

LIBERAL LEARNING IN A MANAGEMENT CONTEXT

"Strengths to be Gained through Attaining a College Education at Alverno," as drawn up by Mr. Riedy, in relation to the four objectives that the faculty and curriculum committee are currently working with. (\*Numbers indicate the number of the statement of the "Strength" listed by Mr. Riedy.)

<p><b>OBJECTIVE I: Problem Solving</b> Develop a workable problem solving skill. (3)* Sharpen analytical capabilities. (2)</p>	<p><b>OBJECTIVE II: Involvement</b> Develop a facility for social interaction. (6) Achieve an understanding of the relationship of the individual and the environment. (9) Relate your education to the requirements of earning a living or to a career orientation. (11) Develop an awareness and understanding of the world in which the individual lives (past, present and future). (10)</p>	<p><b>OBJECTIVE III. Communication (Communicative Skills--The Creative Process)</b> Develop an effective communications skill. (1) Develop a knowledge, understanding and appreciation of the arts. (12)</p>	<p><b>OBJECTIVE IV. Valuing</b> Develop a facility for making value judgments and independent decisions. (8) Strengthen one's life style and philosophical base for living. (7)</p> <p>The following two objectives have been listed by departments under the categories of both Involvement and Valuing:</p> <p>Attain self-understanding and self-confidence. (4) Achieve self-direction and self-motivation through the integration of knowledge and skills acquired through higher education. (5)</p>
--	--	--	---

LIBERAL LEARNING IN A MANAGEMENT CONTEXT

Student Oriented Developmental Goals	Educational Strategy →	MANAGEMENT OF CHANGE			ACADEMIC BACKGROUND			PROFESSIONAL DIRECTION	
	Strategic Component →	Communications Capability	Decision-Making Capacity	Analytical Method	Scientific and Technological Base	Socialization Process	Cultural Interface	Career Orientation	Electives
1. Develop an effective communications skill.		Writing skills; speaking facility; listening and reading skills.	Selection of appropriate means of communications for specific occasions.	Evaluation of literature; ability to identify essence of what is being communicated to oneself & to evaluate it for truth, thoroughness & balance.	Scientific & technological tools & media for communication: past uses; potential uses; effectiveness; advantages; limitations; audiences; techniques.	Development & impact of mass communication: mass commercial media; telephone systems; satellites; computer data banks; laser beams.	Acquire a second language.	Directed toward a communications career.	Technical writing; writing tournabout courses, etc.
2. Sharpen analytical capabilities.		Article interpretation.		Scientific method.	Mathematical orientation.	Develop an understanding of how society works.	Develop an understanding of another culture.	Systems analyst career.	Inductive & deductive method.
3. Develop a workable problem solving skill.		Structuring problems.	Interpretation of problem solutions.	Use of scientific method in variety of problem solving exercises.	Mathematical training.	Organizing individuals into problem solving as a group.	Social problems of minority groups.		
4. Attain self-understanding and self-confidence.		Group interaction and discussion sessions.	Evaluation of group interaction sessions.	Parliamentary procedure & group management.	Group psychological studies.	Organization of group interaction & discussion sessions.	Group discussions of minority issues & problems.		
5. Achieve self-direction & self-motivation through the integration of knowledge & skills acquired through higher education.		Variety of projects to be identified and undertaken by students with faculty advising for credit. Concept of the open door college.							
6. Develop a facility for social interaction.		Broad orientation to a variety of subject matter for general conversational purposes.	Evaluating individuals from background data, training & conversation.		General orientation to current developments in scientific & technological areas.	Administrative & committee structures for involvement in community, state & national affairs.	Study of social customs & mores of other countries.	Study of professional groups & organizations based upon vocational interests.	Social psychology; psychology of group behavior.
7. Strengthen one's life style & philosophical base for living.		Acquire alternate views on life style & approaches to living.	Rationale involved in choosing a philosophical base for living.	Development of philosophical thought.	Philosophy of science.	Social & economic history of the United States.	Comparative social & economic history of other nations.		

8. Develop a facility for making value judgements & independent decisions.	Structuring of a situation to be judged or decided upon.  Effectively communicate judgement or decision, to persuade others to it, or to defend it.	Identify real objects of judgement or decision, & potential alternatives. Evaluate alternatives; weigh consequences of each.	Forecast potential effects & consequences of alternatives.	Scientific & technological tools available to aid in making judgements & decisions.				
9. Achieve an understanding of the relationship of the individual & the environment.	Theory of environmental balance.	Policy statements on the issues relating to the environment.	Understand environmental control procedures.	Understanding of scientific nature of role of the environment.	Impact of society's technological progress upon the environment; impact of the environment upon society.	Study environmental balance in non-industrial countries.	Career opportunities in environmental control.	Personal health aspects of environmental problems.
10. Develop an awareness & understanding of the world in which the individual lives.	Current events seminar.	Position statements on current events.	Evaluate & critique various political, economic & social systems.	Research into & development of scientific & technological data related to current events.	Political, economic & social foundations of society.	Comparative political, economic & social systems.	Long term pattern of professional development in various career areas.	Courses relating to development of present world physical, social & cultural.
11. Relate your education to the requirement of earning a living or to a career orientation.	Writing of resumes; writing of articles; means & methods of identifying career opportunities; writing letters & reports.	Prepare model & rationale for a career choice.		Aptitude testing; acquiring scientific & technological skill necessary for chosen vocation; acquiring broad basic scientific & technological knowledge necessary for contemporary life, & for career flexibility & adaptability.	Relationship between various vocations & society; their respective significance to society. Evaluation of personal and/or public (internal/external) rewards potentially attainable through various vocations, as one factor in selection of a career.	Importance & demand for various vocations in different geographic areas, within & without the United States.	Planned program of personal development with timing.	
12. Develop a knowledge, understanding & appreciation of the arts.	Develop basic knowledge of primary art forms, periods of development.	Develop ability to evaluate quality, meaning & significance of works of art.	Analysis of the "art for art's sake", "art as a vehicle of social protest", & "art for the betterment of man" arguments & controversies.	Techniques & materials of various art forms & artists. Impact of scientific & technological evolution on artists & artistic expression; "modern art"; sculpture; printing & reproductions; architecture; rock; electronic music; movies.	Art as a reflection of society (historical & present); art as an influence on society (religious art; contemporary music).	Geographic & historical comparisons of art forms & development.	Training & development of those interested in a career in art. Education as to the value & potential use of art forms in vocations outside "the arts": sales; advertising; education; therapy; design; city planning.	

Above is a matrix which attempts to formulate a rough approach to the design of a new academic program based upon the outcomes of learning. The matrix provides the outcomes of learning in terms of a strategy for teaching those outcomes. The material inside the matrix should be viewed as planning objectives. Assuming this approach was acceptable to the faculty as a tool for redesign, we would need to define performance specifications and devise a means of measuring attainment. However, every aspect of the matrix is open to question and criticism, but the matrix and its composition may break the pattern of thinking about our educational program solely in terms of courses and credits.