

## ABILITY-BASED LEARNING PROGRAM THE HISTORY MAJOR

The faculty of Alverno College have been developing and implementing ability-based undergraduate education since the early 1970s. Our approach is based on several fundamental assumptions about the nature of learning:

- Knowledge and its application are inseparable; students must be able to do something with what they know.
- Abilities are complex integrations of knowledge, dispositions, skills, and self perceptions.
- Assessment is integral to learning, both as a means of helping students to learn and as a way of validating their achievement.

Interest in ability-based learning has grown significantly in recent years. Although much of the literature deals with applications at the general education level, there is growing concern with the question of what ability-based education means for advanced level undergraduate specialization in a discipline or a professional program.

In this publication, the faculty of the Alverno College History Department describe the process of collaboration in determining a set of advanced outcomes for students majoring in history. We also describe our ongoing efforts to create and refine a curriculum and teaching practice to enable all graduates of our program to achieve those outcomes.

Our outcomes have evolved as we have refined our understanding of our students' learning needs and as we have grown in experience as teachers and scholars. Our work to develop the major is based on our shared understanding of the discipline of history as a framework for learning, shared expectations for students in terms of

knowledge and performance, and shared responsibility for assisting students to attain those goals. We present our experience as an invitation to dialogue on the meaning of ability-based education in an undergraduate major.

### History and the Ability-Based Liberal Arts Curriculum

Before introducing the specific student learning outcomes for the history major, it is important to place the study of history in the context of Alverno College's definition of ability-based liberal arts education. Through college-wide cross-disciplinary discussions of what it means to learn and perform effectively in our different fields of study, we have come to agree that there are abilities that cut across the fields of knowledge and are essential attributes of the educated individual. The eight general areas of ability identified by the Alverno faculty as outcomes of a liberal arts education are:

- Communication
- Analysis
- Problem Solving
- Valuing in Decision-Making
- Social Interaction
- Developing a Global Perspective
- Effective Citizenship
- Aesthetic Engagement

Members of the History Department contributed to the original articulation of these college-wide student learning outcomes in the early

1970s by identifying how the study of history affects the development of students' ability to think, communicate, and make ethical decisions. The intention of the department at that time was to demonstrate the importance of history as a component of a liberal arts education for all students regardless of their major.

Since the inception of our ability-based program, the department has emphasized the teaching of analysis, communication, and valuing abilities in every history course, while also reinforcing the other abilities. In addition, in many of our beginning and intermediate courses, which enroll both majors and general education students, we also teach directly for aesthetic engagement as a way of "reading cultures" and for a global perspective as a way of empathizing with human experience shaped by a time and place different than one's own.

## Learning Outcomes in the History Major

Gradually, however, we came to an important insight about abilities and the history major that went beyond this original liberal arts orientation: *a combination of specialized communication, analytical, and valuing abilities make it possible for historians to "do" history*. This realization enabled us to take the idea of history as a means of developing these general abilities and expand it to include the idea that these abilities form the basis for developing a historically-minded way of thinking.

Although the present History Department faculty are not the same as those who worked to initiate the curriculum, the process for ongoing refinement of the curriculum remains the same. We sit down as a department and try to determine what a graduate should be able to do with what she knows about history. In order to do that, we ask the same question of ourselves: what does it mean for us to think and act in a historically-minded way? We have to come to terms with our own methods and assumptions and reach some common ground among ourselves before we can collaborate to teach history *as a discipline* to our students.

The learning needs of our students give us a focus for our agreements. We agree that history is a way of knowing, a way of thinking about and encountering the world. By emphasizing the search for the historical origins of ideas, institutions, and customs and their varied manifestations throughout world cultures, we develop a sense of caution in making generalizations about essential human nature or universal human experiences. These methods and the assumptions which underlie the creation of meaning in the discipline are what we call historical-mindedness.

Departmental discussions such as these led to the articulation of the following advanced level outcomes for our majors. The student:

- Identifies culturally grounded assumptions that have influenced the perception and behavior of people in the past and identifies those that influence her own perception and behavior.
- Identifies and critiques the theories, concepts, and assumptions that historians have used to create coherent interpretations of the past.
- Identifies, analyzes, and communicates the implications of the values and valuing orientations that underlie her own and other historians' choices of subjects for study, their theoretical approaches to these subjects, and their interpretations of these subjects.
- Independently uses theories and conceptual frameworks to organize, synthesize, and communicate her interpretations of historical phenomena.
- Takes responsibility for her own interpretations of the past by explaining and defending them publicly in a variety of personal and professional contexts.

