

**ELIZABETHTOWN COLLEGE STUDENT LEARNING OUTCOMES BY DEGREE PROGRAMS, CORE  
AND CO-CURRICULAR PROGRAMS**

(As of March 31, 2011)

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### **Biological Sciences**

1. Recall, integrate, and apply information from multiple biological fields, including genetics, molecular biology, cell biology, physiology, organismal diversity, evolutionary biology, ecology, mathematics, chemistry and/or physics.

2. Effectively research, synthesize and communicate scientific information.
3. Design and carry out experiments to address biological questions.
4. Critically analyze and formulate logical conclusions from data.
5. Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.

### **Biology (Secondary Education)**

1. Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry and/or physics.
2. Effectively research, synthesize and communicate scientific information.
3. Design and carry out experiments to address biological questions.
4. Critically analyze and formulate logical conclusions from data.
5. Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.
6. Plan and design appropriate instructional and assessment activities.
7. Create, organize, and maintain an effective classroom environment conducive to learning and development
8. Develop and apply instructional methodologies appropriate to the grade and developmental level of students.
9. Design and implement successful interventions responsive to the needs of children with special needs.

### **Biology (Allied Health)**

1. Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry and/or physics.
2. Effectively research, synthesize and communicate scientific information.
3. Design and carry out experiments to address biological questions.
4. Critically analyze and formulate logical conclusions from data.
5. Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.

### **Biology (Premed)**

1. Recall, integrate, and apply information from fields relevant to human health, including genetics, molecular biology, cell biology, anatomy, physiology, evolutionary biology, ecology, mathematics, chemistry and/or physics.
2. Effectively research, synthesize and communicate scientific information.
3. Design and carry out experiments to address biological questions.
4. Critically analyze and formulate logical conclusions from data.
5. Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.

### Biotechnology

1. Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry and/or physics.
2. Demonstrate detailed knowledge of cellular processes.
3. Effectively research, synthesize and communicate scientific information.
4. Design and carry out experiments to address biological questions.
5. Critically analyze and formulate logical conclusions from data.
6. Effectively demonstrate appropriate cellular and molecular biology techniques when addressing scientific questions, doing so in accordance with accepted safety standards.
7. Develop and complete an independent research project.
8. Work effectively with others in a laboratory setting.

### Biology (Environmental Sciences)

1. Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry and/or physics.
2. Describe major topics in environmental science and integrate concepts from multiple disciplines including biology, chemistry, sociology, and geology.
3. Effectively research, synthesize and communicate scientific information.
4. Design and carry out experiments to address biological questions.
5. Critically analyze and formulate logical conclusions from data.
6. Effectively demonstrate common field and laboratory techniques, doing so in accordance with accepted safety standards.
7. Apply major concepts in environmental science through either an independent research project or an internship.

### Biology (Forestry and Environmental Management)

1. Recall, synthesize, and apply material from multiple disciplines including biology, mathematics, chemistry business, political science and/or physics.
2. Effectively research, synthesize and communicate scientific information.
3. Design and carry out experiments to address biological questions.
4. Critically analyze and formulate logical conclusions from data.
5. Effectively demonstrate common laboratory techniques, doing so in accordance with accepted safety standards.

### Business (Business Administration)

1. Students will articulate and apply the fundamental principles and theories in management, business law, marketing, finance, accounting, and economics.
2. Students will apply knowledge acquired from functional areas of business to understand how each area affects the others.
3. Students will use quantitative and qualitative techniques to make managerial decisions.
4. Students will analyze domestic and international business events.

5. Students will identify and solve problems of resource allocation and planning in organizations.
6. Students will apply their analytical and technical knowledge to practical business situations.
7. Students will work effectively in a team of diverse people.
8. Students will demonstrate skills of leadership, influence, persuasion, and active listening.
9. Students will communicate clearly, confidently and persuasively in written and oral forms.
10. Students will conduct themselves professionally and ethically.
11. Students will demonstrate an appreciation of social responsibility in managerial decision making.

