

# A **V**ision **O**f **I**ntegrated **C**ollege **E**xperience

Final Report  
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The University of the Incarnate Word

## Introduction to the VOICE Proposal

This document expresses a **V**ision **O**f an **I**ntegrated **C**ollege **E**xperience. Its purpose is to lay the foundation for developing clearly defined learning outcomes. Appropriate assessment strategies will determine student success in achieving these outcomes and demonstrate that UIW is accomplishing its Mission of “educational excellence.”

The University of the Incarnate Word is an educational institution rooted in the Catholic tradition and committed to the values flowing from the Incarnation. As such, it emphasizes the intellectual development both of faculty and students “in the search for and the communication of truth.” And, as such, it “fosters the development of the whole person” and promotes the values of “self-realization” and “the common good.” Therefore, the undergraduate experience will help students develop cognitive skills primarily, but also appropriate affective and behavioral ones as well.

As a liberal arts institution, UIW seeks to introduce all students to the richness of the knowledge content associated with the fields of rhetoric and composition, literature and the arts, mathematics and the natural sciences, history and the behavioral sciences, philosophy and religion, and second language development. Besides the emphasis on philosophy and religion, UIW’s own unique history highlights other dimensions of awareness: social justice, global awareness, integration, and wellness development. Students also have the opportunity to become absorbed in the knowledge and practice related to their chosen professional fields. A variety of academic competencies are necessary tools for success both with the liberal arts requirements and those in the major. These competencies include: critical thinking, communication, media and technology, and research skills. Co-curricular learning activities will be consistent with and often integrated with the university curricula. The general education requirements will spell out how liberal arts courses, courses in the major, and, in some cases, co-curricular activities can serve as means for achieving the learning outcomes necessary for graduation.

Acknowledging the transfer reality, UIW is committed to a general education plan that assures a common experience that all students receiving a UIW degree will share, but also flexible enough to enable students to meet their goals for graduation.

## **Philosophy of the Undergraduate Experience at the University of the Incarnate Word**

The University of the Incarnate Word is dedicated to the education of the whole person. Quality education requires development of knowledge, attitudes, skills, and values that contribute to the growth of students as self-fulfilled human beings. Such individuals are committed to life-long learning, to the exercise of leadership as responsible citizens contributing to development of the community, and to being caring, competent professionals in service to others. Opportunities for such development promote a seamless learning environment which includes planned experiences that lay the foundation for success in college, that integrate a liberal arts learning context and professional preparation, and that offer out-of-class involvements that enhance overall knowledge acquisition and application.

As a compassionate, egalitarian community, UIW seeks to address the learning and living needs of a diverse student population. UIW values diversity and welcomes women and men representing different ethnic origins, nationalities, socioeconomic groups, religions, and educational backgrounds and achievement. UIW believes that every enrolled student has the potential to be successful and complete a college degree. To assure success, UIW is committed to supplying the resources to identify, and the academic literacies to remove obstacles to success that may be present both at the beginning and throughout the student's career at UIW. Responding to individual needs also requires: appropriate challenges, sensitivity to different learning styles and life circumstances, and opportunities for active application of learning and collaborative interaction among students.

Liberal arts values infuse the entire educational experience at UIW. The traditional values include effective communication, critical and creative thought, global and historical consciousness, and aesthetic engagement. These values can lead students to appreciate: the continuous development of knowledge, diverse modes of inquiry and expression, advances in technology, and the need for life-long learning in order to respond effectively to a rapidly changing world. UIW historically also has emphasized the liberal values of education of the whole person or wellness, integrated learning, and learning that transforms society so as to promote social justice.

Integration is both a goal and a learning methodology at UIW. Spirituality is the goal that challenges students to integrate all aspects of their personal lives, in and out of the classroom, as family members, professionals, citizens, and children of God. As a learning methodology, integration is based on the insight that true wisdom is not acquired

in isolated fragments but rather derives from an exploration of reality that is multifaceted and interconnected. Adequate understanding of the relationships between nature, the human community, and God, only results from holistic perspectives drawn from both formal study and life experiences. Consequently, integrated learning demands that students will have some planned learning that involves interdisciplinary and/or coordinated courses and programs, team teaching, and opportunities for reflective synthesis of their learning.