All history courses are designed and taught to assist students in achieving dimensions of these outcomes appropriate to the level of the course. As Figure B (pages 6-7) shows, faculty formulate the outcomes of courses based on the outcomes for the history major. Within these courses we then design performance assessments with criteria directly related to the outcomes for the courses. One can begin with either the most specific criteria for an

individual performance or with the general learning outcomes expected of all students in the college and trace the connections across the curriculum. As our practice-based experience changes, these connections provide the means for refining the curriculum, both in its general and specific aspects.

These outcomes, which we discuss with students at a special department meeting marking their passage to advanced level course work, represent the student-centered priorities of our institutional mission. They emphasize active learning by students. They also stress continuity of learning since they are based in the abilities students have worked with from their first semester at the college. They address students' and the broader society's need for independent critical thinking.

But the outcomes also represent our views of ourselves as historians who are interested in the way culture constructs knowledge. This shared view of the discipline is undoubtedly influenced by our long-standing collaboration in multidisciplinary courses with our colleagues in literature, philosophy, religious studies, and fine arts. This general concern with how meaning is created carries over into our thinking about history. It adds to the continuity of student learning because it helps students link their study of history with what they have learned in the other humanities. As we work more closely than ever with our colleagues in psychology and social sciences on our integrated major in social studies for middle and secondary school teachers, we expect that our outcomes for students and our understanding of our discipline will continue to evolve.

### **Creating a Coherent Curriculum in History**

Outcomes for the major provide a goal for the curriculum but do not, by themselves, provide coherence. When faculty sit down as a department, we do more than establish exit outcomes for the graduate. We also work to articulate the developmental nature of the abilities. We teach toward the exit outcomes and assess students' ability to demonstrate them in developmentally appropriate ways at each stage of the curriculum,

from the very first general education course to the senior seminar directly preceding graduation.

We think of our courses in terms of three developmental levels of historical-mindedness — foundational, intermediate, and advanced. (See Figure A, page 4.) Within these levels, courses have similar goals, even though they may differ in terms of the societies studied or the thematic subject matter.

Ultimately, however, coherence depends as much on our practice of having every faculty member in the department teach courses at every stage as it does on the curricular planning itself. Because each of us knows the entire curriculum, we can assist students to apply what they have learned previously.

### **Foundation Courses**

“Expressions and Interpretations of Human Experience, I and II” are a set of introductory courses focused on individual fine arts and humanities disciplines. First-year students will choose one course from the arts and one from the humanities. The courses provide a common foundation for analyzing and responding to various forms of art as expressions of human experience and for exploring questions of value in the humanities. While a prospective history major may take a humanities course taught by History Department faculty, this is not a specific requirement for the major because our intention is to promote awareness that each discipline in the humanities and fine arts acts as a lens providing a different perspective on common concerns and issues. Ongoing dialogue between fine arts and humanities faculty enable us to maintain shared outcomes for these introductory courses.

In the humanities course, for example, students actively consider what it means to be historically-minded in relation to basic thinking and questioning approaches of literary studies, philosophy, and religious studies. The habit of the historian to look initially at a person or situation from the past as unique and culturally-conditioned, takes on significance for the student when she sees how

## The Development of Historical-Mindedness

### Foundational

We focus on recognizing that historians raise distinct questions that differ from those of other scholars (e.g. philosophers or psychologists). We help students recognize that historians are oriented to time and place, first trying to appreciate the uniqueness of human experience within a context before trying to establish generalizations about behavior.

- ◆ Expressions and Interpretations of Human Experience, I (arts focus) *and* II (humanities focus)

### Intermediate

We focus on the ability of students to understand and characterize how culture operates, the dynamic relationships between individuals and structures within society, and the impact of cultural change on the individual.

- ◆ Studies in European Culture and Civilization *or* Studies in American Culture and Civilization
- ◆ *Two beginning intermediate courses in other humanities or fine arts*
- ◆ Ideology and Creativity: Creating the Meaning of Democracy in the French Revolution, *or* History on Trial: Debates on Cultural Change, *or* Lives of the First People: Images and Identities of Native Americans
- ◆ *Two advanced intermediate courses in other humanities or fine arts*
- ◆ United States History, I *and* II

### Advanced

We focus on the historian behind the historical narrative or interpretation. The recognition that perspective and fundamental assumptions shape the history that historians have created, enables the student to take responsibility for her own interpretations of the past by explaining and defending them in a self-conscious way.

