

Learning Outcomes

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Accounting

1. Acquire knowledge of the principles, policies, and theories of accounting.
2. Develop critical thinking, ethical reasoning, effective communication, and technology skills.
 - a. Case Studies
 - b. Papers, presentations
 - c. Assignments that require the use of software programs and other technology common to the field.
3. Develop professional behavior and leadership skills through experiential learning.
 - a. Field Internship
 - b. Student clubs and organizations
 - c. Participation in professional meetings, workshops and conferences
4. Develop civic responsibility through community service
 - a. Volunteer program
 - b. Student clubs and organizations
 - c. Career fair

Biochemistry

1. Development of broad range of basic scientific knowledge, which is of critical importance in view of new scientific discoveries and information
 - a. Demonstration of achievement in advanced scientific coursework.
 - b. Performance on standardized assessment examinations
 - c. Post-graduation achievement
2. Development of outstanding laboratory skills
 - a. Performance in Inorganic analysis
 - b. Performance in Organic analysis
 - c. Performance in Molecular and Cell Biology techniques
3. Development of superior quantitative analysis skills
 - a. Ability to analysis and interpretation of data (Organic, Biochemistry, and chemical instrumentation labs)
 - b. Performance on standardized assessment examinations
4. Display ability to express scientific information in both verbal and written forms to colleagues, superiors, and general public
 - a. Aptitude writing Scientific Journal Style Laboratory reports
 - b. Capacity to deliver Oral presentations
 - c. Competence evaluating scientific research papers

Biology

1. Obtain a solid foundation in the basics of Biology.
 - a. Demonstrate a knowledge of the core material through oral and written assignments.
 - b. Complete a comprehensive course curriculum that covers cell/molecular biology, organismal biology, and ecology/population biology.
 - c. Provide evidence of increased understanding through annual Comprehensive Exams at each class level.
2. Develop competence in the techniques used in field and laboratory work.
 - a. Demonstrate the ability to use key scientific instruments and equipment via relevant hands-on lab and field experiences.
 - b. Show competence in data management and analysis, including proper preparation of laboratory reports.
 - c. Participate in independent inquiry through class projects and supervised research.
3. Become engaged in a meaningful liberal arts experience.
 - a. Students can explain how biology and its method of study are integrated into a multidisciplinary context.
 - b. Students attend/present at professional conferences and workshops.
 - c. Students act in an informed and ethical manner within the University and society at-large.

Business Administration

1. Knowledge of Business Functions: Students will demonstrate the ability to apply and synthesize knowledge of the functional areas of business to make sound business decisions.
 - a. Knowledge of key business functions including management, accounting, finance, operations, and marketing.
 - b. Ability to identify relationships among the various business functions and explain how functional areas affect one another.
 - c. Ability to integrate knowledge of various business functions in solving business problems and making decisions.
2. Ethics: Students will demonstrate an understanding of ethical codes and behaviors as they relate to business stakeholders, issues, and decisions.
 - a. Ability to identify ethical issues as they relate to business.
 - b. Ability to evaluate business situations and make business decisions from an ethical perspective.
 - c. Ability to advocate for ethical decision making.
 - d. Knowledge of professional ethics codes for business fields.

3. **Critical Thinking & Analytical Ability:** Students will demonstrate the ability to engage in critical and analytical thinking, specifically the ability to use quantitative and qualitative analytical skills to evaluate problems and solve business decisions.
 - a. Ability to learn, understand, solve problems and make decisions in an organizational context
 - b. Ability to critically analyze and interpret information and quantitative data.
 - c. Ability to apply scientific research methods to an understanding of social phenomena, to distinguish between sound and fallacious reasoning, to understand cognitive biases, and to develop innovative insights into organizational phenomena.
 - d. Ability to develop creative solutions to problems.
 - e. Ability to write analytically and persuasively.

4. **Communication:** Students will demonstrate the ability to communicate effectively in various forms, including the ability to present business data and information.
 - a. Ability to deliver clear and professional individual and team business presentations.
 - b. Ability to participate effectively in discussions about business problems and clearly present own viewpoint to an audience.
 - c. Demonstrate polished business written communication.

5. **Global Perspective:** Students will demonstrate an understanding of global issues and diverse cultural perspectives and the role of multiple cultural viewpoints in making business decisions.
 - a. Ability to understand business issues from a global and historical perspective.
 - b. Ability to integrate international and multicultural perspectives when making business decisions and solving business problems.