The history and mission of UIW, rooted in the Catholic tradition, embodies a strong belief in God's presence in the world. This Incarnational vision commits the university to the ideals of spiritual growth of individuals and communities, social justice, and responsible service. UIW carries out this mission in part by requiring the study of religion and traditions of spirituality, the theory and practice of social justice, and by requiring student participation in community service. UIW also provides service-learning opportunities across the curriculum that highlight the past and present ministries of the Congregation which founded and continues to sponsor the university, the Sisters of Charity of the Incarnate Word.

From its inception, UIW has offered majors in professional studies as well as in the humanities and in the fine arts. The values of professionalism inform every major program at UIW. These values include development of specialized, in-depth knowledge in one or several fields, respect for abstract theory as well as skills in practical application, and the importance of research. Professionals combine ethical sensitivity with technical expertise as they collaborate with colleagues, clients, and society to find meaningful solutions to problems. In today's world, the professional as leader recognizes the need for constant change, but through a process characterized by reflective judgment, civility, and respect for the well-being of individuals and institutions. These values prepare students for rewarding and useful achievement in the world of work.

The general education learning outcomes at UIW are based on the above values. The outcomes emphasize learning abilities to be developed by all undergraduates who complete a degree at UIW. Appropriate assessment strategies will determine student success in achieving the outcomes and demonstrate that UIW is accomplishing its educational mission.

# **Educational Goals**

## **Critical and Creative Thinking**

Critical and creative thinking involves a student's capacity to analyze information logically and to utilize and transform knowledge in fair-minded, purposeful, and imaginative ways. Students who achieve this outcome will be able to locate and evaluate relevant qualitative and/or quantitative information, pose critical questions, clarify issues, recognize and minimize biases, appreciate diverse viewpoints, formulate and test hypotheses, and solve problems in effective and original ways. Critical and creative thinkers will be capable of disciplined reflection on issues related to general education and their specific fields of study, and they will demonstrate decision-making skills which display insight and innovation. The goal of critical and creative thinking is to help students become competent and responsible life-long learners as well as effective leaders in their respective disciplines and communities.

## **Effective Communication**

Effective communicating means having an understanding of, and control over, all aspects of the communication process, and as an educational goal, it is closely linked with critical and creative thinking. Thus, the effective communicator has the necessary skills and abilities to clearly and purposefully create and critically interpret meaning and ideas in a variety of contexts. These skills and abilities include the capacity to write and speak clearly and persuasively and to convey meaning effectively in non-verbal contexts, whether these be scientific, mathematical, or artistic in nature. The goal of effective communicating is to enable its user to communicate in individual and collaborative contexts with confidence and purpose to advance shared goals.

## **Media / Technology**

Media/technology involves the skilled use of technology and communications media for the authentic good of individuals and society. Students will gain an understanding of both the benefits and limitations of technology. They will learn and practice ways to use technology and media for socially productive ends. In becoming adept at the use of current technologies, they will obtain a base of relevant theoretical knowledge, making them adaptable to technology's inevitable evolution. Students will learn to use

technology as a tool, as well as a medium of communication. They will gain an appreciation for the pervasiveness and effects of communications media in our society and learn to critically evaluate media sources and content. The goal of media/technology is to enable students to discern how technology/media can be used in socially positive ways and to equip them with the skills and level of adaptability to carry this out.

## **Research**

Research is an activity essential to the gathering and sharing of knowledge or creative vision in a particular field of study. The exact nature and scope of research methods vary from discipline to discipline. However, research in general involves defining an issue or problem which is relevant to the student's particular field of study, gathering appropriate information and data, evaluating the data, and building an interpretation which synthesizes the student's insights on the problem. The process of research is complete when the student shows the ability to integrate all the components of the research process in a study or creative work that can be shared with a community of scholars. The goal of research is to build a community of scholars and a body of scholarship that promotes the expansion of knowledge and creative activity in service to human and global needs.