### **Business (Accounting)**

1. Students will articulate and apply the fundamental principles and theories in management, business law, marketing, finance, accounting, and economics.
2. Students will apply knowledge acquired from functional areas of business to explain how each area affects the others.
3. Students will use quantitative and qualitative techniques to make managerial decisions.
4. Students will analyze domestic and international business events.
5. Students will identify and solve problems of resource allocation and planning in organizations.
6. Students will apply their analytical and technical knowledge to practical business situations.
7. Students will work effectively in a team of diverse people.
8. Students will demonstrate skills of leadership, influence, persuasion, and active listening.
9. Students will communicate clearly, confidently and persuasively in written and oral forms.
10. Students will conduct themselves professionally and ethically.
11. Students will demonstrate an appreciation of social responsibility in managerial decision making.
12. Students will properly report financial transactions in financial statements.
13. Students will prepare basic tax returns for individuals and corporations.
14. Students will identify areas susceptible to audit risk and apply basic audit techniques.

### **Business (International Business)**

1. Students will articulate and apply the fundamental principles and theories in management, business law, marketing, finance, accounting, and economics.
2. Students will apply knowledge acquired from functional areas of business to understand how each area affects the others.
3. Students will use quantitative and qualitative techniques to make managerial decisions.
4. Students will analyze domestic and international business events.

5. Students will identify and solve problems of resource allocation and planning in organizations.
6. Students will apply their analytical and technical knowledge to practical business situations.
7. Students will work effectively in a team of diverse people.
8. Students will demonstrate skills of leadership, influence, persuasion, and active listening.
9. Students will communicate clearly, confidently and persuasively in written and oral forms.
10. Students will conduct themselves professionally and ethically.
11. Students will demonstrate an appreciation of social responsibility in managerial decision making.
12. Students will display a minimum rating of Intermediate High in a second language.
13. Students will demonstrate understanding of the business practices of multinational corporations.
14. Students will demonstrate cross cultural communication skills.

### Business (Economics)

1. Students will explain how economic decision making utilizes marginal benefit-marginal cost analysis.
2. Students will explain the various aspects of production, prices, employment, and economic growth in an open economy.
3. Students will explain the role of central banks and governments in the formulation and conduct of monetary and fiscal policies.
4. Students will evaluate and analyze public policy options in a variety of social and economic issues.
5. Students will analyze economic events and conditions in the global economy.
6. Students will present logical arguments grounded in economic theory.
7. Students will communicate clearly, confidently and persuasively in written and oral forms.
8. Students will develop and use mathematical models of economic behavior.
9. Students will use data analysis to explain economic phenomena and to test economic theories.

### Chemistry (ACS Certified)

1. explain fundamental chemistry concepts,
2. communicate chemical knowledge,
3. research a chemical problem or concept,
4. design, execute, and interpret experiments to solve chemical problems,
5. draw connections to other fields of study,
6. work as a member of a team, and
7. envision and pursue multiple paths for purposeful life work.

### Chemistry (Biochemistry)

1. explain fundamental chemistry and biochemistry concepts,
2. communicate chemical and biochemical knowledge,
3. research a chemical and biochemical problem or concept,
4. design, execute, and interpret experiments to solve chemical and biochemical problems,
5. draw connections to other fields of study,
6. work as a member of a team, and
7. envision and pursue multiple paths for purposeful life work.

### Communications

1. Write effective communication materials for a variety of contexts.
2. Effectively demonstrate competencies in oral communication.
3. Demonstrate competencies in media production.
4. Use critical thinking skills in the application of communication theories.
5. Plan and implement communication productions that address organizational challenges.
6. Demonstrate leadership abilities through effective program and production management including independent, experiential learning, and collaborative endeavors.
7. Conduct all work in an ethical manner.

### Computer Science

1. An ability to apply knowledge of computing and mathematics appropriate to the discipline, including common data structures and basic algorithms.
2. An ability to analyze a problem and identify and define the computing requirements appropriate to its solution.
3. An ability to explain computer hardware ranging from the basic logic gates and combinational logic circuits through high level computer organization.
4. An ability to design, implement, and evaluate a computer-based system, process, component or program, including operating systems and database systems, to meet desired needs.
5. An ability to function effectively on teams and use software engineering principles to accomplish a common goal.
6. An ability to communicate effectively with a broad range of audiences.
7. An ability to explain the local and global impact of computing and the associated professional, ethical, legal, security and social responsibilities.
8. An ability to engage in continuing professional development.
9. An ability to use current techniques, skills and tools necessary for computing practice, including:
  - Theory and design of computer languages and their translation into machine operations.
  - Programming paradigms including procedural, object oriented and parallel programming.