- ◆ Studies in Culture and Civilization (choice of South Asia, China, Japan, or Latin America)
- ◆ Historical Analysis
- ◆ Ancient World History
- ◆ Modern World History
- ◆ Perspectives on American History
- ◆ Off-Campus Experiential Learning
- ◆ Senior Humanities Seminar
- ◆ Independent Research

Figure A

philosophers or students of religion initiate their inquiries with a different focus on the fundamentals of human nature represented in a situation. By asking students to adopt a variety of questioning approaches to shape their examination of a text or an issue, they gradually become aware that they see the world from a stance or a perspective.

In choosing our own texts for teaching historical-mindedness, and in recommending texts to instructors of other sections, we have made a conscious decision to use sources based on individual experience (autobiographies, biographies, memoirs), rather than more general historical narratives about a particular era or geographic location. Since we want students both to understand and to perform history as a construction of the past, we focus their attention from the beginning on texts that can be treated as sources of information for a broader narrative interpretation of the past. By having interpretation—our own and those we ask students to generate—emerge from a base of individual experience, students gain a beginning awareness that narrative is not inherent in the past, but is the creation of the historian in the present.

The art-focused course reinforces this student awareness of her own interpretive voice. As students work, often for the first time, with the idea of aesthetic engagement, they become more sensitive to ambiguity and to varieties of responses to artistic forms. Analysis of literary texts and other works of art helps students understand their role as interpreters rather than receivers of knowledge.

## Intermediate Courses

Students enroll in their first formal history courses — “Studies in [European or American] Culture and Civilization”— at the beginning of the second year. These courses serve both majors and general education students as a continuation of their learning in the first-year arts and humanities courses. Rather than begin with a chronological survey of Western, World, or United States history, we take a “case study” approach to a specific era, either in Europe or the United States. Recent versions of the courses have focused on U.S.

society in the 1960s or during the “Gilded Age,” or on Europe during WWI.

At the intermediate level of historical-mindedness, the main purpose of these “Studies in Cultures” courses is to show students how to “read” or interpret ideas and events within a particular societal context. Although the instructor provides synthesizing lectures and readings establishing a general narrative for the era, the greatest part of class time is devoted to mentoring students’ active efforts to experiment with the creation of interpretive narratives on individual topics within the overall society.

In the version centered on U.S. society during the 1960s, for example, students read narratives on topics such as the civil rights movement or U.S. involvement in Southeast Asia. Then they use their analysis of primary source documents to create evidence-based position papers that develop their own historical generalizations. As they present their positions and critique each other’s work, their experience reinforces the idea that history is interpretation and that the relative validity of interpretations is determined by the quality of reasoning and supporting evidence.

In the courses that follow this first case-study course, we challenge students to extend their historically-minded thinking in two important ways. In the first place, these courses present highly dynamic historical situations (e.g., the French Revolution, the Reformation of the 16th century, the displacement of the First Americans from their traditional environments and ways of life). They reveal people, in the face of chaos, establishing fundamental principles about the meaning of life in society. Students, as historically-minded thinkers, become witnesses to the historical origins of ideas that have since come to be commonly regarded as universal or beyond history. We ask students to reflect, in position papers, panel discussions, or debates, on their special knowledge of historical change and how it impacts on the role they play as interpreters of life in society to a broader public.

Secondly, we ask students to extend their understanding of history as interpretation. In the first history course students self assess the quality of their own narrative interpretations. But if profes-

**MISSION**

Alverno College is an independent four-year liberal arts college serving women of all ages, races, and financial means. The student’s professional and personal development are the central goals of everyone associated with Alverno.

**ABILITY-BASED LEARNING OUTCOMES**

Through the development of eight broad liberal arts abilities

- communication
- analysis
- problem solving
- valuing in decision-making
- social interaction
- developing a global perspective
- effective citizenship
- aesthetic engagement

the Alverno student develops as an independent lifelong learner with

- a sense of responsibility for her own learning and the ability and desire to continue learning
- self-knowledge and the ability to assess her own performance critically and accurately
- an understanding of how to apply her knowledge and abilities in many different contexts

**MAJOR OUTCOMES**

The student:

- Identifies culturally grounded assumptions that have influenced the perception and behavior of people in the past and identifies those that influence her own perception and behavior.
- Identifies and critiques the theories, concepts, and assumptions that historians have used to create coherent interpretations of the past.
- Identifies, analyzes, and communicates the implications of values and valuing orientations that underlie her own and other historians’ choices of subjects for study, their theoretical approaches to these subjects, and their interpretations of these subjects.
- Independently uses theories and conceptual frameworks to organize, synthesize, and communicate her interpretations of historical phenomena.
- Takes responsibility for her own interpretations of the past by explaining and defending them publicly in a variety of personal and professional contexts.

