LIBERAL LEARNING SEMINARS (LLS)

LLS 410 | AGENCY EFFECTIVENESS | 4 quarter hours (Graduate)
Seminar sections in this domain aim to explore various dimensions/dynamics associated with knowing, developing and engaging oneself as an agent in one’s experience and contribution. Central questions include: Who am I and/or who am I having myself be? Who am I becoming and/or who am I having myself become? What habits of mind, attitude and behavior am I choosing and reinforcing versus becoming victim to and stuck within? Am I living my life or is my life living me? etc. Embedded in these questions are core concepts regarding personal efficacy, empowerment and accountability.

LLS 420 | COLLABORATION EFFECTIVENESS | 4 quarter hours (Graduate)
Seminar sections in this domain aim to explore various dimensions/dynamics associated with working together (in dyads, small groups and/or organizations) to achieve shared objectives. Central questions include: How do key factors (e.g., environment, membership, process/structure, communication, trust, decision-making, etc.) impact collaborative success? How are differences surfaced and bridged? What helps/hinders collaboration? How is collaboration evolving in virtual settings?, etc. Embedded in these questions are core concepts regarding interpersonal, organizational and cross-cultural dynamics and processes.

LLS 430 | ORGANIZATIONAL EFFECTIVENESS | 4 quarter hours (Graduate)
This domain includes the larger systemic contexts within which individuals function. As the world grows increasingly complex and interconnected, the ability to understand and navigate people-in-groups (organizational, societal, and global) becomes increasingly critical. In this domain, students broaden and deepen their capacity to make a difference at ever-widening levels of system. Central questions include: How do we engage as organizational resources, community participants, members of society and global citizens? How do we get along? How do we get work done? How do we both fit-in and remain unique? Seminar sections in this domain might include such topics as project management, leadership, organizational culture, career management, performance improvement, context scanning, global citizenship, trend analysis, cross-cultural agility, future visioning, etc.

LLS 440 | FLEXIBILITY EFFECTIVENESS | 4 quarter hours (Graduate)
Seminar sections in this domain aim to explore various dimensions/dynamics associated with the process of valuing and translating valuing into believing and acting. Central questions include: What do I (and others) value, how and on what basis? How are values derived, developed, revised, expanded, retired, etc.? What emotional, cognitive and/or behavioral flexibility is involved in considering differences with the intent to understand them, not necessarily to change them? Embedded in these questions are core concepts regarding ethical reasoning, values-clarification/formation, decision-making and priority-setting.

LLS 450A | INQUIRY EFFECTIVENESS | 2-4 quarter hours (Graduate)
This domain includes methods and processes of systematic inquiry regardless of domain. Adults must be able to engage in self-directed inquiry in order to understand and act effectively in their personal, professional, social, and civic lives. In this domain, students learn methods for systematically and strategically exploring questions, problems, ideas, and experiences. Central questions include: How do I formulate viable questions? What information do I need to understand a problem and what is the best way to obtain it? What are different ways to analyze an idea? How can I make sense of what I have experienced? Seminar sections in this domain might address topics such as strategies and methods for generating and utilizing primary research, gathering and managing information, analyzing and presenting data, pursuing targeted methods of inquiry, etc. (2 quarter hours)

LLS 450B | INQUIRY EFFECTIVENESS | 4 quarter hours (Graduate)
The two required sections in this domain, LLS-450a & LLS-450b, aim to explore various dimensions/dynamics associated with investigating sources of information and conducting primary research. Central questions include: How do I formulate incisive questions? How do I find and gather relevant and credible information? How do I assess/analyze information and its sources, including my own experience as a source? How do I make sense of confirming and disconfirming information? How do I differentiate knowledge from opinion from reasoned judgment? Embedded in these questions are core concepts regarding the authority of systematic observation/inquiry and evaluated experience.