- Hardware and software elements of data communications and computer networking.
10. An ability to explain processes that support the delivery and management of information systems within a specific application environment.

### Education (Early Childhood)

1. Plan, design, and implement research-based instructional and assessment practices appropriate for children between preschool and fourth grade.
2. Develop and apply instructional methodologies, including the use of technology, appropriate for children between preschool and fourth grade.
3. Critically apply content knowledge and skills to facilitate student learning appropriate for children between 0 and 9 years.
4. Create, organize, and maintain an effective and safe classroom environment conducive to learning and development.
5. Design and implement successful interventions responsive to the needs of learners in PreK through grade four.
6. Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.
7. Demonstrate an ongoing commitment to continued professional development and service.

### Education (Elementary/Middle)

1. Plan, design, and implement research-based instructional and assessment practices appropriate for children between fourth and eighth grade.
2. Develop and apply instructional methodologies, including the use of technology, appropriate for children between fourth and eighth grade.
3. Critically apply content knowledge and skills to facilitate student learning appropriate for students between fourth and eighth grade.
4. Create, organize, and maintain an effective and safe classroom environment conducive to the learning and development of children between fourth and eighth grade.
5. Design and implement successful interventions responsive to the needs of students between fourth and eighth grade.
6. Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.
7. Demonstrate an ongoing commitment to continued professional development and service.

### Education (Secondary — Interdisciplinary, Social Studies)

1. Plan, design, and implement research-based instructional and assessment practices appropriate for students between seventh and twelve grades.
2. Develop and apply instructional methodologies, including the use of technology, appropriate for students between seventh and twelve grades.

3. Demonstrate content knowledge in the disciplines of social studies - history, economics, geography, civics and government, sociology, anthropology, and psychology.
4. Critically apply content knowledge and skills germane to the disciplines of social studies to facilitate student learning appropriate for students between seventh and twelve grades.
5. Create, organize, and maintain an effective and safe classroom environment conducive to the learning and development of students between seventh and twelve grades.
6. Design and implement successful interventions responsive to the needs of students between seventh and twelve grades.
7. Exhibit the qualities that characterize a professional individual, including professional, ethical, and legal responsibilities of a certified teacher.
8. Demonstrate an ongoing commitment to continued professional development and service.

### English (Professional Writing)

1. Students can appropriately apply a variety of rhetorical strategies in the creation of texts
2. Students can appropriately apply a variety of interpretive strategies in the analysis of texts
3. Students can find appropriate primary and secondary research materials, adequately apply them in writing to support their own arguments, correctly and consistently cite their sources.
4. Students can analyze the relationships among literature, language, and culture from the perspective of a critic
5. Students can empathize with those that they perceive in some way as different from themselves
6. Students can work independently to plan and complete advanced projects with little or no intervention from a professor
7. Students can use several writing technologies effectively
8. Students can apply appropriate document design principles in a variety of contexts
9. Students can select appropriate publication outlets for their texts to successfully complete the publication process for a variety of different venues (e.g. electronic media, books, newspapers, magazines, etc.)
10. Students can accurately apply professional editing and proofreading skills
11. Students can present their oral, written, and document design work in a professional manner
12. Students can appropriately integrate and synthesize their professional skills in real-world settings while exhibiting professional decorum appropriate to the context

### English (Secondary Education)

1. Students can appropriately apply a variety of rhetorical strategies in the creation of texts
2. Students can appropriately apply a variety of interpretive strategies in the analysis of texts

3. Students can find appropriate primary and secondary research materials, adequately apply them in writing to support their own arguments, correctly and consistently cite their sources.
4. Students can analyze the relationships among literature, language, and culture from the perspective of a critic
5. Students can empathize with those that they perceive in some way as different from themselves
6. Students can work independently to plan and complete advanced projects with little or no intervention from a professor
7. Students have developed a broad range of pedagogical skills in planning lessons for the middle and/or high school English language arts classroom
8. Students can apply appropriate methods in delivering lessons in a middle and/or high school English language arts classroom
9. Students can demonstrate, through extensive professional practice in early and late field experiences, the ability to utilize advanced content knowledge of English literature, composition, and language systems while planning and delivering lessons in middle and/or high school classroom