### EXAMPLE OF INDIVIDUAL HISTORY COURSE OUTCOMES

#### “Ancient World History” (6th semester course)

The student:

- Uses the conceptual frameworks of history to make independent interpretations of the development of cultural assumptions, values, and practices.
- Makes interpretations and evaluates others’ interpretations with sensitivity to the values that underlie those interpretive decisions.
- Translates her historical understanding into terms and examples meaningful to a variety of audiences.
- Promotes critical thinking in others through sensitive communication designed to enhance their self-consciousness of culturally based assumptions.

### EXAMPLE OF ASSESSMENT OF INDIVIDUAL COURSE OUTCOMES

Student selects concept or theory used by other historians to explain the historical origin or basis for some fundamental assumption or cultural practice; she applies this framework to a new time period or geographic region as a way of testing the explanatory power of the framework.

Format: videotaped oral presentation of findings to peers in class, peer review, written research report, and written self assessment of assumptions and processes used to make interpretations.

### CRITERIA FOR SUCCESSFUL PERFORMANCE

The student:

1. Develops explanatory framework to raise questions to be answered or to set forth an argument to be proved.
2. Provides reasoned argument to link pieces of descriptive evidence to each other and to explanatory framework.
3. Clarifies how own perspective affects choice and interpretation of sources of information.
4. Consistently speaks with audience, adapting ideas and information to their background and experience.
5. Uses consistent formatting style (Chicago Manual of Style) to facilitate critical communication and appraisal of her ideas.

sional historians interpret the past, then the adequacy of their interpretations must be judged as well. All instructors at this level agree that the directions for analytical assignments and assessments, as well as the rubrics or criteria for successful performance, guide students toward systematic appraisal of the adequacy of the secondary sources presented throughout these courses.

Along with these case study courses, majors are introduced to a different approach to historical narrative in the “United States History” courses. Organized as a two-part chronological survey, these courses offer a more expansive sweep of history that builds on students’ previous experience of explaining the cultural and social dynamics within specific historical periods. We continue to encourage students to critique interpretations and to construct their own historical explanations based on a variety of primary and secondary sources.

Although students focus more directly on historical subject matter at the intermediate level, the broader study of the humanities and fine arts continues at all levels of the program. We require our majors to take four intermediate level courses from the humanities or fine arts—twice the number required by the college as a general education requirement. Although our commitment to a historically-minded way of thinking is obvious, we do not want our students to lose sight of the fact that history is one perspective among many.

We also want students to be able to draw on a repertoire of critical strategies in examining culture. Since we know, for example, that many of our students take a religious studies course on myth and symbol, we have designed our own intermediate courses to take advantage of the connection. Students in our “Lives of the First People,” read myths and their attendant rituals to explore how a people interpret and live through their past. They also consider how myths play a crucial part in the way outside observers interpret and often judge a people’s perspective and actions.

## Advanced Courses

There is considerable overlap and reinforcement between our intermediate and advanced courses, both in terms of teaching strategies and student approaches to learning. For example, we stress in all of our history courses that history is interpretive rather than objective representation of the past. Students at the intermediate level generally understand this, even though their first priority may be to learn the basics of narratives that are new to them. By the time they have a repertoire of narratives in hand and when they have developed skill at quickly characterizing the basic historical forces at work in a given situation, they are freed up to attend to and evaluate the way those narratives have been constructed and the values and perspectives that underlie them.

The difference at the advanced level is the deliberate and continuing way we focus on the historian behind the historical text and on the professional roles and responsibilities of historians as interpreters, critics, and expert witnesses. There is a characteristic rhythm to activity in all advanced level history courses. Students begin with a critical examination of the professional practice of historians and then go on to perform their own understanding of this practice, not merely by emulating it but by consciously attempting to overcome shortcomings revealed by their critiques.