## **Global and Historical Consciousness**

Global and historical consciousness, in its broadest application, involves a student's understanding of the scope of change and evolution, whether this is understood cosmically, globally, culturally, socially, or individually. As it applies specifically to individuals and societies, however, global and historical consciousness involves a student's understanding of, and sensitivity to, the ways humans the world over have been influenced by cultural, religious, and ethnic traditions, economic forces, and by environmental opportunities and limitations. Students will display an understanding of the complexity of history and historical interpretation and appreciation of the differences among, as well as the commonalities between, cultures. The goal of global and historical consciousness is to enhance awareness of the relationships between the past and the present as they inform future possibilities, between change and uniformity, and between diversity and universality, in order to promote understanding, tolerance, and the student's sense of historical identity and global citizenship.

## **Aesthetic Engagement**

Aesthetic engagement involves the enrichment of a student's capacity to experience, appreciate, and participate in the aesthetic dimension of life. To become aesthetically engaged with one's environment is to activate simultaneously one's senses, emotions, imagination, and intellect. Students who achieve this outcome will demonstrate their understanding of the many ways aesthetic meaning and value enhance personal experience and promote spiritual self-realization as well as strengthen the development of communities and cultures. Students will be able to perceive, analyze, evaluate, and respond creatively to aesthetic qualities and values in whatever contexts they are experienced in life. The goal of aesthetic engagement is to help students realize the significant role art and aesthetic experience play in shaping meaningful lives.

## **Quantitative / Scientific Analysis**

Knowledge of the natural sciences and mathematics is essential in our data-driven society, where quantitative analysis is the basis for even the simplest of decision-making processes. Students will be able to apply the scientific method, which is the essential process used in our civilization for interpreting the natural world around us. They will develop skills in gathering and describing data, using appropriate technology, formulating hypotheses and testing them experimentally, and critically evaluating scientific findings. The goal of quantitative and scientific analysis is to provide students with the analytical skills necessary to function effectively in an increasingly complex, technological world.

## **Social Justice**

Social justice involves participation in the social order in ways that promote the common good. Respectful relationships within families, communities, nations, and the global family are components of social justice. Students will develop ethical decision-making skills to evaluate the consequences of their personal behavior as well as the policies and practices of groups and systems. With an emphasis on the Judeo-Christian tradition and an openness to other faiths, students will come to understand the sacredness of human life and human rights and the value of all life on the planet. As a consequence, they will become capable of recognizing and responding critically to all forms of violence and injustice. Students will learn skills to challenge any forms or systems of domination in order to work toward just societies that are free from discrimination based upon, for example, culture, gender, class, ethnic background, or economic status. The goal of

social justice is to enable students to make life decisions based on service to others and stewardship of the earth's resources so that their individual and collective actions will benefit future generations and the whole human family.

## **Professionalism**

Professionalism involves preparing students to be effective and ethically responsible workers. Students will develop necessary skills and abilities to progressively master the theory and content of their disciplines. They will do research that introduces them to the community of scholars in a particular field. Students will also learn to think and act like professionals by participating in relevant work-related experience. They will understand the importance of being leaders who are self-directed, collaborative, persistent, creative, open-minded, and dedicated to quality. The goal of professionalism is to help students achieve personal goals and contribute to the good of society through their work.

## **Integration / Spirituality**

Incarnate Word is concerned with the development of the whole person. Students will demonstrate understanding of the ideal of integrating all dimensions of their lives: spiritual, intellectual, emotional, physical, social, and occupational. They will develop skills and abilities necessary for assessing and managing their growth in individual dimensions and the synthesis and balance of all dimensions. Students will show ability to recognize and shape meaningful connections between learning and life: between abstract theory and practical application, between content in their major and content in the liberal arts, between cognitive development and spiritual / emotional / physical development, between individual growth and effective social interaction, and between the demands of work and family / community. Students will be introduced to, and encouraged to explore, the Catholic tradition and its unique emphasis on what it means to be fully human as well as what it means to experience ( and to share one's experience of) the sacred. The goals of integration / spirituality include self-actualization, productive citizenship, and spiritual maturity.