#### **Fine and Performing Arts (Fine Arts)**

1. create original works of visual art using the fundamental techniques of two and three dimensional media
2. discuss the major art movements in the history of Europe and the United States and the artistic traditions of Asia, Africa and the Americas
3. prepare works of art for a professional exhibition
4. demonstrate knowledge of the visual arts in an educational or professional setting

#### **Fine and Performing Arts (Theatre Arts)**

1. communicate ideas in clear and concise writing.
2. classify Western dramatic literature by genre, style, and historical period.
3. analyze Western dramatic literature.
4. demonstrate a proficiency in the working theatre: in performance, design, direction, and technical production.
5. describe how theatre reflects and relates to society, and how theatre and society can affect each other

#### **Fine and Performing Arts (Music)**

1. Perform proficiently with the creative and performance skills appropriate to the student's principal instrument.
2. Identify and synthesize key components of tonal western music theory and music history.

3. Demonstrate mastery of aural skills including sight reading and dictation (melodic and harmonic).
4. Demonstrate piano skills appropriate to the needs of a studio teacher.

#### Fine and Performing Arts (Music Therapy)

1. Perform proficiently with the creative and performance skills appropriate to the student's principal instrument
2. Identify and synthesize key components of western tonal music theory and music history
3. Demonstrate mastery of aural skills including sight reading and dictation (melodic and harmonic)
4. Successfully develop, implement and monitor client treatment plans within the areas of assessment and treatment planning, treatment implementation and termination, documentation and evaluation
5. Employ appropriate verbal, nonverbal, and music interaction skills for developing a trusting relationship with each client
6. Demonstrate skills for critiquing and applying research to their clinical work
7. Perform proficiently in voice, guitar, and piano
8. Demonstrate ethical behavior and collaborative abilities as detailed in the American Music Therapy Associations Professional Competencies

#### Fine and Performing Arts (Music Education)

1. Perform proficiently with the creative and performance skills appropriate to the student's principal instrument
2. Identify and synthesize key components of western tonal music theory and music history
3. Demonstrate mastery of aural skills including sight reading and dictation (melodic and harmonic)
4. Demonstrate the ability to synthesize theoretical knowledge and practical skills in order to plan, teach and self assess classroom teaching in the K–12 school environment
5. Perform on secondary instruments including piano, guitar, voice and classroom instruments at a level appropriate to teach in the K–12 school setting
6. Synthesize, integrate, and adapt past and current music teaching and learning theories in the context of varying teaching placements and situations
7. Display attitudes and attributes that are consistent with the level of professionalism expected from public and private school teachers

#### **History**

1. Ability to draw effectively on primary and secondary sources to analyze specific historical developments in the U.S., Europe, and/or non-western world.
2. Ability to analyze major issues in historiography.

3. Ability to analyze historical events and trends, demonstrating a broad knowledge and some specialized understanding of the diverse historical pasts of the U.S., Europe, and/or non-western world.
4. Ability to communicate effectively in writing, as appropriate to the discipline of history
5. Ability to communicate effectively orally, as appropriate to the discipline of history.

### Mathematics (Actuarial Science)

1. Be able to solve problems using fundamental concepts of calculus, linear algebra, discrete mathematics, probability, interest theory, and statistics.
2. Be able to communicate precise deductive mathematical arguments, both orally and in writing, using professionally accepted conventions of language.
3. Be able to offer well-reasoned critiques of mathematical arguments presented in professional contexts.
4. Be proficient with mathematical software and one or more programming languages at a level that enables them to solve mathematical problems or demonstrate mathematical ideas.
5. Be able to apply learning relevant to actuarial science in the areas of probability, financial mathematics, economics, life contingencies, corporate finance, and statistics.
6. Demonstrate the ability to communicate the results of inductive quantitative analysis effectively, both orally and in writing.
7. Demonstrate the ability to work cooperatively with others.
8. Demonstrate the ability to engage in lifelong learning and professional growth.

