *Max J. Latona, James Mahoney, Joseph Spoerl, Kevin Staley, Joshua Tepley
- **Quantitative Reasoning**: *Carol Traynor (Computer Science), Nicole Eyet (Chemistry), Sara Smits Keeney (Sociology), Srikant Vadali (Economics & Business), Stephen Shea (Mathematics)
- **Scientific Reasoning**: Nicole Eyet (Chemistry), *David Guerra (Physics), Jay Pitocchelli (Biology), Adam Wenzel (Psychology)
- **Social Scientific Awareness**: Karen Frederick (Sociology), *Maria McKenna (Psychology), Christopher Galdieri (Politics), Luke Miller (Economics & Business), David Hull (Criminal Justice)
- **Theological Reasoning**: *Dan Daly (Theology), Fr. Benedict Guevin (Theology), Patricia Sullivan (Theology), Ward Holder (Theology)

Shared learning experience outcomes committee

- **Common learning experience implementation committee**: *Kevin Staley (Philosophy), *Ann Norton (English), Mark Cronin (Associate Dean), Derk Wierda (Chemistry), Eric Berry (Director of Core Curriculum, Biology), Christine A. Gustafson (Associate Dean), Br. Isaac Murphy (OSB, Politics)

Communication - Oral
(revised November 2013)

Goals and Objectives
Oral communication is defined as the ability to express oneself clearly and persuasively in oral presentation, listen attentively, and contribute to a substantive exchange of ideas. Successful practice in oral communication will instill in students an appreciation for the value of effective and ethical communication, will educate the students in relevant academic discourses, and will expect that students actively participate in group discussions and oral presentations.

Student Learning Outcomes
Students who have completed their studies at Saint Anselm College should be able to:

- Appreciate the privileges and ethical responsibilities of public speech

- Understand the relationship and differences between oral and written communication

- Exhibit active and respectful listening

- Demonstrate proficiency in the use of discipline-specific language while asking and answering questions in the classroom

- Create and perform oral presentations, using verbal and non-verbal messages, appropriately adapted to the audience

- Analyze and appraise the oral communication of others

- Contribute respectfully to academic discussion and debate

Communication - Written
(revised November 2013)

Goals and Objectives
Written communication is defined as the ability to express facts and ideas correctly and persuasively in writing. Competent writers communicate clear, concise messages to their intended audiences, using appropriate, discipline-specific writing conventions. Courses should develop students' ability to construct complex and logical arguments that make effective use of relevant supporting materials and produce focused, coherent written work. Courses should promote the importance of writing as a tool of analysis and communication.

Student Learning Outcomes
Students who have completed their studies at Saint Anselm College should be able to:

- Demonstrate a command of standard grammar, spelling, and punctuation

- Develop an effective writing process of planning, writing, reflecting, and revising

- Write well-organized papers that make effective and discipline-specific use of credible evidence in support of clear theses that acknowledge complexity and alternative views

- Employ rhetorical strategies suited to the purpose(s) and audience(s) for the writing, to include appropriate vocabulary, voice, tone, and level of formality

- Cite and document sources effectively and meet readers' expectations about genre and document design

Critical and Imaginative Thinking
(revised November 2013)

Goals and Objectives

Critical and imaginative thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. Courses which foster critical and imaginative thinking should assist students to assess multiple perspectives, with an eye to understanding why and how they differ. They should assist the student to develop a range of skills in interpretation, analysis, argumentation, synthesis and application. They should also enable students to construct well-reasoned arguments and solutions as well as create and evaluate novel approaches in a variety of contexts.

Student Learning Outcomes

Students who have completed their studies at Saint Anselm College should be able to:

- Read and evaluate texts (and other media) critically from multiple perspectives

- Demonstrate proficiency at basic deductive and inductive reasoning

- Categorize, analyze, and synthesize complex ideas

- Demonstrate a capacity for creative problem solving

- Question popular assumptions and other factors that limit their own thinking

Information Literacy
(revised November 2013)

Goals and Objectives
Information literacy is defined as an integrated ability to find, evaluate, and utilize relevant scholarly and other resources, and to maintain high standards of academic integrity. Courses or assignments that promote information literacy should foster an appreciation for the complexity of the modern information environment; cultivate an understanding of how to search effectively for a wide range of relevant, high-quality information sources; and develop in students the ability to evaluate sources whenever seeking information to address an academic or personal need.

