

University College



UNIVERSITY COLLEGE

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University College is the regional leader in providing learning opportunities to adult students. This is accomplished by stressing teaching, student service and access, responsiveness to the emerging educational needs and Sacred Heart University's mission and values. The college develops, markets and delivers innovative, continuing education, certificate and degree programs designed for adult learners. It is responsive to the education and training needs of business, social service and professional and governmental organizations.

University College administers Continuing Education, Summer School, Winter Intersession and Online Learning. Satellite campuses in Derby and Stamford are an integral part of the college.

University College works with area business by marketing its services and providing in-house corporate education programs.

Master of Arts in Learning (MAL)

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The Master of Arts in Learning is centered on learning, thinking and understanding in context—viewed through the lens of multiple disciplines. The program generates knowing within a community of learners. Here, knowing is an outcome of one's immersion in integrated dynamic experiences. The fundamental theme is simple: Since all learning events are personal and the pursuit of knowing exemplifies the spirit of learning, a community of learners is created through process, experience and dialogue. Thus, the creation of a

learning community is the ultimate goal of authentic education.

The MAL degree program consists of a prescribed pattern of graduate courses offered over a two-year period. The Master of Arts in Learning is accomplished within a framework called a "cohort." Acceptance into the program is accomplished only once a year. Each cohort remains intact from the beginning of the program until its conclusion. The individuals' learning is totally enhanced through interaction with all members of the community.

Six monthly symposia begin late on Friday afternoons and end on Saturday afternoons. Each of these weekends is conducted by an expert in an interesting field or by a dynamic synthesizer and/or observer of the content at hand. Participants work collegially with researchers, scientists, artists, authors and specialists. Two electronically mediated learning events (EMLS) provide an online component to each semester. Six days of full-time attendance each summer are devoted to comprehensive learning. Together, the weekends, evenings and summer sessions include lectures, demonstrations, seminars, direct learning experiences, field studies, group projects and off-campus site visits.

Mentorships/Internships: In the first summer session, participants spend a minimum of two weeks working on-site in a one-on-one learning with a mentor in the arts, sciences or humanities.

Goals and Objectives

This Master's degree program embraces many aspects of learning and knowing, and focuses directly on:

- how meaning is created,
- where the best venues for effective learning are,
- why we are so varied in our abilities to learn, and
- when learning can or can not take place.

Admission Requirements

Individuals who hold a Bachelor's degree in any academic discipline from a regionally accredited college or university will be considered for admission to the MAL program. A current resumé, two letters of recommendation and a letter of intent complete the admission requirements. Upon acceptance, students will receive a copy of their planned academic program and an MAL student handbook.

Degree Requirements

A total of 36 credit hours of graduate course work over a 23-month period, and fulfillment of the mentorship and individual projects are necessary for completion of the MAL.

Required Courses First-Year Courses

Fall

- EW 500 The History of Thought: Experiences in Epistemology 3 credits
- EW 501 Cognitive and Effective Structures I: Frameworks of Knowledge and Belief Systems 3 credits

Spring

- EW 502 Cognitive and Effective Structures II: Intuition and Knowing 3 credits
- EW 503 Play, Work, Flow, and Consciousness 3 credits

Summer

- EW 504 Learning Theory and Praxis: Transdisciplinary Realms and Process 3 credits
- EW 510 Mentorship: Guided Self-Analysis and Reconstruction 3 credits

Second-Year Courses

Fall

- EW 505 Integrating Conceptual Processes: Internal Events, Creativity and Continuity 3 credits

- EW 506 The Experiential Pathway: Research Perspectives 3 credits

Spring

- EW 507 The Transformational Phenomena: Becoming in a Third Culture 3 credits
- EW 508 Cultural and Spiritual Evolution: Sources of Personal Authenticity 3 credits

Summer

- EW 509 Epistemic Venues: Dialogue and Salon 3 credits
- EW 511 Field Project and Futures Exploration 3 credits

The Master of Arts in Learning is comprised of a wide variety of integrated learning experiences. The courses listed, which serve the purposes of registration and recording, are offered in a wholistic format. Grades are awarded for individual courses at the conclusion of the program. Progress toward achievement of program objectives is continuously evaluated based on the successful completion of program components. These include lectures, symposia, workshops, projects, mentor experiences and journal development. Only the cumulative evaluation is submitted. A transcript reporting total contact hours, and cumulative evaluation average for 36 graduate credits, is provided.

