Progress Report on the MOA for the
Self, Society and Modern World Learning Domain

MOA: Actions agreed upon by the Self, Society, and the Modern World Domain:

1. Domain Goals:
   a. The Self, Society, and the Modern World Advisory Committee will develop clear goals and learning outcomes defining the Domain and how it contributes to student learning.

   Progress toward this goal: The SSMW Learning Domain has developed learning goals and learning outcomes for the domain. These are listed below:

   **Learning Goals:**

   **Substantive Learning Goals.**

   Students will develop an understanding of diversity in psychological, social, cultural, economic, and political experiences.

   Students will be able to identify where, why and how inequality exists in society.

   Students will be able to understand the relationship between individual processes or behavior and the broader context of the modern world.

   Students will understand the relationship between the self and others in the context of the modern world.

   Students will develop an understanding of culture in society.

   Students will be able to understand society in terms of collective life.

   Students will understand the role of power and power relations in society.

   **Methodological Learning Goals**

   Students will understand the theoretical frameworks of empirical studies and the general criteria for such research.

   Students will understand the theoretical frameworks of quantitative studies and the general criteria for such research.

   Students will understand the theoretical frameworks of qualitative studies and the general criteria for such research.
**Critical Thinking Learning Goals**

Students will be able to develop and articulate an argument based on evidence.

Students will be able to evaluate and analyze an argument based on evidence.

Students will be able to evaluate and analyze the attitudes and beliefs that shape research and arguments about the modern world.

**Personal/Reflective Learning Goals**

Students will be able to reflect upon their role in the modern world.

Students will be able to reflect upon and understand the attitudes and beliefs that shape their relationship to modern society.

Students will be able to reflect upon and understand their relationship to their own and/or other communities.

Students will be able to evaluate social problems on the basis of ethics and values.

Students will be able to use social and behavioral science perspectives to assess public policy and reflect on issues that concern us as citizens.

**Learning Outcomes:**

**Substantive Learning Outcomes**

Students will use the constructs of **power**, **diversity**, and/or **culture** to describe examples of where, why and how **inequities** exists in **modern society**.

Students will be able to frame a theory about the **relationship** between **individuals** and **modern society**.

Students will be able to analyze **central institutions** and/or underlying **social structures** and their **impact on the larger society**.

**Methodological & Critical Thinking Learning Outcomes**

Students will be able to articulate an argument based on **theory** and **empirical evidence** regarding the modern world.

Students will be able to **analyze critically** research and arguments about the modern world.
**Personal/Reflective Learning Outcomes**

Students will be able to reflect, in writing, upon their role in the modern world, including their relationship to their own and/or other communities.

Students will be able to analyze social problems and public policies on the basis of ethics and values.

b. As part of developing the domain’s goals and outcomes, the Advisory Committee will invite Chairs from all of its contributing departments to meet with the Domain Committee. The parties will work together to generate ideas, discuss the learning goals and outcomes, and share in the responsibility of redefining the domain.

Progress toward this goal: After developing a tentative list of learning outcomes, we invited chairs from all of the departments who have courses represented in the SSMW learning domain (or would like to have courses represented in the SSMW learning domain) to attend a meeting to discuss these tentative learning outcomes. Approximately ten chairs attended this meeting in June, 2005, and following the meeting, the debate about what outcomes should be included in the domain continued for several months via e-mail. Finally, an initial list of learning outcomes was agreed upon. This list was presented to the Liberal Studies Council. In response to feedback from the Liberal Studies Council, the outcomes were streamlined and writing requirements were added. The final list of learning outcomes for the domain is provided above. This information was added to the SSMW learning domain website spring of 2006.

c. After the new goals and outcomes are in place, the Self, Society, and the Modern World Advisory Committee will determine if existing courses need to reapply for acceptance to the domain.

Progress toward this goal: In consultation with Caryn Chaden and the Liberal Studies Council, it has been determined that courses that have already been accepted in to this domain will be re-evaluated. Each year a percentage of SSMW learning domain courses will be re-evaluated until all courses have been re-evaluated against the new guidelines.

2. Syllabus Issues

a. The Advisory Committee will take steps to improve the quality of syllabi. The Committee will require all instructors to identify on the syllabus that the course is in the Self, Society, and the Modern World Domain of the Liberal Studies Program in addition to other required information.
Progress toward this goal: This goal has not yet been achieved, but it will be a part of the requirements for new courses applying to the domain as well as for courses subject to re-evaluation.

3. Faculty Development:
   a. The Advisory Committee will undertake appropriate modes of faculty development possibly including an annual workshop for instructors in the domain (with the purpose of enhancing teaching skills and increasing faculty identification with the domain), and/or orientation, and best practices meetings.

   Progress toward this goal: This goal also has not yet been achieved, as we have just completed a three-year process of developing learning goals and learning outcomes. Now that that process is complete, we will turn our attention to educating faculty about our new learning outcomes and writing requirements. These educational efforts will include teaching faculty about best practice strategies for achieving learning outcomes and meeting writing requirements.