### Mathematics

1. Be able to solve problems using fundamental concepts of calculus, linear algebra, discrete mathematics, probability, abstract algebra, and real analysis.
2. Be able to communicate precise mathematical arguments, both orally and in writing, using professionally accepted conventions of language for mathematical proofs and construction of counterexamples.
3. Be able to offer well-reasoned critiques of mathematical arguments presented in professional contexts.
4. Be able to use mathematical software and one or more programming languages to solve mathematical problems or demonstrate mathematical ideas.

### Mathematics (Secondary Education)

1. Be able to solve problems using fundamental concepts of calculus, linear algebra, discrete mathematics, probability, abstract algebra, and real analysis.
2. Be able to communicate precise mathematical arguments, both orally and in writing, using professionally accepted conventions of language for mathematical proofs and construction of counterexamples.
3. Be able to offer well-reasoned critiques of mathematical arguments presented in professional contexts.

4. Be able to use mathematical software and one or more programming languages to solve mathematical problems or demonstrate mathematical ideas.
5. Be able to plan and design appropriate instructional and assessment activities for mathematics.
6. Be able to apply best teaching practices and effective learning theories as they relate to the teaching and learning of mathematics.
7. Be able to design, organize, and maintain an effective classroom environment that promotes success in mathematics.
8. Be able to design and implement successful interventions responsive to the needs of individual students.
9. Demonstrate the ability to work cooperatively with others.
10. Be able to solve problems using fundamental concepts of modern geometry, statistics, and physics.

### Mathematics (Pure)

1. Be able to solve problems using fundamental concepts of calculus, linear algebra, discrete mathematics, probability, abstract algebra, and real analysis.
2. Be able to communicate precise mathematical arguments, both orally and in writing, using professionally accepted conventions of language for mathematical proofs and construction of counterexamples.
3. Be able to offer well-reasoned critiques of mathematical arguments presented in professional contexts.
4. Be able to use mathematical software and one or more programming languages to solve mathematical problems or demonstrate mathematical ideas.
5. Be able to demonstrate facility with the higher level of abstraction required for graduate-level work in pure mathematics.
6. Demonstrate independent thinking and interest in mathematics.

### Mathematics (Applied)

1. Be able to solve problems using fundamental concepts of calculus, linear algebra, discrete mathematics, probability, abstract algebra, and real analysis.
2. Be able to communicate precise mathematical arguments, both orally and in writing, using professionally accepted conventions of language for mathematical proofs and construction of counterexamples.
3. Be able to offer well-reasoned critiques of mathematical arguments presented in professional contexts.
4. Be able to use mathematical software and one or more programming languages to solve mathematical problems or demonstrate mathematical ideas.
5. Be able to solve problems using fundamental concepts of physics.
6. Demonstrate a high level of proficiency of applied problem solving in computer science, and in three out of the following four areas: differential equations, operations research, statistics, and numerical analysis.

### Modern Languages (French)

1. Engage in conversation or correspondence at the Advanced Level I (ACTFL Guidelines) to provide and obtain information, express feelings and emotions, and exchange opinions
2. Explain orally or in writing phonetic/phonological, morphological, semantic, and syntactical structures of the French language
3. Demonstrate orally (presentations) or in writing (essays) a general knowledge of French literature, history, culture, and the French mentality
4. Read and write at the Advanced Level I including the critique of written materials and application of research skills
5. Define and explain orally (presentations) or in writing (essays) in French the concept of culture by comparing French culture to their own

### Modern Languages (German)

1. Discuss cogently in German issues ranging from current events in German-speaking countries to cultural and historical topics
2. Present topics effectively in oral and written form and engage in conversation about them
3. Analyze complex German-language works, especially literary, cultural and historical texts, showing insight and understanding
4. Write essays in German, describing personal experiences, articulating opinions, and developing coherent arguments based on relevant research

### Modern Languages (Japanese)

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
2. Interpret written and spoken language on a variety of topics
3. Discuss the relationship between the practices and perspectives of Japanese culture
4. Analyze a specific topic from a variety of sources written in Japanese about a topic (treatment of the elderly, varieties of theatrical performance, political philosophy, etc.) using a variety of sources written in Japanese
5. Compare the nature of Japanese language and culture to their own