Student Learning Outcomes
Students who have completed their studies at Saint Anselm College should be able to:

- Formulate a well-defined research question with a manageable focus and articulate the information needed to address it

- Develop an effective strategy for seeking the needed information and retrieve information from appropriate, relevant sources in an efficient manner

- Evaluate information and its sources for issues including reliability and bias, as well as potential shortcomings such as flawed reasoning or methodological weakness

- Synthesize the information to construct new ideas that address the initial research question and communicate the information clearly and effectively

- Demonstrate an understanding of the ethical issues and social context related to information, including the importance of avoiding plagiarism and documenting sources appropriately

Moral Inquiry
(revised November 2013)

Goals and Objectives
The project of moral inquiry should develop students' moral framework, instilling a habit of mind by which they continually revisit important ethical questions and refine their capacity to consider these questions objectively, systematically, and in an increasingly rigorous manner. Moral inquiry fosters discussions of ethical issues in pursuit of moral truth. This includes exploring Catholic social teaching and its emphasis on the plight of the poor, vulnerable, and marginalized; engaging critically with the contemporary world and the differences among global, political, philosophical, religious, and cultural traditions; and encouraging students to integrate their ethical knowledge into their actions both within the College community and beyond.

Student Learning Outcomes
Students who have completed their studies at Saint Anselm College should be able to:

- Articulate clearly their own personal moral position and the assumptions on which it is based

- Analyze and evaluate moral arguments

- Construct and communicate a clear ethical argument

- Demonstrate a basic knowledge of Catholic social teaching

- Demonstrate a basic knowledge of major ethical theories that inform public and private discourse

- Engage in constructive dialogue which demonstrates an understanding of the reasons for different perspectives on moral and ethical questions

- Recognize and reflect upon the ramifications of ethical principles and choices

Aesthetic and Creative Engagement
(revised November 2013)

Goals and Objectives

Aesthetic and creative engagement immerses students in developing "artistic literacy"—an understanding of artistic language and the relationship between form and content in the visual, musical, or literary arts. Course topics in this area may be historical or contemporary in approach, and may be oriented towards practice or the interpretive. In all cases, courses should foster artistic enrichment, encourage the appreciation of particular works, and awaken an awareness of the possibilities of the creative imagination. They should also help students learn to respond to artistic expression with increasing sophistication and engage students in the various debates about the character and purposes of aesthetic forms as expressions of meaning, as sources of beauty, and as objects of critical inquiry

Student Learning Outcomes

Students who have completed their Aesthetic and Creative engagement requirement should be able to:

- Demonstrate artistic literacy—that is, the ability to "read" a work of art as a type of text, whether written, performed, visual, or aural

- Interpret or participate in the creation or performance of a form of artistic expression

- Learn new ways to value the role that art plays in life

- Assess formal qualities of artistic expression, employing appropriate critical and technical vocabulary relevant to artistic production and style

- Understand how works of art reflect particular historical and cultural contexts, and appreciate how past artistic achievements have influenced the direction of today's artistic movements

- Recognize a wide spectrum of human creativity and continue to develop their own creative impulses and artistic perspectives

Citizenship
(revised March 2017)

Goals and Objectives
The goal for the citizenship outcome is to instill a habit of mind by which students continue to revisit important questions about the role of a citizen, and the balance of roles, rights, and responsibilities within the context of a community, whether local, national, or global.