Business Information Systems

1. Technical competency
2. Presentation and communication skills

Communication

1. **Critical Thinking in the Discipline**
Theoretical Understanding - Abstract Thinking (conceptual skills) knowing how to decide when to apply a particular theory.
2. **Ethical Applications**
The ability to make ethical evaluations and act upon those evaluations within the context of the various exigencies of the field of Communication.
3. **Technical Conceptualization**
The ability to conceive a conceptual arc that will help create strategies for framing and solving problems in particular subfields of communication (Writing, Video Production, Audio Production, Advertising, Public Relations, Photography, and others)

4. **Devices Operated**
Machines such as video editing systems, microphones, cameras
5. **Software applications**
Computer applications that are used in a discipline (audio and video editing, Statistical evaluation software (SPSS), Print Production and design programs, (In-design).
6. **Vocabulary of the Field**
Virtually every discipline and sub-discipline has a specialized vocabulary that helps practitioners communicate effectively and efficiently.
7. **Ongoing Issues in the field**
Understanding the current events of any discipline is imperative if one is to operate effectively in that discipline. Being aware of current issues gives us an opportunity to put into practice the theoretical and conceptual skills that we have developed in the classroom.
8. **Writing in the Discipline**
This requires the ability to use the technical skills of grammar, sentence structure and syntax to pull together and express in writing one's understanding of all the other skills, goals and applications taught in the department.
9. **Pre-Professional Experience**
Offers service learning, student teaching, internships, political activity, civic engagement, and co-op service to the community.
10. **Global or International Perspectives**
Offers an awareness and understanding of the global nature of issues or with an international perspective through an understanding of a society and culture distinct from their own.
11. **Diverse Perspectives**
The curriculum incorporates diverse viewpoints, experiences, and cultures and promotes an enlightened understanding.

Computer Science

1. Students will acquire the fundamental computing knowledge and skills recommended by the Association for Computing Machinery (ACM) and the IEEE Computer Society for undergraduate computer science programs.
2. Students will be competitive for entry-level positions in a profession related to computer science and information technology.
3. Students will successfully write a scholarly paper that meet publication standards.

Criminology*

1. To understand the major criminological theoretical perspectives, and to hone the ability to link theoretical ideas to inquiry and analysis.
2. To demonstrate an understanding of how ideological, social, political and fiscal forces shape crime policy.
3. To understand and appreciate the role of social inequality and cultural diversity in the study of criminology.
4. To approach the study of crime and criminals from a social scientific perspective.
5. To receive hands-on experiential learning in the field of criminology so as to develop career skills.
6. To develop abilities to communicate in writing; accomplished through two required writing-intensive courses.
7. These experiences require students to apply what they are studying in their curriculum to real-world issues and problems. The experiential learning component of the criminology major encourages students to establish community ties and facilitates the transition from classroom to career.

Early Childhood Education

1. Candidates will demonstrate their understanding of the professional standards for beginning teachers established by the National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).
 - a. ECE portfolio will document artifacts attesting to the understanding of all 5 standards of NAEYC.
 - b. ECE portfolio will document artifacts attesting to the understanding of all 10 standards of CEC.
 - c. Captions in the ECE portfolio show reflection and integration of knowledge from the NAEYC and CEC standards.
2. Candidates will demonstrate their understanding of and ability to observe, document and assess children by compiling a child assessment portfolio.
 - a. Child assessment portfolio demonstrates candidates' understanding of the goals, benefits and uses of assessment.
 - b. Child assessment portfolio demonstrates candidates' ability to use various forms of appropriate assessment tools.
 - c. Child assessment portfolio demonstrates candidates' understanding and reflection on practicing responsible assessment.
3. Candidates will demonstrate their understanding of the Connecticut Common Core of Teaching (CCCT) and engage in self-reflective teaching practices.
 - a. Candidates will demonstrate their ability to reflect on their teaching using a digital video editing process.
 - b. Candidates will demonstrate their understanding of key domains in teaching, according to the CCCT principles.
 - c. Candidates will compile a synthesis report that highlights their pedagogical strengths and identifies clear and focused goals and plans for improving their areas of weakness.

Economics

1. To acquire and learn the fundamentals of economics
Measures of student, professional-related involvement and academic success
2. To be able to communicate their understanding of economic issues in written and oral format
Measures of student, professional-related involvement and academic success
3. To be able to understand the working of the market economy and the role of government in the economy
Performances of students in the capstone course and in internships

Education

1. Pedagogical Knowledge
 - a. Candidates/Graduates are able to formulate developmentally appropriate learning goals and objectives for students based upon knowledge of subject matter, students, the community, curriculum goals (both state and national), and theories of human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment
 - b. Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning.
 - c. Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry.
 - d. Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner.
2. Integrate content and pedagogical knowledge
 - a. Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach.
 - b. Candidates/Graduates demonstrate an ability to integrate learning theories and other pedagogical knowledge in their clinical experiences and student teaching.
3. Technology as a Tool to Teach
Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.
4. Diversity
Candidates/Graduates demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.

