**PAC Distribution of Integrations Curriculum Outcomes to the Institutional Learning Goals**

**January 21, 2019**

**INSTITUTIONAL LEARNING GOAL 1.0: THINK DEEPLY**

*Think critically, creatively, and with complexity when addressing significant questions.*  
Our students will demonstrate critical thinking and manage cognitive complexity. These skills include approaching problems in integrative ways from multiple perspectives, as well as to ethically acquire, evaluate and apply information and communicate in multiple formats. The CSB/SJU learning experience will provide students with opportunities for reflective learning, analytic inquiry, investigation, application, problem solving, creativity and communication.

Students who graduate from the College of Saint Benedict or Saint John’s University will:

1. Elicit and construct meaning from texts. [**ANALYZING TEXTS**]
   1. Beginner: Students read or interpret a variety of texts for comprehension, adjusting strategies based on the genre, nature of the text and context of the assignment.
   2. Intermediate: Students evaluate texts for significance, relevance to the students’ goals, and make connections among texts and/or disciplines.
   3. Advanced: Students integrate knowledge among different texts, including independently finding supplemental texts to help understand the main text(s).
2. Identify, evaluate, and responsibly use information. [**INFORMATION LITERACY**]
   1. Beginner: Students access appropriate information through common search strategies, accurately cite the source, and articulate the value of accurate citation.
   2. Intermediate: Students locate relevant information using well-designed search strategies, evaluate and use appropriate and multiple resources, and articulate why using information has many ethical and legal implications.
   3. Advanced: Students use well-designed search strategies to find information, evaluate and use appropriate and diverse resources, and follow the ethical and legal standards for their discipline.
3. Optimize one’s own thinking and learning processes. [**METACOGNITION**]
   1. Beginner: Students identify their intellectual abilities and dispositions, problem solving processes, and learning strategies.
   2. Intermediate: Students reflect on the weaknesses and strengths of their intellectual abilities and dispositions, effectiveness of their problem-solving processes, and efficiencies of their learning strategies.
   3. Advanced: Students apply their metacognitive knowledge to improve their problem-solving processes, and to strengthen learning strategies.
4. Solve quantitative problems and develop and communicate arguments supported by quantitative evidence. [**QUANTITATIVE REASONING**]
   1. Beginner: Students describe and draw conclusions from quantitative arguments, recognizing that assumptions, errors, and fallacies may affect the argument’s validity.
   2. Intermediate: Students construct an appropriate representation of data and perform calculations to interpret a situation, drawing appropriate inferences.
   3. Advanced: Students create their own arguments supported by quantitative evidence and clearly communicate those arguments and assumptions that may impact the argument’s validity.
5. Construct ideas, opinions and information in appropriate oral forms. [**SPEAK**]
   1. Beginner: Students organize a presentation with a central message that is partially supported by relevant material(s). Delivery techniques make the presentation understandable, although students may appear tentative or uncomfortable.
   2. Intermediate: Students organize a presentation with a clear central message that is consistent with relevant supporting material(s). Delivery techniques make the presentation interesting, and students appear comfortable.
   3. Advanced: Students skillfully organize a cohesive presentation with a compelling central message, support it with relevant material(s) that establish their authority on the topic.
6. Think critically about sources, doctrines, and themes of the Christian tradition. [**THEOLOGICAL REASONING**]
   1. Beginner: Students identify elements of Christian theological sources, which may include scripture, practices, texts, or art forms. They explain a theological teaching, doctrine, or theme.
   2. Intermediate: Students interpret theological sources and their contexts. They compare perspectives on a teaching, theme, or doctrine.
   3. Advanced: Students demonstrate creative theological reasoning in evaluating contemporary social issues, conducting interdisciplinary research, or constructing their own theological argument.
7. Construct ideas, opinions and information in appropriate written forms. [**WRITE**]
   1. Beginner: Students are aware of the context, audience, and purpose of their writing and appropriately use content to explore their ideas. They organize and present the writing in ways that are appropriate, which includes relevant evidence to support ideas. The language is clear but may include some errors.
   2. Intermediate: Students demonstrate consideration of the context, audience, and purpose of their writing and use compelling content to clearly support ideas. The consistently organize their arguments using relevant evidence. The language is clear and straightforward, with few errors.
   3. Advanced: Students demonstrate a thorough understanding of context, audience, and purpose and use relevant and compelling content. The language is clear, fluent and virtually error-free.

**INSTITUTIONAL LEARNING GOAL 2.0: EMBRACE DIFFERENCE**

*Observe life from multiple perspectives.*  
Our students will demonstrate identity awareness, including power and privilege, and practice inclusivity and cultural agility. These skills include an ability to learn from, respect, and work with people whose identity and perspective are different from their own. Students will engage the world through the lens of gender, with an appreciation of human differences. The CSB/SJU learning experience will provide students with opportunities to reflect on their own cultural identity, engage diverse points of view and learn to respect cultures/values different from their own.