Student Learning Outcomes
Students who have completed their Citizenship requirement should be able to:

- Demonstrate a basic knowledge of different definitions of citizenship

- Recognize how context (e.g. cultural, historical, political, social, economic, religious factors, etc.) shapes, enables and constrains citizenship

- Articulate clearly a personal understanding of citizenship and the assumptions on which it is based

- Recognize and reflect upon the ramifications of lived citizenship for themselves, other individuals and communities

Global Engagement
(revised March 2017)

Goals and Objectives
Global engagement means active interest in a world where all peoples, being rooted locally, share the responsibilities of belonging to a common humanity. As members of the human family, students should respect the inherent dignity of all peoples and their universal human rights. Courses should provide students with an understanding of global structures, processes, and conditions. Students should be able to identify commonalities and diversity in an interconnected world; they should have the capacity to be responsible and effective participants in global society; and they should appreciate their relationship with the greater world.

Student Learning Outcomes
Students who have completed their Global Engagement requirement should be able to:

- Understand the world as an interrelated and interdependent whole

- Recognize global systems, institutions, processes or other sources of global unity and fragmentation

- Demonstrate knowledge of major global issues such as human migration, trade, global poverty and inequality, environmental degradation, and human rights

- Recognize and comprehend the diversity of societies, peoples, and cultures

- Interpret aspects of other societies, countries, and cultures with empathy and sophistication

Historical Reasoning
(revised October 2015)

Goals and Objectives
Historical reasoning is the ability to recognize and to analyze change and continuity in human society over time. Courses in historical reasoning provide students with knowledge of significant historical periods so that they can interpret the past and consider its relationship to the present. These courses should develop within students the ability to draw conclusions from historical material by relating persons and events to their specific context and to place them in the broader continuum of history. Historical reasoning enhances students' appreciation of their heritage and allows them to take a historical perspective on contemporary issues.

Student Learning Outcomes
Students who have completed their Historical Reasoning requirement should be able to:

- Explain the interplay of broad changes and continuities in human society

- Recall the key dates, names, events, and dominant themes that constitute significant historical periods

- Evaluate, analyze, and comprehend different types of primary source evidence within its historical context

- Use primary sources (written, oral, visual, and material) to develop and support a historical argument

- Recognize the complex process of constructing history from a fragmentary historical record and how the interpretation of specific historical events has changed over time

- Understand the distinct perspectives and values of past societies, their connections to the present, as well as the differences between past and present-day societies

Linguistic Awareness - Modern Foreign or Classical Language
(revised November 2013—links updated June 2019)

Goals and Objectives
The learning objective for Linguistic Awareness in a Modern Foreign or Classical language is to bring the student to a minimum level of low intermediate in the target language as defined by the American Council on the Teaching of Foreign Languages (ACTFL) for modern languages (https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012) and the American Philological Association/ American Classical League (APA/ACL) for classical languages (https://www.aclclassics.org/Portals/0/Site%20Documents/Publications/Standards_for_Classical_Language_Learning_2017%20FINAL.pdf).

Student Learning Outcomes - Modern Foreign Language
Students who have completed their Linguistic Awareness requirement by taking a Modern Foreign Language should be able to:

- Speaking: Students at the low intermediate level can react to predictable topics necessary for survival in the target-language culture; they can express personal meaning by combining and recombining what they know.

- Writing: Students at the low intermediate level can create conversational-style sentences with basic word order; the content of the writing is based on familiar material, mostly recombination of learned vocabulary and structures.

- Listening: Students at the low intermediate level can understand speech that is simple, minimally connected, and contains high-frequency vocabulary; they require a controlled listening environment where they hear what they may expect to hear.

- Reading: Students at the low intermediate level can understand some information from the simplest connected texts dealing with highly familiar, everyday contexts; they rely heavily on contextual clues.

- Cultural knowledge: Students are able to recognize the significance of some commonly cited cultural references (such as landmarks, works of art and literature, symbols, documents, historical events and figures, traditions and customs).

- Culturally appropriate behavior: Students are able to recognize culturally appropriate behavior (including use of appropriate registers of language) in a variety of social contexts.

- Cultural empathy: Students are able to evaluate the references and social contexts of the culture from that culture's own perspective.