English*

Goal 1: By the time they graduate, English majors should be able to read texts carefully and analytically, with an understanding and appreciation of the complexity of their verbal, rhetorical, and/or literary characteristics.

Outcome 1: summarize the contents of a text accurately

Outcome 2: make a claim about a text

Outcome 3: marshal evidence that supports that claim

Outcome 4: explain why/how that evidence supports that claim

Outcome 5: explain how literary and rhetorical elements and devices contribute to the text's meaning and the reader's experience

Outcome 6: select relevant passages worthy of extensive analysis

Goal 2: By the time they graduate, English majors should be able to communicate/create in multiple modes (writing, speech, visual/multimedia) appropriately adapted to the purpose at hand, and with an awareness of the needs of the imagined audience.

Outcome 1: deduce the audience and purpose implicit in an assignment

Outcome 2: identify the needs and expectations of the intended audience

Outcome 3: craft writing, speech, and/or visuals that fulfill the needs and meet the expectations of the intended audience

Outcome 4: explain ideas and facts drawn from sources in ways appropriate to the audience and purpose

Outcome 5: cite the ideas of others in ways appropriate to the audience and purpose

Goal 3: By the time they graduate, English majors should be able to carry out independent research: conceiving of questions to pursue, identifying and accounting for other relevant voices, and appropriately registering one's engagements with those voices using the conventions of the discipline.

Outcome 1: compose research questions that meet the demands of the assignment or problem to be addressed

Outcome 2: discriminate between reliable and unreliable sources

Outcome 3: paraphrase and quote relevant facts and ideas contained within a source

Outcome 4: cite sources ethically in a manner appropriate to the audience and genre

Outcome 5: explain how/why evidence drawn from sources advances one's argument and addresses one's research question

Outcome 6: counter opposing viewpoints

Outcome 7: synthesize the perspectives offered by multiple sources

Outcome 8: explain why one's conclusions are significant

Goal 4: By the time they graduate, English majors should be conversant with a broad range of texts (representing, e.g., different forms, different genres, different social and cultural perspectives, and different historical periods) in order to recognize something of the great variety of artistic and rhetorical expression comprehended by the field of English Studies.

Outcome 1: identify the form and genre of a text

Outcome 2: describe the characteristics of different literary movements (e.g., modernism, transcendentalism)

Outcome 3: explain how one can tell that a particular text belongs to a particular movement

Outcome 4: compare and contrast two texts representing different forms, genres, periods, or cultural perspectives

Goal 5: By the time they graduate, English majors should be able to recognize the ways that texts are situated in their cultural and historical settings—both shaped by and shaping the cultures and moments in which they were produced—in order to appreciate both the place of those texts in larger traditions and to appreciate the ways that the examination of those texts can open onto questions of broader historical and cultural import.

Outcome 1: identify the historical and cultural context in which a text was produced

Outcome 2: describe how a particular historical event, shift, or attitude is reflected in a text

Outcome 3: offer evidence to demonstrate this connection

Outcome 4: explain how a particular text influenced historical events or readers

Outcome 5: compare and contrast texts produced in different cultures or at different historical moments

Outcome 6: justify the importance of a particular text for understanding the period and culture in which it was produced

Outcome 7: describe how a text reflects its author's identity (e.g., race, class, sexuality, gender)

Goal 6: By the time they graduate, English majors should be acculturated to disciplinary modes of thinking and inquiry, while remaining reflexive about their influence. Students should understand the different kinds of questions that structure inquiry in the discipline and should be conversant with the kinds of critical vocabulary and theoretical frameworks that enable conversations in the discipline to proceed.

Outcome 1: differentiate between various theoretical and methodological approaches

Outcome 2: identify theoretical concepts or lenses relevant for the analysis or production of a particular text

Outcome 3: explain the theory relevant to one's analysis in one's own words

Outcome 4: apply the theory to specific details within the text being analyzed

Outcome 5: justify the application of a particular theoretical or methodological approach to a particular text

Outcome 6: critique the shortcomings of a particular theoretical or methodological approach

Environmental Earth Science*

Goal 1: Develop knowledge of key concepts, scientific principles, and over-arching themes in Environmental Earth Science and Sustainability

Outcome 1: Demonstrate knowledge of key concepts, scientific principles, and over-arching themes in Environmental Earth Science and Sustainability (relates to Program Goal 1). This was the only outcome assessed during the 2016/2017 academic year.