## **Objectives for Educational Goals**

### **Critical and Creative Thinking**

#### **Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

#### **Objective One:    **Developing dispositions necessary for CCT****

- Measures:**
- Demonstrating curiosity and being well-informed about a wide range of issues.
  - Demonstrating confidence in the process of reasoned inquiry and one's own ability to reason.
  - Demonstrating open-mindedness and flexibility in considering alternatives and opinions of others.
  - Demonstrating awareness of one's own biases and fair-mindedness in evaluating the reasoning of others.
  - Demonstrating intellectual humility and willingness to reconsider and revise one's own views.

#### **Objective Two:    **Interpreting meaning in a variety of communication systems.****

- Measures:**
- Using principles or schemas for classifying and interpreting information.
  - Recognizing, describing, and interpreting significant language behavior, drawings, numbers, graphs, and other means of expression.
  - Clarifying meaning by using different worlds, expressions, and distinctions.
  - Analyzing meaning in diverse contexts.

#### **Objective Three:    **Identifying issues and analyzing arguments.****

- Measures:**
- Examining ideas by defining terms, comparing and contrasting, breaking issues or problems down into component parts and understanding how the parts relate to each other and to the whole.
  - Identifying the main reasons used in support of a claim or opinion.
  - Identifying background information and assumptions that relate to reasons put forward for a position.
  - Evaluating credibility of sources of information used.
  - Judging the acceptability of a conclusion based on overall reasoning and evidence used.

#### **Objective Four:    **Demonstrating decision-making and problem-solving skills.****

- Measures:**
- Identifying relevant facts and values.
  - Formulating alternative solutions to problems.
  - Researching relevant information on alternative solutions.
  - Projecting benefits and difficulties of each alternative.
  - Evaluating the best alternative solution.

**Objective Five: Explaining and expressing creatively the results of one's own reasoning.**

- Measures:**
- Stating clearly the results of one's reasoning in support of a position taken.
  - Shaping a product to display reasoning for a targeted audience.
  - Documenting the process and strategies used to arrive at a position.
  - Anticipating and responding to reasonable objections to one's position.
  - Reviewing, critiquing, and revising one's reasoning as needed.

**Effective Communication**

**Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following heading:**

**Objective One: Rhetorical Awareness – recognizing the role of audience and purpose in communication.**

- Measures:**
- Determining purpose of the communication.
  - Identifying the values and potential biases that inform one's views.
  - Identifying needs and values of the intended audience, formulating a purpose for communication and selecting an appropriate method of conveying one's meaning.

**Objective Two: Argumentation – identifying issues and analyzing reasoning.**

- Measures:**
- Establishing a central point in the communication.
  - Identifying the main reasons used to support a claim.
  - Identifying background information and assumptions that relate to reasons put forward for a position.
  - Defining terms in an idea, comparing and contrasting, breaking down issues or problems into component parts, and connecting each part to the whole.
  - Evaluating the credibility of sources of information.
  - Judging the acceptability of a conclusion based on overall reasoning and evidence.

**Objective Three: Interpretation – analyzing and comprehending meaning in a variety of communication systems.**

- Measures:**
- Demonstrating principles or schemas for classifying and interpreting information.
  - Clarifying meaning by using different words, expressions, and distinctions.
  - Demonstrating ability to analyze meaning in diverse contexts.

**Objective Four: Production and Evaluation – composing effective texts and judging those of others.**

- Measures:**
- Managing words, gestures, and tone to communicate effectively.
  - Documenting the process and strategies used to arrive at a position.
  - Anticipating and preparing for reasonable objections to one's position.
  - Editing a text for clarity and correctness.

**Objective Five: Hypothesizing and Verifying.**

- Measures:**
- Stating hypotheses clearly and precisely.
  - Establishing cause and effect relationships.
  - Gathering appropriate data to verify and/or revise hypotheses.
  - Demonstrating, in appropriate contexts, the ability to communicate results mathematically.