Student Learning Outcomes - Classical Language
Students who have completed their Linguistic Awareness requirement by taking a Classical Language should be able to:

- Reading: Students at the low intermediate level can read, understand, and interpret, with appropriate assistance, unadapted passages of Latin or Greek from the original authors.

- Oral/Written: Students at the low intermediate level can read Latin or Greek aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection by imitating the models they have heard. They can write sentences in Greek or Latin.

- Cultural knowledge: Students are able to recognize the significance of some commonly cited cultural references (such as landmarks, works of art and literature, symbols, documents, historical events and figures, traditions and customs).

- Culturally appropriate behavior: Students are able to comprehend culturally constrained behavior in ancient texts.

- Cultural empathy: Students are able to evaluate the references and social contexts of the culture from that culture's own perspective.

Linguistic Awareness - Writing Composition
(revised November 2013)

Goals and Objectives
Linguistic Awareness is knowledge of the use of language as a tool for communicating information and ideas within academic fields and as an object of study and reflection in itself. Courses fulfilling linguistic awareness in the English language should promote an understanding and appreciation for the universal importance of language across disciplines; provide an understanding of key structures, methodologies and approaches necessary to effectively engage, critique, and produce a wide range of texts; develop in students the ability to enunciate informed opinions on texts, ideas, and artifacts within culture.

Student Learning Outcomes
Students who have completed their Linguistic Awareness in Writing Composition requirement should be able to:

- Understand the structures of English grammar and use these structures to create grammatically and syntactically correct sentences

- Understand the conventions of standard English and the varieties of current usage

- Explain how language use varies according to audience, including the use of discipline-specific or field-specific terminology

- Analyze, interpret, and evaluate the rhetorical and aesthetic qualities of language

- Recognize how language can be an instrument of bias, propaganda, and persuasion

- Understand the connections between language and cultural/social contexts

Philosophical Reasoning
(revised January 2015)

Goals and Objectives

Philosophy seeks to raise and answer fundamental and enduring questions through the systematic application of reason. It is divided into theoretical philosophy and practical philosophy, which aim at distinct but related objectives: theoretical philosophy addresses fundamental questions about the nature of reality (what is); practical philosophy addresses fundamental questions about the good (what ought to be). All courses in philosophical reasoning encourage student appreciation of perennial philosophical questions by engaging classic and contemporary works in the discipline.

Student Learning Outcomes: Theoretical Reasoning

Students who have completed their Theoretical Reasoning requirement should be able to:

- Articulate and critically evaluate ordinary assumptions about what is true

- Use critical thinking skills in constructing arguments, raising objections to an argument's validity and/or soundness, and replying fairly to such objections

- Address philosophical questions in three major areas of theoretical philosophy:

  a) philosophical anthropology (e.g., the relationship between nature and human nature; the nature of human freedom; the relationship between mind (soul) and body; the basis and limits of human knowledge; the existence of life after death; etc.)

  b) philosophical cosmology (e.g., the nature of reality; the nature of space, time, and causality; the origin of the cosmos; the relationship between language, knowledge, and reality; the differences between philosophy and science; etc.)

  c) philosophy of religion (e.g., the existence and nature of God; the problem of evil; the relationship between faith and reason; the differences between philosophy and theology; etc.)

- Use philosophical reasoning to engage and analyze key theoretical texts in the Western philosophical tradition (e.g., by Plato, Aristotle, Augustine, Anselm, Aquinas, Descartes, Hume, Kant, etc.) by discussing and writing about the ideas, arguments, and positions in such texts

- Understand and articulate some of the contributions made by the Christian philosophical tradition regarding theoretical questions in the spirit of the Catholic and Benedictine tradition of "faith seeking understanding"

Student Learning Outcomes: Ethical Reasoning

Students who have completed their Ethical Reasoning requirement should be able to:

- Articulate and critically evaluate ordinary assumptions about what is good, right, virtuous, permissible, obligatory, and supererogatory

- Use critical and deliberative thinking skills in understanding and constructing moral arguments, raising objections to an argument's validity and/or soundness, and replying fairly to such objections