Outcome 2: EES is in the process of defining other learning outcomes for this goal.

Goal 2: Demonstrate techniques and approaches in scientific inquiry and critical thinking

Outcome 1: EES is in the process of defining outcomes for this goal.

Goal 3: Apply concepts of scientific responsibility

Outcome 1: EES is in the process of defining outcomes for this goal.

Goal 4: Effectively communicate scientific information

Outcome 1: EES is in the process of defining outcomes for this goal.

Finance*

Goal 1: Skills in finance

Outcome 1: The student can explain and apply key tools in finance

Outcome 2: The student can explain and apply key corporate finance concepts and techniques

Outcome 3: The student can explain and apply key tools in international financial management

Goal 2: Skills in Investment

Outcome 1: The student can explain and apply key investment concepts and techniques

Outcome 2: The student can explain and apply key investment

Outcome 3: The student can explain and apply key markets and institutions' concepts

Goal 3: Oral and Written Communication skills in Finance and investments

First Year Program

1. Develop Intellectual and Academic Confidences

- a. Understand what it means to think critically
- b. Be able to apply knowledge to solving problems
- c. Practice effective college level skills in reading, writing, studying, library research and presenting oral reports
- d. Learn to reach out to the Academic Services Center for academic support
- e. Understand that there can be interconnections between all academic disciplines
- f. Practice academic honesty and exhibit ethical conduct

2. Establish and Maintain Interpersonal Relationships
 - a. To be able to work closely with fellow students, faculty and a FYP Peer Mentor in small learning communities
 - b. Work collaboratively with fellow students and faculty, both in and out of the classroom
3. Develop Multicultural Awareness
 - a. Appreciate cultural, religious, racial and sexual orientation differences
 - b. Learn to tolerate and affirm differences among all people
 - c. Understand how a person's culture influences his/her view of the world
4. Develop College/Campus Survival Skills
 - a. Practice good time management
 - b. Learn about the advising and registration process
 - c. Learn where to go for help
5. Increase Involvement and Time on Campus and the Community
 - a. Participate in co-curricular activities such as University Hour, the Arts and Lecture Series, musical and theatrical productions, sports events
 - b. Become familiar with the Windham/Willimantic community, perform volunteer community work
 - c. Learn about and become active in student organizations

Health Sciences

Outcome 1: Demonstrate scientific knowledge and skills in scientific reasoning and will be able to apply scientific principles to health and life sciences-based problems.

Outcome 2: Provide an integrated foundation of knowledge in various health sciences disciplines that includes life sciences, life span and developmental genetics and health informatics

Outcome 3: Prepare students for entrance into graduate schools and professional health schools (physical therapy, occupational therapy, public health, nursing, physician assistant, and pre-pharmacy and to provide students with practical skills.

Outcome 4: Locate and effectively find and use resources from the literature.

Outcome 5: Demonstrate effective presentation skills, oral, written and visual communication.

Outcome 6: Demonstrate mathematical knowledge and skills in the biological sciences

Outcome 7: Demonstrate ability to identify ethical issues and to evaluate them rigorously from different side, specifically related to the health sciences.

Outcome 8: Demonstrate ability to integrate student services with career advising, student involvement, community service, leadership development and recreation and other extracurricular opportunities

Outcome 9: Adopt values that build community at local, national and global levels

Outcome 10: Develop meaningful professional direction for life after graduation

Health and Physical Education: Physical Education Teacher Certification

1. Content knowledge
 - a. Basic principles motor learning,
 - b. Basic principles of child development
 - c. Basic principles of anatomy and physiology

2. Planning & Management
 - a. Basic principles of curriculum construction
 - b. Basic principles of testing & measuring
 - c. Basic principles of organization & administration of programs

3. Communication
 - a. Basic competency in writing
 - b. Basic competency in oral presentation (university classroom)
 - c. Basic competency in oral presentation (school setting)

4. Technology
 - a. Basic competency in developing computer driven lesson outlines
 - b. Basic competency in developing power point presentations
 - c. Basic competency in the use of fitness measuring devices

History

1. Historical Literacy: Consider the diversity of historical experience and the fundamental principles of historical understanding.
 - A. Demonstrate knowledge of basic historical periods and chronological terms.
 - B. Distinguish between primary and secondary sources.
 - C. Become familiar with geographical and chronological conventions

2. Information Literacy: Effective use of library and on---line resources to locate appropriate material for historical research and understanding of appropriate citation methods
 - A. Locate materials in ECSU library catalog and on---line databases.
 - B. Effectively use the appropriate scholarly apparatus
 - C. Distinguish between appropriate and inappropriate sources for historical research.