**Objective Six: Production and analysis: addressing visual representations of data and other appropriate information.**

- Measures:**
- Writing a credible, well-documented report.
  - Using appropriate software for analysis and presentation of relevant information and data
  - Demonstrating ability to translate information for one form to another.

**Objective Seven: Ability to entertain multiple perspectives.**

- Measures:**
- Adopting different intellectual stances toward phenomena in order to illuminate as fully as possible their nature and significance.
  - Demonstrating ability to tolerate ambiguity or resist drawing premature conclusions.

## Media / Technology

### **Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

### **Note:**

**This set of Objectives and Measures is still being developed by the Communication Arts faculty; however, they could include the following:**

**Objective One: Understanding the general ways media and technology have shaped historical and contemporary societies.**

**Objective Two: Understanding the general nature and function of media and technology.**

**Objective Three: Understanding general ways media influence belief and value formation.**

**Objective Four: Capability of utilizing technology in ways appropriate to one's general course work and especially to one's major field of study.**

## Global and Historical Consciousness

### **Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

**Objective One: Understanding of, and respect for, the physical and biological diversity of the earth.**

**Measures:** - Demonstrating knowledge of geography, including the spatial arrangement of the continents, the positions of barriers such as oceans, seas, deserts, and mountains, and the biological limitations imposed by climatic zones.  
- Demonstrating knowledge of the relationship of biodiversity to geography.

**Objective Two: Understanding of, and respect for, human diversity.**

**Measures:** - Demonstrating knowledge of human evolution, the origins of human

- culture, and the habitation and dispersal patterns of early humans.
- Demonstrating knowledge of the impact of geography and natural resources on the formation of cultures and social organizations.
  - Demonstrating knowledge of the ways human activity has impacted the earth's environment.
  - Developing a sense of stewardship for Earth's natural resources.

**Objective Three: Ability to empathize and communicate with individuals from other countries and to respect historical and cultural traditions other than one's own.**

- Measures:**
- Demonstrating knowledge of at least one other country's relationship to its specific environment, related economic, social, and cultural organizations, and to the global economy.
  - Demonstrating the ability to understand, speak, read, and write a language in addition to English.

**Objective Four: Comprehension of the present through knowledge of one's personal, social, cultural, and ecological history.**

- Measures:**
- Gaining perspective on one's personal history in relation to the larger society.
  - Demonstrating knowledge of Native American cultures that preceded European settlement and their contribution to modern cultures in the Americas.
  - Demonstrating knowledge of European settlement of the Americas: use of the environment, exploitation of African and Native American cultures, and relationship to world economy.

**Objective Five: Knowledge and appreciation of one's immediate ecological environment and culture.**

- Measures:**
- Demonstrating ability to recognize the dominant native flora and fauna of South Texas
  - Demonstrating understanding of human impacts on the natural environment of South Texas.
  - Demonstrating understanding of the economic basis for the presence of different ethnic groups in South Texas and the relationships between these groups.

## Research

### Objectives

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

**Objective One: Ability to define a problem or isolate an issue which is relevant to one's particular field of study.**

**Measures:** - Capacity to formulate a research proposal or abstract defining the nature and scope of one's research project.

**Objective Two: Ability to gather relevant data and information by utilizing appropriate resources identified as authoritative by scholars in one's field of study.**

**Measures:** - Familiarity with the various sources of knowledge and information available within one's specific field of research (Whether these be texts, data bases, journals, films, or other appropriate resources).

**Measures:** - Capacity to access and/or gather information or data from these identified sources.

**Objective Three: Ability to evaluate information and determine its significance to one's research project.**

**Measures:** - Capacity to organize resource material by analyzing its relevance to one's research project.

**Objective Four: Ability to synthesize or integrate the results of one's research in a study or creative **work that .....** (unfinished sentence??)**

**Measures:** - Capacity to utilize correctly the forms of documentation appropriate to one's field of study.

**Measures:** - Capacity to write or present the results of one's research in a clearly accessible format.

**Measures:** - Capacity to provide an original thesis or individual perspective on one's subject that expands the body of scholarship or creative vision within one's field of study.