In seminar formats, students engage in close reading and discussion of monographs, scholarly articles, and popular textbooks to identify historians’ underlying assumptions. They write brief critical position papers characterizing the way such perspectives directly shape the historical interpretations and indirectly affect popular understanding of the past. Then, in their own interpretive works, students are asked to be more explicit in revealing their own assumptions in order to assist a reader in making informed judgments.

Advanced level courses in history emphasize depth in the coverage of historical literature. One thing that distinguishes students from professionals along the spectrum of historical-mindedness is familiarity with the literature. When a professional reads a new book, it is in the context of a body of



work on the subject. We work to help students compensate for this relative lack of experience by structuring study of multiple narratives into each course. For example, in studying the origins of civilization in a course on the ancient world, students read at least four interpretations of the agricultural and urban revolutions. As a result they are able to experience first hand what it means to critically appraise arguments that lay outside the consensus or that are not as well argued or supported as others. When they write synthesizing narratives, they are able to make choices grounded in their own standards for judgment.

We have placed emphasis on methodological issues that students actually confront in their own work. In the “Historical Analysis” course, for example, students explore narrative techniques by evaluating Simon Schama’s daring experiments in stretching the conventions of narrative to incorporate the perspective of groups from the past whose voices cannot be found in traditional primary source material. They take formal positions and debate whether his conventions constitute historical proof. Then, in their own independent research, they face the same challenge when attempting to represent the perspective of Native Americans in conflict with the U.S. Army based on Congressional testimony provided largely by military personnel. The need to apply the same degree of caution and daring that they recommended for Schama deepens and personalizes their understanding of the historian’s task.

## **Internships and Professional Experiences**

Although we structure learning in every course to emphasize application of knowledge and abilities in true-to-life settings, it is in Alverno’s internship programs that our majors explore the career applications of the study of history. Every Alverno student is required to complete at least one internship placement. For history majors with an area of study in secondary or middle school education, that placement is student teaching. History faculty work closely with education faculty and cooperating teachers in the schools, observing

students and providing specific feedback on teaching in the discipline of history.

Other history students apply their research and critical thinking abilities in a variety of career fields directly or indirectly related to history through the college’s off-campus experiential learning program. Students have worked at various museums, historical societies, and living history sites in the fields of public history, historical preservation, and archival management. They have assisted corporations in organizing and displaying company histories, and have conducted research for government agencies and law firms. Other students have assisted in research at public radio and television stations, developing background material for on-air interviews.

Students work at least eight hours per week under the direct supervision of on-site mentors. These mentors have worked with Alverno faculty to promote close integration between on-site experience and the required interdisciplinary experiential learning seminar on campus. A combination of on-site and campus-based mentoring encourages students to consider ways that their abilities to think about, create, and communicate historical information and perspectives relate to their professional and civic lives.

Internships frequently assist students to establish personal networks and to obtain professional positions after graduation. A number of the internship mentors for our students at museums in the area are themselves graduates of our program.

Students considering further formal study in history experience a form of preprofessional preparation in the “Independent Research” course. They develop research hypotheses, select and apply appropriate theoretical frameworks, and conduct primary and secondary research. In addition to professionally formatted written reports, they present and defend their findings to peers and members of the History Department faculty.

In a final multidisciplinary humanities seminar, history majors have yet another experience with professional practice, this time in the role of academic specialists. Majors from each humanities department interact with each other as experts in

their respective disciplines as they explore a topical issue in the humanities, such as censorship, multiculturalism, or public support for the humanities and the arts, from the theoretical and methodological perspectives of the different disciplines.

### **Assessing Students' Ability to Think and Act in Historically-Minded Ways**

Assessment at Alverno College is an integral aspect of teaching as well as a procedure for determining each student's degree of success in each course. It is a way for students to try out their knowledge and ability under direct observation and to receive diagnostic and prescriptive feedback to strengthen their performances.

In an educational program grounded in active learning, all Alverno faculty strive to make assessments of students active as well. Active learning, as we understand it, is experiential. Students are asked to transfer their learning to new situations and apply it in real-life settings. Such learning also involves self awareness. Students need to know what they are setting out to learn and how they will demonstrate it. The components of assessment that correspond to active learning include specification of a context for the demonstration of learning, explicit criteria for effective performance, meaningful feedback, and self assessment.

Since our outcomes for the major call for students to think and act in historically-minded ways, we have developed rhetorical contexts that call for students to interpret historical events and communicate about history in realistic situations. In "Historical Analysis," for example, students read transcripts from three U.S. Senate hearings investigating the destruction of a Cheyenne Indian community by U.S. Army troops during the Civil War. We chose this event because there is limited historical literature about the conflict. Students must create their own narratives rather than summarizing one or more existing narratives. After developing their research hypotheses and studying the documents, they present their findings orally to their peers and prepare written research reports.