3. Historical Research in Primary Sources: Understanding how to analyze and effectively use primary historical sources, both published and archival, for historical research.
 - A. Identify the context of primary sources.
 - B. Read and analyze primary sources in an appropriate way.
 - C. Write analytically about historical topics using primary sources.

4. Historiography: Evaluating historical writing and understanding that different historians may interpret events and documents differently

- A. Consider the basic concept of historiography and the role of changing historical interpretation.
 - B. Evaluate secondary sources in terms of thesis and appropriate audience
 - C. Write critically about secondary sources.
5. Historical Writing: Properly using the conventions of good historical writing
- A. Employ basic conventions such as appropriate tense and voice.
 - B. Distinguish between different forms of historical writing and the appropriate conventions for each form and practice them through writing of assignments such as reviews and research papers.
 - C. Properly cite to prevent plagiarism.

Labor Relations and Human Resource Management

Goal 1: Knowledge of the fundamentals of economics, business, and psychology as they pertain to employment and labor relations.

Outcome 1: Describe the fundamentals of labor markets, labor economics, and how economic systems influence workers.

Outcome 2: Describe the main theories and applications of industrial-organizational psychology, including theories of motivation, job satisfaction, diversity, and leadership.

Outcome 3: Describe labor laws and employment laws, functional areas of human resource management, and human resource applications in the workplace.

Goal 2: Critical thinking and problem-solving about work and the employment relationship.

Outcome 1: Demonstrate the ability to solve problems and make decisions in the context of the employment relationship.

Outcome 2: Demonstrate the ability to apply scientific methods and analytical thinking to workplace issues.

Goal 3: Understanding of institutional dynamics and social, cultural, ethical, and legal factors related to the employment relationship.

Outcome 1: Demonstrate understanding of the interrelationships between various aspect of the employment relationship.

Goal 4: Ability to use quantitative and statistical skills as they relate to workplace issues.

Outcome 1: Demonstrate ability to analyze and interpret information.

Outcome 2: Demonstrate ability to understand and apply data relevant to the employment relationship.

Outcome 3: Demonstrate ability to use statistical skills to explain and solve problems in the employment context.

Goal 5: Written and oral communication skills appropriate to the employment setting.

Outcome 1: Demonstrate effective writing.

Outcome 2: Demonstrate professional presentation skills.

Outcome 3: Demonstrate ability to interact effectively with others and in the professional context.

Goal 6: Ability to use appropriate research methodologies to investigate workplace issues.

Outcome 1: Use scientific reasoning to interpret workplace issues.

Outcome 2: Demonstrate the ability to use scientific methods for answering questions related to the employment relationship.

Liberal Studies*

Goal 1: Students will demonstrate an understanding of the central concepts, principles, skills, tools of inquiry and structure of disciplines in the social sciences, natural sciences, mathematics, and English.

Goal 2: Students will demonstrate competences in use of English language arts that include reading, writing, speaking, viewing, and listening.

Goal 3: Students will know, understand, and use fundamental concepts of physical, life, and earth/space sciences.

Goal 4: Students will know, understand, and use the major concepts and procedures in number and operations, algebra, geometry, measurement, and data analysis and probability.

Goal 5: Students will know, understand, and use the major concepts and modes of inquiry from the social sciences—history, geography, political science, and economics.

Goal 6: Students will demonstrate an understanding of how concepts, themes, and principles are interconnected within and across disciplines and use research and analytical skills appropriate to the social sciences, natural sciences, mathematics, or English.

Mathematics*

Goal 1: The learning outcomes for this goal are based on the types of proof students encounter in Real Analysis I, MAT 420. After completion of MAT 420, student will be able to:

Outcome 1: understand (and reproduce) rigorous proofs of theorems in the setting of mathematical analysis of one real variable.

Outcome 2: independently develop and write solutions to problems and proofs of theorems (in the same setting as Outcome 1) that meet rigorous standards based on content, organization and coherence, argument and support, and style and mechanics.

Goal 2: After completion of the mathematics major, students will be able to:

Outcome 1: use a graphing calculator to enter a function, display a graph of the function using an appropriate graphing window, find the derivative and definite integral of the function, and solve equations.