## Aesthetic Engagement

### **Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

**Objective One: Understanding ways aesthetic meaning and value contribute to the enhancement of personal and communal experience.**

**Measures:** - Demonstrating knowledge of the nature of aesthetic meaning and value as they emerge in one's personal and interpersonal experience.  
- Participating in the creation and expression of at least one art form.

**Objective Two: Perceiving, evaluating, and responding creatively to aesthetic qualities.**

**Measures:** - Displaying the ability to recognize and identify, in a variety of contexts, such aesthetic qualities as beauty, wholeness, symmetry, unity, clarity, balance, form, and/or harmony of oppositions.  
- Demonstrating the ability to analyze the nature and evaluate the significance of aesthetic qualities in whatever contexts they are encountered.

**Objective Three: Recognizing the significance of art and aesthetic experience to the shaping of meaningful personal and cultural identity.**

**Measures:** - Identifying the way art and aesthetic experience reflect and shape spirituality.  
- Demonstrating knowledge of the way art and aesthetic experience contribute to the history and evolution of cultural traditions.

## Quantitative / Scientific Analysis

### **Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

**Objective One: Applying the scientific method.**

**Measures:** - Stating hypotheses.

- Designing experiments that test hypotheses.
- Collecting and summarizing experimental data.
- Evaluating whether or not results support hypotheses.
- Communicating results verbally, mathematically, and graphically.

**Objective Two: Accessing and analyzing scientific information.**

- Measures:**
- Locating primary scientific literature.
  - Distinguishing between primary and secondary scientific references.
  - Identifying hypotheses.
  - Evaluating experiments.
  - Comprehending mathematical and graphical representations of data.
  - Concluding whether results support or refute hypotheses.

**Objective Three: Using appropriate technology.**

- Measures:**
- Demonstrating an introductory knowledge of modern scientific instruments and techniques, including appropriate applications and limitations.
  - Accessing scientific information through data bases or via the inter-net
  - Using specialized software to solve quantitative problems and produce figures

**Objective Four: Communicating quantitative information.**

- Measures:**
- Communicating quantitative information verbally.
  - Communicating quantitative information symbolically.
  - Communicating quantitative information numerically.
  - Communicating quantitative information graphically.

**Objective Five: Comprehending quantitative information.**

- Measures:**
- Communicating quantitative information verbally.
  - Communicating quantitative information symbolically.
  - Communicating quantitative information numerically.
  - Communicating quantitative information graphically.

**Social Justice**

**Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

**Objective One: Developing respect and fairness in relations within families, communities, nations, and the world.**

- Measures:**
- Understanding the connection between respect for persons and the idea of fairness.
  - Recognizing ways of showing respect in different socio-cultural settings.
  - Identifying spiritual and philosophical bases for individual and communal rights.
  - Distinguishing between universal and ethnocentric value systems.
  - Recognizing the value of interdependence and the limits of independence.

**Objective Two: Developing ethical decision-making skills.**

- Measures:**
- Learning ethical principles based in Catholic and other religious and philosophical traditions.
  - Using ethical decision-making models to analyze social and interpersonal issues.

**Objective Three: Valuing the dignity of the human person, human rights, and the sanctity of all forms of life.**

- Measures:**
- Knowing the basic ideas contained in the Universal Declaration of Human Rights and other significant documents relevant to the issue of human rights.
  - Recognizing that education, health care, and a decent living are among the rights that all humans share.

**Objective Four: Learning skills to promote justice and becoming active co-creators of a just society.**

- Measures:**
- Demonstrating knowledge of the Catholic tradition's stance on social justice.
  - Participating in the democratic process as educated citizens.
  - Learning methods for analyzing social systems and institutions to discover the sources of injustice.
  - Developing positive alternatives to injustice.

**Professionalism**

**Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

**Objective One: Defining interests, abilities, and goals.**

- Measures:**
- Identifying interests and abilities through diverse assessments.
  - Researching career information as follow up to assessments.
  - Engaging professionals in the field to gain career perspective.