Students who graduate from the College of Saint Benedict or Saint John’s University will:

1. Interact effectively in a group while incorporating diverse perspectives. [**COLLABORATION**]
   1. Beginner: Students identify the different roles in the group, engage group members by acknowledging their contributions, articulate the importance of multiple and diverse perspectives in a group, and complete all individual tasks on time.
   2. Intermediate: Students use group roles effectively, build constructively on the work of others, incorporate multiple perspectives into the work of the group, and produce independent work that advances the project.
   3. Advanced: Students perform different roles appropriate to the context, are self-reflective about their own roles and contributions, build constructively on the work of others and encourage advanced participation by all group members, and leverage diverse perspectives of group members.
2. Examine the social construction of gender and related individual and systemic inequities. [**GENDER**]
   1. Beginner: Students identify a diversity of gender identities. Students identify social and cultural factors that shape their own gender identities and how these factors influence their self- conception and worldview.
   2. Intermediate: Students analyze historical and/or contemporary constructions of gender. Students analyze how factors such as race, ethnicity, age, class, sexuality, disability, religion, or nationality intersect with gender.
   3. Advanced: Students analyze structural and systemic differences based on gender and articulate ways to address inequities.
3. Examine the social construction of race and ethnicity and resulting inequities. [**RACE AND ETHNICITY**]
   1. Beginner: Students identify factors that shape their racial and ethnic identities and explain how these factors influence their self- conception and relationships to their communities.
   2. Intermediate: Students demonstrate how historical and/or contemporary constructions of race and/or ethnicity shape cultural rules and biases. Students analyze how factors such as gender, age, class, sexuality, disability, religion, or nationality intersect with race and/or ethnicity.
   3. Advanced: Students critically analyze structural and systemic differences based on race and/or ethnicity and articulate ways to address inequities.
4. Analyze religious engagement with society. [**RELIGIOUS ENGAGEMENT**]
   1. Beginner: Students identify and explain one or more forms of religious engagement with the world.
   2. Intermediate: Students analyze forms of religious engagement by drawing on sources that may come from a range of academic disciplines.
   3. Advanced: Students evaluate forms of religious engagement in conversation with their primary academic disciplines or with their involvement in a campus, community, or professional project.
5. Students develop an awareness of the rich and distinctive ways that artistic expression can provoke thought and emotion, practice appropriate audience behavior and appreciation, and develop the tools to understand the world they live in through artistic lenses. [**Artistic Engagement**]

**INSTITUTIONAL LEARNING GOAL 3.0: ENGAGE GLOBALLY**

*Embark on a journey of discovery and take part in the world.*  
Our students will commit to global engagement, civic engagement and citizenship. These skills include an understanding of justice and the common good, awareness of social responsibility and knowledge of world systems and their points of intersection/divergence. The CSB/SJU learning experience will provide students with opportunities to reflect on their place in the world, experience different cultures, and practice social responsibility and leadership both locally and globally.

Students who graduate from the College of Saint Benedict or Saint John’s University will:

**NO INTEGRATIONS CURRICULUM GOALS**

1. Students develop their awareness of their own and other cultures from outside the U.S. from experiences and develop strategies for developing effectively and appropriately to intercultural situations. **[Global Engagement]**

**INSTITUTIONAL LEARNING GOAL 4.0: SERVE GRACIOUSLY**

*Discover a meaningful life purpose through service and leadership*.  
Our students will commit to personal reflection, personal development, honesty, service and leadership. Grounded in our Benedictine heritage, these skills include an understanding of spirituality as an important aspect of identity, a commitment to community and principled leadership, and the ability to live a purposeful professional and personal life. The CSB/SJU learning experience will provide opportunities to reflect spiritually and develop ethical/moral principles for guiding one's actions. Their experiences will integrate professional development, personal development and community engagement.

Students who graduate from the College of Saint Benedict or Saint John’s University will:

1. Develop a conception of a moral life that incorporates concern for the common good. [**COMMON GOOD**]
   1. Beginner: Students explain the moral dimensions of situations, perspectives, and
   2. actions in their lives and recognize that there are competing, yet legitimate, conceptions of what defines the common good.
   3. Intermediate: Students evaluate different historical or contemporary situations, perspectives, or actions, giving reasons why some more effectively contribute to the common good. Their analyses demonstrate their understanding of the complexities of moral life and moral responsibilities on an individual and civic level. 17
   4. Advanced: Students apply the moral understanding they have gained to articulate and defend some vision of a responsible life and character and connect these to the common good. This vision demonstrates how complex values are embedded in everyday life and institutions.
2. Students develop an awareness of Benedictine practices, values, and heritage through texts and experiences and reflect on how these might apply to questions in individual or social lives. [**Benedictine Engagement**]

**INSTITUTIONAL LEARNING GOAL 5.0: LIVE COURAGEOUSLY**

*Embody the skills and attributes of personal and professional success.*  
Our students will refine and articulate their educational, career and life goals. These skills include appropriate use of campus resources, resilience in the face of challenges and opportunities, and development of habits for personal success. The CSB/SJU learning experience will provide students with opportunities and resources to make informed academic, personal and professional choices for the future.

Students who graduate from the College of Saint Benedict or Saint John’s University will:

**NO INTEGRATIONS CURRICULUM GOALS**

1. Students apply their knowledge and skills outside the classroom and document their learning through reflection. [**Experiential Engagement**]