### Modern Languages (Spanish)

1. Communicate (speak and comprehend) at the 'Advanced' level according to ACTFL guidelines
2. Read and write at the "Advanced" level; demonstrate ability to critique written materials; and apply research skills to the completion of a senior writing research project
3. Discuss the phonetic/phonological, morphological, semantic, dialectal, and syntactical structures of the Spanish language

4. Explain history, culture, and politics of Latin America, Spain, and the Hispanic presence in the USA
5. Apply the tools of literary analysis to demonstrate an understanding and appreciation of literary texts
6. Identify and define the periods, movements, and main authors and works of Spanish and Latin American literary history

### **Modern Languages (Spanish Education)**

1. Communicate (speak and comprehend) at the 'Advanced' level according to ACTFL guidelines
2. Read and write at the "Advanced" level; demonstrate ability to critique written materials; and apply research skills to the completion of a senior writing research project
3. Discuss the phonetic/phonological, morphological, semantic, dialectal, and syntactical structures of the Spanish language
4. Explain history, culture, and politics of Latin America, Spain, and the Hispanic presence in the USA
5. Apply the tools of literary analysis to demonstrate an understanding and appreciation of literary texts
6. Identify and define the periods, movements, and main authors and works of Spanish a
7. Critically evaluate the historical development of current theories of foreign language learning
8. Select, adapt and create materials for effective foreign language instruction
9. Evaluate and implement effective technology for foreign language instruction
10. Plan and execute effective, standards-based foreign language instruction and integrated assessments of foreign language learning
11. Become engaged in foreign language teacher professional development

### **Occupational Therapy (Undergraduate)**

1. Engage in occupational therapy practices that recognize cultural differences.
2. Demonstrate critical thinking, in the occupational therapy process.
3. Use professional language in oral/ written documentation.
4. Implement occupation-centered interventions with entry-level competence across traditional practice settings.
5. Apply the body of evidence that supports occupational therapy practice and/ or the understanding of human occupation to occupational therapy practice.
6. Conduct oneself in a professional manner with colleagues and clients.

### **Occupational Therapy (Graduate)**

1. Engage in occupational therapy practices that are sensitive to and responsive to cultural differences.

2. Demonstrate a combined approach that integrates critical thinking, reflective practice, creativity, and ethical reasoning in the occupational therapy process and documentation.
3. Identify, design, and implement occupation-centered interventions with entry-level competence across traditional and non-traditional practice settings.
4. Comprehend, apply and contribute to the body of evidence that supports occupational therapy practice and/ or the understanding of human occupation
5. Relate to others with collaboration and integrity; and assumes responsibility for continued professional growth.
6. Develop the profession of occupational therapy through issues of justice, equity in serving populations, advocacy, and innovative perspectives.

### Philosophy

1. Formulate cogent arguments and skillfully critique the arguments of others.
2. Articulate a logically and psychologically consistent worldview, to include normative, metaphysical and epistemological elements.
3. Articulate what makes life meaningful for them.
4. Exhibit the capacity for critical analysis through forceful, logical argumentation in clear and consistent forms of oral and written expression. This includes both inductive and deductive reasoning.
5. Exhibit a comprehensive familiarity with the main historical answers to the central problems of Western philosophy.
6. Demonstrate, per our three tracks, the key applications of philosophy to a particular first-order field of study or career choice to include: applied ethics, other humanities such as English and the sciences. This illustrates our stress on interdisciplinary study.
7. Demonstrate the ability to harmonize divergent points of view.

### Physics and Engineering (Engineering, Computer Engineering and Industrial Engineering Management)

1. The ability to apply basic and advanced principles of mathematics, science, and engineering.
2. The ability to design and conduct experiments, as well as to analyze and interpret data.
3. The ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. The ability to function on multi-disciplinary teams.
5. The ability to identify, formulate, and solve engineering problems.
6. The understanding of and commitment to professional and ethical responsibility.
7. The ability to communicate effectively orally and in writing.
8. The broad education and the understanding of the impact of engineering solutions in a global, economic, environmental, and societal context.