- Demonstrate some familiarity with all, and be conversant in at least three, of the four major moral theories (consequentialism, deontology, natural law, and virtue ethics), recognize how these theories serve as the first principles of ethical reasoning, and understand how such reasoning differs from theoretical reasoning

- Engage meta-ethical challenges to the coherence of any moral theory (e.g., relativism, emotivism, and subjectivism)

- Use philosophical reasoning to engage and analyze key ethical texts in the Western philosophical tradition (e.g., by Aristotle, Aquinas, Mill, Kant, etc.) by discussing and writing about the ideas, arguments, and positions in such texts

- Understand and articulate some of the contributions made by the Christian philosophical tradition with regard to moral issues and questions in the spirit of the Catholic and Benedictine tradition of "faith seeking understanding"

Quantitative Reasoning
(revised November 2013)

Goals and Objectives
Quantitative reasoning is defined as the capacity for creative problem solving through the ability to assess numerical evidence and to reason from data. Courses in quantitative reasoning will: promote understanding and appreciation of quantitative information and its application to problems from many areas; develop valid reasoning and decision-making skills; prepare students to apply numerical, logical, and analytical techniques as necessary to be active and responsible citizens, or as appropriate to the field; and develop in students the ability to gather, assess, and draw inferences from data and information, as well as the ability to recognize when an issue cannot be resolved using quantitative techniques.

Student Learning Outcomes
Students who have completed their Quantitative Reasoning requirement should be able to:

- Demonstrate a well-developed understanding of a theoretical and conceptual framework for quantitative reasoning, such as aspects of mathematics, statistics and logic

- Solve problems quantitatively using appropriate arithmetical, algebraic, or statistical methods

- Create and interpret visual representations of quantitative information, such as graphs or charts

- Understand and critically assess data collection and its representation

- Understand what can and cannot be inferred from a set of data and the limits of techniques used in order to recognize errors that can be made in carrying out analyses

- Communicate and present quantitative results effectively

- Apply quantitative reasoning in a practical manner to everyday situations

Scientific Reasoning
(revised May 2015)

Goals and Objectives
Scientific reasoning is defined as the ability to appreciate, identify, and investigate questions in the theory and praxis of the natural sciences. Courses in scientific reasoning should promote an understanding of the principles governing matter and energy, living systems, and the evolution of systems, and should be taught with particular regard to the impact of science and technology on individuals and society.

Student Learning Outcomes
Students who have completed their Scientific Reasoning requirement should be able to:

- Demonstrate a well-developed understanding of the nature of science, including its goals, its limitations, and the processes by which it is practiced

- Comprehend relevant scientific concepts, facts, and theories and appreciate the connection between the physical and life sciences which provide the basis for a scientific understanding of the physical universe

- Understand the process of scientific inquiry through experiential learning within a laboratory

- Understand the relationships between science and technology

- Critically analyze and present informed opinions on contemporary issues related to science and technology

- Recognize that benefits arising from scientific and technological advances are accompanied by moral implications and public policy ramifications

Social Scientific Awareness
(revised November 2013)

Goals and Objectives
Social Scientific Awareness is defined as the ability to identify, appreciate and investigate questions in the theory and methodology of the social sciences. Courses in social scientific awareness aim to identify, through empirical and systematic observations, patterns of human behavior that occur among individuals, groups, institutions, societies, and/or the global environment. Courses in this area focus on human behavior and the institutions and social systems that shape and are shaped by that behavior. Courses in social scientific awareness engage students in the process of social scientific inquiry in order to develop their understanding of the self, society, and the larger world.