Outcome 2: use statistical software for exploratory data analysis of a single variable, determine the nature of the relationship between two or more variables by using correlation and regression analyses, and carry out tests of statistical significance.

Outcome 3: use geometric software to draw geometric figures, and use the tools of geometric software (including measurement tools) to determine the properties of, and to formulate conjectures about the properties of, geometric figures.

Goal 3: After completion of the mathematics major, students will be able to do the following:

Outcome 1: given a symbolic representation of a mathematical equation or function, be able to convert the symbolic representation into an appropriate graphical or pictorial representation.

Outcome 2: given a graphical or pictorial representation of a mathematical equation or function, be able to convert into an appropriate symbolic representation.

Outcome 3: given a mathematical function, choose an appropriate representation to determine the properties of the mathematical function.

Outcome 4: given a mathematical equation, choose an appropriate representation to solve the equation.

Goal 4: After completion of the mathematics major, students will be able to:

Outcome 1: determine if two algebraic expressions are algebraically equivalent.

Outcome 2: determine a simpler, equivalent form of a symbolic representation of a mathematical expression.

Goal 5: After completion of the mathematics major, students will be able to:

Outcome 1: translate problems formulated verbally into mathematical functions and equations that capture the essential properties of the verbal problem.

Outcome 2: consider the reasonableness of the solution of mathematical problems in light of a given “real-world” problem.

Goal 6: We will focus on this goal this year. After the completion of the Calculus sequence (including the Precalculus prerequisite), students will be able to:

Outcome 1: mathematically formulate problems involving the mathematics of change.

Outcome 2: differentiate and integrate functions in order to solve problems involving the mathematics of change.

Outcome 3: solve multistep algebraic problems (often encountered in problems related to the mathematics of change).

Music

1. Performance Concentration

Students will be evaluated on their ability to perform alone and with others a varied repertoire of music.

- a. Understand and demonstrate proper technique as required by chosen instrument and repertoire
- b. Melodic and/or Rhythmic accuracy
- c. Ability to sing or play accurately within defined tuning systems: intonation
- d. Creative expression as demonstrated through interpretation of music from a varied repertoire

2. Theory/Electronic Music/Composition Concentration

- a. Read, write and analyze notational systems
- b. Gather data from a variety of sources (oral/aural and written) and perform theoretical analysis
- c. Demonstrate familiarity with electronic technology as applied to the creation and performance of musical composition

3. Global Perspectives in Music History and Criticism Concentration

- a. Demonstrate an understanding of the issues associated with historical and/or socio-cultural research
- b. Be familiar with different approaches to research, and the methods and techniques that best match these
- c. Conduct independent original research within a specific field of interest, analyze and report on the results

New Media Studies*

Goal 1: Knowledge Base: Students will develop an understanding of new media history and theories.

Goal 2: Critical Thinking: Students will be able to demonstrate the ability to think critically and conceptually about the role of new media in local, national, and global spheres.

Goal 3: Theory into Practice: Students will demonstrate growth in skills-proficiencies in their area of concentration, i.e. communication/performance media. In addition, students will be able to understand new media and its use as individual, group, or mass form of communication

Goal 4: Professional Development: Students should demonstrate proficiency and professional preparedness through internships, independent studies projects, and capstones.

Political Science

1. Broad knowledge of field of Political Science and its subfields
 - a. Knowledge of general theories in Political Science and subfields
 - b. Knowledge of the workings of political systems (domestic and international) with regard to institutions and inputs.
 - c. Knowledge of theories of political behavior
 - d. Awareness of key assumptions of disciplinary subfields

2. Critical thinking applied to the study of politics
 - a. Critically evaluate the literature.
 1. Ability to understand the theories and hypotheses being tested in both quantitative and qualitative works.
 2. Ability to understand the ways in which hypotheses are tested in both quantitative and qualitative works.
 3. Ability to critique overall research designs and understand conclusions of the author(s).
 4. Ability to understand what is being read.
 5. Ability to evaluate sources of information.
 - b. Engage in discourse about the literature.
 1. On its own terms.
 2. Through an interpretive lens.
 - c. Being able to distinguish between factual presentation and argument.
 - d. Being able to construct propositions based on a set of facts and values.