Since relatively few of our majors will complete Ph.D.s and practice as academic historians, we have created many other contexts in which the ability to communicate in a sophisticated way about history as a way of knowing can relate to our students' personal, civic, and professional lives. In our U.S. survey courses, for example, students design mini-museum exhibits as a way of demonstrating their ability to communicate about history to a more general public. Other assessments that call for historical reenactments enable students to demonstrate the ability to understand and appraise seriously perspectives different than their own.

In more advanced courses, majors may be asked, either in a speech or in a written report, to make recommendations for editing a chapter of a history textbook to make it more inclusive of various cultural perspectives, or to participate in a simulated symposium on how to teach a particular topic in history. In all cases, we provide criteria to guide students in the demonstration of their knowledge and ability, and we ask them to assess their own work to assist them in developing their own internalized standards for effective performance.

### **Self Assessment**

Student self assessment is an essential part of all assessment at Alverno College because we believe that durable learning is made possible by reflecting on past performance and systematic planning to improve it. For the history major, self assessment takes on additional significance as a means of developing historical-mindedness. Whether at foundation or advanced levels, self assessment begins with students carefully observing their own work in relation to criteria for effective performance. Such an evidence-based approach to self assessment supports our overall inductive approach to making meaning in history. Careful observation also guards against a rush to judgment, and supports the judicious consideration of multiple perspectives and interpretations. Finally, by providing students with self assessment formats while they are engaged in performance, we assist them in monitoring that performance and

becoming more aware of the choices they make as they practice the art of historical interpretation. Through reflective self assessment, the overall assessment process becomes a teachable moment for our students.

### **Long-Term Effects for Students and Faculty**

Ability-based education in history has had a transforming effect on both students and faculty. In all of the advanced courses the emphasis on interprofessional communication—public presentation of interpretations, careful analytical listening and evidence-based peer review, and final writing addressed to an audience of peers involved with the same interpretive issues—fosters student understanding of history as a collaborative endeavor in explaining the complexity of human experience in society. This is a very different vision of the discipline than the one we learned, but one that is well-suited to the challenges of integrating the many narratives of postmodern scholarship.

Our students recognize that their training in history provides them with an angle of vision that has value for illuminating contemporary concerns. They are advocates for historically-minded thinking about social issues because sensitivity to historical origins creates the possibility of visualizing change.

As faculty, our focus on history as a framework for learning about the world has led us to range more widely in our interests. We are more willing to teach texts based on their potential for engaging students than on their “fit” with our own background or expertise. We have found that having every member of our department involved in the design and teaching of key courses throughout the major enhances both the program and our effectiveness as teachers and scholars. After we have rotated through a particular teaching assignment, the resources for that course become stronger as each of us designs or refines teaching materials, classroom activities, and performance assessments to complement each other. We model for our students the kind of collaborative engagement in the discipline that we see emerging for the future.

## SUGGESTIONS FOR FURTHER READING

Available from:  
Alverno College Institute  
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P.O. Box 343922  
Milwaukee, WI 53234-3922  
(414) 382-6087  
FAX (414) 382-6354  
www.alverno.edu

*Self Assessment at Alverno College* (2000)

*Student Assessment-as-Learning at Alverno College*, 3rd revised ed. (1994)

*Teaching Social Interaction at Alverno College* (1994)

*Reflecting on our Practice: Practitioner-Based Inquiry to Understand and Improve Teaching and Learning Across the Curriculum* (1993)

*Valuing in Decision-making: Theory and Practice at Alverno College* (1992)

*Teaching Critical Thinking in the Arts and Humanities* (1986)

*Teaching Critical Thinking in Psychology* (1986)

*Analysis and Communication at Alverno: An Approach to Critical Thinking* (1984)

Statements of other baccalaureate majors are also available.

Available from:  
Jossey-Bass  
350 Sansome Street, San Francisco, CA 94104  
(800) 956-7739 FAX: (800) 605-2665  
www.josseybass.com

*Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond*, by Marcia Mentkowski and Associates (2000)  
ISBN 0-7879-4482-3

The authors draw from two decades of longitudinal studies on student learning at Alverno College—and on leading educational theories—to present a theory of deep and durable learning.

**Alverno**  
C O L L E G E