Course Descriptions

EW 500 The History of Thought: Experiences in Epistemology 3 CH
Characteristics of thinking schemes, and structural models of thought are explored with a focus on inquiring into the ground from which thought arises. "How we know what we know" and how questions arise in thinking processes provide the basis for investigating the epistemology of contemporary culture.

EW 501 Cognitive and Affective Structures I: Frameworks of Knowledge and Belief Systems 3 CH

The construction of conceptual models and their correspondence with reality form the basis of studying cognition structures. Conceptual mapping processes are explored and conceptual pathways compared. Affective frameworks underlying knowledge and belief systems are examined in light of behavior and social influences.

EW 502 Cognitive and Affective Structures II: Intuition and Knowing 3CH

Transrational processes of knowing are compared with those rational processes that are identifiable in developmental models. Intuition and the evolution of insight as formative processes are examined as the basis of sensory, rational and intuition-al sources of knowing. The western mindset, post-modern thought, and the extrapolation of knowledge from transrational processes provide the source from which these studies emerge.

EW 503 Play, Work, Flow and Consciousness 3 CH

The processes and architectures of work and play form the basis for inquiry into the dynamics of various learning processes. The developmental notion of “flow” is integrated with the study of consciousness and together these two phenomena are integrated with concepts of how play and work contribute to the experiences from which learning progresses.

EW 504 Learning Theory and Praxis: Transdisciplinary Realms and Processes 3 CH

Learning theories, and the practical aspects of experiences from which these theories arise, are examined as they form the fundamental tenets of post-modern thought. Educational models and their outcome in curriculum transformation are viewed as the appropriate application of learning concepts in contemporary culture. From the

works of Piaget, through the myriad developmental models of the late twentieth century, processes of transdisciplinary thought are examined.

EW 505 Integrating Conceptual Processes: Internal Events, Creativity and Continuity 3 CH

The works of Csikszentmihalyi on “flow” form the basis for unifying internal thought, creativity and the sense of continuity during the processes of integrating conceptual frameworks. The optimization of experience, as a force in giving meaning, is viewed through the lens of mindfulness, flexibility and dialogue. These are studied as they contribute to generating comprehensive understandings and insights.

EW 506 The Experiential Pathway: Research Perspectives 3 CH

The limited role of Cartesian thought, and the expanding outcomes of experience as a basis for divergent thinking, form the basis for creating personal views of “Experience as the Pathway” toward learning, growth and development. Expanded models of being and knowing, based on intentionality and consciousness, are viewed in light of their effect on constructing reality.

EW 507 The Transformational Phenomena: Becoming in a Third Culture 3 CH

The generic elements which delineate transformation as a predictable phenomena are explored toward the end of discovering personal evolution. Open mindedness, diversity, heightened perception and critical thinking are perceived as fundamental issues in the emergence of “third culture” formation. The sense of being and the transient processes of becoming are studied in light of Paul Feyerabend’s views of dissonance and non-parametric thinking.

EW 508 Cultural and Spiritual Evolution: Sources of Personal Authenticity 3 CH

The cultural forces that drive the evolution of humanity, and the spiritual aspects of the human

experience, are examined in relation to how societies create knowing and how cultural realities are manifest. Analyses of knowledge and syntheses of cultural ideas are studied as these become both sources and limits in the evolution of personal authenticity.

EW 509 Epistemic Venues: Dialogue and Salon 3 CH

The constructs of dialogue interaction as designed as David Bohm and Krishnamurti form the basis for highly provocative salon style experiences. These, within the framework of ontological and epistemological principles, provide the field from which metacognitive elements arise, and cultural transformations are suggested.

EW 510 Mentorship: Guided Self-Analysis and Reconstruction 3 CH

The mentorship experience offers the venue for intense self-development under the guidance of highly accomplished leaders and performers. The interactions are both formative and summative, and the emerging mentee has the opportunity to reconstruct self-generated belief systems and behavioral patterns without threat to personal integrity.

EW 511 Field Project and Futures Exploration 3 CH

Direct experiences in field-based activities are undertaken according to preapproved project designs and self-initiated explorations. The extrapolations of insights, resolution of dissonance and construction of structural outcomes produce unifying and refocusing experiences. Newly-formed areas of expertise are celebrated as the exploration of ideas contributes to the processes of *becoming*.