3. Ability to conduct applied research appropriate to the field of Political Science. Including the following
 - a. Ability to formulate a research question, drawn from an appropriate existing literature.
 - b. Ability to complete applied research projects, including any of the following:
 1. Ability to develop testable hypotheses, drawn from an existing literature.
 2. Ability to conduct tests of those hypotheses and develop conclusions. This standard includes:
 - i. Ability to apply appropriate methodology to those tests.
 - ii. Ability to distinguish between different methodological approaches.
 - iii. Ability to justify the use of a particular methodology.
 3. Ability to develop argument or an approach based on existing work.
 - c. Ability to recognize limitations in applied research.
 - d. Ability to report results to empirical tests.
 - e. Ability to develop well-reasoned conclusions based on the applied research.

Psychology*

Goal 1: *Knowledge Base in Psychology*

Outcome 1: *Describe key concepts, principles and overarching themes in psychology*

Outcome 2: *Develop a working knowledge of psychology's content domains*

Outcome 3: *Describe applications of psychology*

Goal 2: *Scientific Inquiry and Critical Thinking*

- Outcome 4: *Use scientific reasoning to interpret psychological phenomena*
- Outcome 5: *Engage in innovative and integrative thinking and problem solving*
- Outcome 6: *Interpret, design and conduct basic psychological research*
- Outcome 7: *Incorporate sociocultural factors in scientific inquiry*

Goal 3: *Ethical and Social Responsibility in a Diverse World*

- Outcome 8: *Apply ethical standards to evaluate psychological science and practice*
- Outcome 9: *Adopt values that build community at local, national and global levels*

Goal 4: *Communication*

- Outcome 10: *Demonstrate effective writing for different purposes*
- Outcome 11: *Exhibit effective presentation skills for different purposes*

Goal 5: *Professional Development*

- Outcome 12: *Apply psychological content and skills to career goals*
- Outcome 13: *Develop meaningful professional direction for life after graduation*

Social Work*

1. Demonstrate Ethical and Professional Behavior.

Social workers must understand the value base of the profession and its ethical standards as well as relevant laws and regulations that impact practice, demonstrate the process of ethical decision making, recognize the distinction between personal and professional values and how their personal experiences and affective reactions influence practice, serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers should commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social worker:

1. makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
5. Use technology ethically and appropriately to facilitate practice outcomes
6. Use supervision and consultation effectively to guide professional judgment and behavior

2. Engage Diversity and Difference in Practice.

Social workers must understand how diversity characterizes and shapes the human experience and how it is critical to the formation of identity. They understand that the dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers understand that, as a

consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize its impact on the client systems.

Social worker:

7. apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;
 8. view themselves as learners and engage those with whom they work as informants-experts of their own experiences;
 9. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
3. Advance Human Rights and Social, Economic, and Environment Justice.
- Social workers understand that every person regardless of position in society has fundamental human rights such freedom, safety, privacy, etc. Social worker must understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of justice and strategies to promote social and economic justice. Social workers demonstrate an understanding of strategies designed to confront social and economic injustice.
- Social workers
10. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Sociology

1. Students will understand and apply sociological theory.
 - a. Understanding broad sociological theory and its role in building knowledge
 - b. Comparing and contrasting theoretical orientations
2. Students will understand and apply basic research methods in sociology.
 - a. Accessing and using reliable sources of sociological data and analysis
 - b. Conducting and assessing social research and data analysis
3. Students will understand the internal diversity of American Society
 - a. Understanding and appreciation of racial and ethnic diversity
 - b. Understanding and appreciation of gender diversity
 - c. Understanding and appreciation of class diversity
 - d. Understanding and appreciation of sexual diversity
4. Students will understand the interrelationships between individuals and society. Understanding how societal and structural factors influence individual behavior.
5. Students will appreciate how social interaction and the self influences society and social structure

Spanish

1. Be able to read at the appropriate level of proficiency (American Council on the Teaching of Foreign Languages (ACTFL) Guidelines)
 - a. Understand the main idea of a text
 - b. Show an author's supporting arguments
 - c. Understand sequence of argumentation
 - d. Judge the effectiveness of an argument
 - e. Draw inferences from the text, giving examples
 - f. Rebut an argument with insightful questions or commentary
2. Be able to write at the appropriate level of proficiency (ACTFL guidelines)
3. Be able to carry on a conversation at the appropriate level of proficiency (ACTFL guidelines)

Sports and Leisure Management

1. Content knowledge
 - a. Basic principles of anatomy & physiology
 - b. Basic principles of sport
 - c. Basic principles of Health & Fitness
2. Planning & Management
 - a. Basic principles of leadership
 - b. Basic principles of planning
 - c. Basic principles of management
3. Communication
 - a. Basic competency in writing
 - b. Basic competency in oral presentation (university classroom)
 - c. Basic competency in oral presentation in practicum and internship experiences
4. Technology
 - a. Basic competency in developing computer assisted presentations
 - b. Basic competency in developing power point presentations
 - c. Basic competency in the use of fitness measuring devices

Theatre*

Goal 1: Knowledge Base:): Students will be able to identify and articulate major developments and personalities in performance practices across time and cultures.