**Objective Two:    **Developing understanding of the ethical issues and responsibilities associated with career field.****

- Measures:**
- Identifying the values of work in general and those specific to disciplines and career choice.
  - Matching personal values with those integral to career choice.
  - Understanding how personal values compare with the values of others.
  - Comprehending the ethical issues and social responsibilities associated with the professional field of choice.

**Objective Three: **Achieving appropriate competency in the discipline related to career choice.****

- Measures:**
- Developing the requisite study skills for effective learning.
  - Learning research skills appropriate to one's discipline.
  - Mastering the curriculum of one's discipline.
  - Acquiring the necessary discipline-related communication skills.

**Objective Four:    **Gaining experiential insights into the world of work.****

- Measures:**
- Cultivating professional perspectives through interaction with alumni/ae, professional association personnel, and others working in the community.
  - Developing service learning opportunities.
  - Engaging in profession-related learning opportunities.

**Objective Five:    **Developing the qualities of effective and fulfilling professional leadership.****

- Measures:**
- Understanding how one's personal goals and values relate to those of institutions that comprise and influence one's chosen profession.
  - Demonstrating the capacity to work collaboratively.
  - Demonstrating initiative and the capacity to communicate effectively one's vision to others.
  - Demonstrating quality of effort.
  - Developing a commitment to critical and ethical decision-making.
  - Demonstrating creative insights that promote fulfilling personal accomplishment and organizational effectiveness.

## **Integration / Spirituality**

### **Objectives:**

**Students will show evidence of beginning and advanced levels of attainment of content and processes under the following headings:**

#### **Objective One: Establishing the centrality of the spiritual dimension of life.**

- Measures:**
- Identifying personal values in light of one's relationship to others, to the work, and to the divine.
  - Developing a personal philosophy of life statement that shows awareness of the connection between spirituality and the other dimensions of life.
  - Understanding the meaning of Incarnational spirituality in the Catholic tradition and other faith traditions.
  - Appreciating Incarnational spirituality as the guiding principle throughout the history of UIW and central to its Mission.
  - Recognizing the central themes of the Catholic tradition: the dignity of life and the human person, the call to family, community and participation, rights and responsibilities, the option for the poor, the dignity of work and the rights of workers, solidarity, and care for God's creation.

#### **Objective Two: Achieving a balance in wellness development.**

- Measures:**
- Demonstrating knowledge of the six dimensions of wellness model (spiritual, intellectual, emotional, physical, social, occupational).
  - Creating a wellness plan for self-improvement (incorporating personal choices and responsibility for wellness).
  - Identifying and implementing self-care practices.

#### **Objective Three: Developing an integrated learning style.**

- Measures:**
- Cultivating knowledge of the characteristics of integrated thinking.
  - Demonstrating the need for abstract thinking as the basis for practical application.
  - Recognizing the connection between wellness and liberal education.
  - Understanding the interdisciplinary connections in course work.
  - Fostering ways in which lifelong learning will be valued and pursued.

#### **Objective Four: Maintaining emotional balance.**

- Measures:**
- Capability of recognizing basic emotions and expressing them constructively.

- Appreciating how emotions affect well-being.
- Recognizing how others influence one's sense of identity
- Taking responsibility for shaping one's identity in relation to one's community.

**Objective Five:    Developing commitment for one's physical well-being.**

- Measures:**
- Understanding how physical life-style choices affect quality of life.
  - Developing self-care values and practices that have life-long usefulness.

**Objective Six:    Developing social understanding and effectiveness.**

- Measures:**
- Appreciating different styles of communicating.
  - Recognizing the connection between the good of the individual, the family, and society.
  - Understanding the different models of citizenship in a democratic society.
  - Appreciating cultural differences that influence learning and wellness development on other dimensions.

**Objective Seven:    Preparing for the professional life.**

- Measures:**
- Identifying personal interests, skills, and abilities as they relate to different professions.
  - Understanding the meaning of professionalism and its connection with social responsibility.
  - Demonstrating capacity to work collaboratively.