Student Learning Outcomes
Students who have completed the Social Scientific Awareness requirement should be able to:

- Demonstrate knowledge of theoretical perspectives and major concepts in the social sciences

- Understand how social scientific research can describe, understand, and predict human behavior

- Understand research methods, including the development of research questions, research design, data analysis and interpretation in considering social phenomena, issues, and problems

- Distinguish social scientific research from advocacy, commentary, and other forms of analysis

- Reflect the values underlying social science research, including ethical behavior, tolerance of ambiguity, and the importance of empirical evidence

- Think critically about the interactions of individuals, groups, institutions, and societies

Theological Reasoning
(revised May 2019)

Goals and Objectives
Theological reasoning in a Catholic context is "faith seeking understanding," an investigation of and systematic reflection upon divine revelation as recorded in the Christian scripture and preserved by a living tradition, pursued through faith and reason. Courses in theological reasoning should introduce the sources of Catholic theology, engender understanding of Christian beliefs about the divine-human relationship, develop the ability to examine theological questions, and identify the practical implications of faith, particularly in its moral, spiritual, and liturgical dimensions. Students will be familiar with Christian doctrines from the Catholic perspective and be able to engage the resources of the Catholic tradition in theoretical and practical matters.

Student Learning Outcomes - Biblical Literacy
Students who have completed their Biblical Literacy requirement should be able to:

- Demonstrate a basic knowledge of Catholic biblical interpretive methods and approaches that are representative of Catholic biblical scholarship as promulgated in *Dei Verbum* and Pontifical Biblical Commission documents

- Identify structural features of the Bible including Old Testament, New Testament, Pentateuch, Prophets, Writings, Gospels, and Letters

- Identify the various authors of the Bible, their concerns and strategies (including genre)

- Describe the importance of identifying the genre of a text for textual interpretation

- Describe how the core elements of biblical interpretation are based not only upon professional scholarship but also on present day experiential contexts

- Engage in the critical and analytical conversation about how the interpretation of biblical texts shapes Church doctrine, contemporary cultures, and individuals

Student Learning Outcomes - Catholic Theological Reasoning
Students who have completed their Catholic Theological Reasoning requirement should be able to:

- Identify the sources—scripture, tradition, reason—of the Catholic theological tradition

- Employ the sources of Catholic theology to reflect on a theological issue in a distinctly Catholic manner

- Identify the basic categories of the Catholic theological sub-disciplines of Bible, history, systematics and moral

- Demonstrate a basic knowledge of at least one of the following Catholic doctrines: Christology (including soteriology); Trinitarian theology; ecclesiology; theological anthropology; or sacramental theology; or spirituality

- Place Catholic theology in dialogue with at least one other academic discipline or theological/religious tradition

Shared Learning experience
(revised November 2013)

Goals and Objectives
The shared learning experience course serves as an introduction and intellectual orientation for new students to the academic community at Saint Anselm College. The course offers an interdisciplinary community of faculty and students the opportunity to pursue together the values of a liberal arts education in the Catholic, Benedictine tradition. Students will gain knowledge of select foundational texts and other media that address the enduring ideas and questions that have shaped human thought and civilization. Among these fundamental ideas, students will be introduced to the Catholic, Benedictine intellectual tradition through select readings of the spiritual teachings of Saints Benedict and Anselm. In this first-year course, students will not become experts or gain disciplinary expertise in any specific area of the liberal arts, but they will begin to learn how to consider the big questions, read critically, and communicate effectively within a shared learning community. This interdisciplinary course will also help students to begin making connections among the diverse disciplines of the liberal arts.

Student Learning Outcomes
Students who have completed the Shared Learning Experience course should be able to:

- Define and distinguish liberal arts education from other modalities of learning

- Demonstrate familiarity with the spiritual teachings of Saints Benedict and Anselm

- Articulate a rudimentary understanding of the educational mission and values of Saint Anselm College as a liberal arts college in the Catholic, Benedictine tradition

- Begin to develop capacity in college wide learning outcomes: Critical and Imaginative Thinking, Oral and Written Communication, Information Literacy, and Moral Inquiry

- Demonstrate an introductory-level ability to:

  o Engage the big questions (e.g. philosophical, spiritual, scientific, aesthetic, historical, political, etc.) that are central to the liberal arts and Catholic Benedictine educational mission

  o Make connections among the questions, ideas, and methods of the different disciplines of the liberal arts

  o Apply the teachings of the liberal arts and of the Catholic Benedictine tradition to better understand their own lives and their community