Goal 2: Critical Thinking: Students should be able to demonstrate critical and analytical thinking, reading, writing, and problem solving ability.

Goal 3: Theory into Practice: *Enhance Learning through Campus/Community Engagement in Integrative Learning Experiences*: Students will demonstrate growth in skills-proficiencies in at least one area of theatre specialization (concentration).

Goal 4: Professional Development: *Ensure that Programs are Relevant, Effective, and Challenging* - Students should demonstrate proficiency and professional preparedness through internships, senior projects, and capstones.

Visual Arts

1. Technical competency
 - a. Computer skills with Adobe software
 - b. Presentation skills: Trimming, mounting, binding, paste-up
 - c. Preparation of computer files for print and online use. Preparation of artwork for exhibition
2. Good grasp of design process and concept development
 - a. Research skills to inform concept development.
 - b. Understand how to use research to develop concepts using research gathered from various sources.
 - c. Thorough knowledge of brainstorming techniques.
3. Effectively communicate ideas visually
 - a. Effective use of typography
 - b. Effective use of imagery
 - c. Effective use of layout strategies and computer software
4. Acquisition of presentation skills: written, verbal, technical (mounting, binding, preparing files for digital displays, etc.)
 - a. Effective use of technical and artistic vocabulary
 - b. Ability to write effectively about digital art and design projects.
 - c. Effective use of DA&D skills and knowledge to develop an independent project for the senior show, and/or work on professional quality projects in the community, and a portfolio (either for professional purposes or to apply to grad school)

Women's and Gender Studies*

Goal 1: Identify some of the intersecting dynamics of identity, gender, economic status, nationality, race, region, disability, and sexuality.

Outcome 1: Students are able to define terms relevant to the field, which might include identity, gender, economic status, nationality, race, region, disability, religion, and sexuality.

Outcome 2: Students are able to identify a situation in which these dynamics intersect.

Outcome 3: Students are able to explain how that intersection impacts an individual's experience.

Goal 2: Demonstrate knowledge of some of the ways existing social inequalities develop, function, and change as well as an understanding of possibilities for social change.

Outcome 1: Students are able to define social inequality.

Outcome 2: Students are able to explain historical, social, and/or cultural causes of inequality.

Outcome 3: Students are able to propose a solution or intervention that addresses this inequality.

Outcome 4: Students are able to enact the proposed solution.

Goal 3: Analyze gender in relation to the larger world through examination of the similarities and diversities of women historically and in multiple locations.

Outcome 1: Students are able to compare and contrast the experiences of people within a social or cultural category (e.g. women) in different historical periods and/or locations.

Outcome 2: Students use ethical and culturally competent language when discussing the experiences of other social, cultural, and/or historical groups.

Outcome 3: Students explain intragroup diversity in relation to social, cultural, and/or historical categories.

Goal 4: Develop some understanding of diversity in feminist and/or social-justice theories, and articulate that understanding through writing, or through other modes of communication.

Outcome 1: Students identify theoretical concepts relevant to analyzing cultural texts, experiences, and/or events.

Outcome 2: Students explain the theory relevant to cultural texts, experiences, and/or events.

Outcome 3: Students apply the theory to a specific cultural text, experience, and/or event.

Outcome 4: Students engage in conversations among a range of perspectives on a cultural text, experience, and/or event.

Outcome 5: Students take a clear position on issue(s) and provide reasoning to support that stance.

Writing Program

1. First-Year Writing: Demonstrate the ability to write effectively in different genres in preparation for future writing
 - a. Awareness of rhetorical situation/genre
 - b. Ability to conduct research and synthesize sources
 - c. Ability to perform/conduct critical analysis
 - d. Self assessment/reflection
2. Intermediate Writing Competency: Demonstrate the ability to begin adapting to the conventions of discipline-specific writing and/or articulate discipline-specific concepts.
3. Advanced Writing-Intensive Courses: Write effectively in discipline-specific genres
Understand the kinds of writing people do in the student's major field
 - a. Become a better writer in the student's major field
 - b. Receive comments from instructor in conference, which in turn help improve writing
 - c. Receive written comments from instructor, which in turn help improve writing