9. The recognition of the need for, and the ability to engage in life-long learning and professional growth.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

#### Physics and Engineering (Physics)

1. The ability to apply basic and advanced principles of mathematics and science.
2. The ability to design and conduct experiments, as well as to analyze and interpret data.
3. The ability to identify, formulate, and solve physics problems.
4. The understanding of and commitment to professional and ethical responsibility.
5. The ability to communicate effectively orally and in writing.
6. A broad education and the understanding of the impact of physics in a global, economic, environmental, and societal context.
7. The recognition of the need for, and the ability to engage in life-long learning and professional growth.
8. A knowledge of modern physics and other contemporary issues.
9. An ability to use the techniques, skills, and modern physics tools necessary for the practice of physics.

#### Physics and Engineering (Physics Education)

1. The ability to apply basic and advanced principles of mathematics and science.
2. The ability to design and conduct experiments, as well as to analyze and interpret data.
3. Develop and apply instructional methodologies appropriate to the grade and developmental level of students.
4. Create, organize, and maintain an effective classroom environment conducive to learning and development.
5. The ability to identify, formulate, and solve physics problems.
6. Use their knowledge and skills to maintain professionalism in their daily work.
7. Plan and design appropriate instructional and assessment activities.
8. A broad education and the understanding of the impact of physics in a global, economic, environmental, and societal context.
9. The recognition of the need for, and the ability to engage in life-long learning and professional growth.
10. Design and implement successful interventions responsive to the needs of children with special needs.
11. An ability to use the techniques, skills, and modern physics tools necessary for the practice of physics.

### Political Science

1. Explain the major theories, concepts and methods of political analysis – empirical, normative and policy-oriented
2. Explain important aspects of history, politics, culture and society that will enable her/him to function effectively as a citizen and a professional
3. Demonstrate leadership in business, community organizations and government
4. Be involved in matters of public concern locally, nationally and globally
5. Exercise critical judgment, analyze and synthesize relevant information and construct reasoned argument
6. Communicate effectively and fluently in speech and in writing
7. Apply concepts, theories and methods used in the study of politics to political ideas, institutions and practices
8. Conduct independent, original research, demonstrating the ability to gather, organize and present evidence, data and information from a variety of primary and secondary sources
9. Work effectively with others in developing, advancing and implementing solutions to problems

### Psychology

1. To be able to evaluate and analyze actions and ideas from the perspective of psychology
2. To be able to conduct independent psychological research and apply psychological and methodological concepts to novel research ideas
3. To be able to apply a number of different psychological theories to explain the behaviors, thoughts and beliefs of others
4. To be able to describe the nature of the relationship between brain, thoughts, feelings and behavior
5. To be able to describe the many different systems or schools of thought of psychology (e.g., behaviorism) and to be able to place them in a historical perspective

### Religious Studies

1. Describe religion with nuance and complexity;
2. Analyze religious texts;
3. Develop a significant research question;
4. Employ effective research strategies;
5. Evaluate secondary sources;
6. Defend a cogent thesis;
7. Construct a detailed argument;
8. Write clearly and persuasively.

### Religious Studies (Asian Religions)

1. Describe religion with nuance and complexity;
2. Analyze religious texts;
3. Develop a significant research question;
4. Employ effective research strategies;
5. Evaluate secondary sources;
6. Defend a cogent thesis;
7. Construct a detailed argument;
8. Write clearly and persuasively;
9. Describe the doctrines and practices of either Hinduism or Buddhism;
10. Examine major historical events, persons, and movements in the histories of either Hinduism or Buddhism;
11. Analyze the historical interactions of either Hinduism or Buddhism with other traditions with which they have had close contact;
12. Articulate a critical appreciation for specific values, concepts, and practices of diverse religious traditions.

### Religious Studies (Biblical Studies)

1. Describe religion with nuance and complexity;
2. Analyze religious texts;
3. Develop a significant research question;
4. Employ effective research strategies;
5. Evaluate secondary sources;
6. Defend a cogent thesis;
7. Construct a detailed argument;
8. Write clearly and persuasively;
9. Employ historical- and literary-critical methods of biblical interpretation;
10. Analyze a primary text from the Bible in its original language of either Hebrew or Greek.

### Religious Studies (Ethics and Society)

1. Describe religion with nuance and complexity;
2. Analyze religious texts;
3. Develop a significant research question;
4. Employ effective research strategies;
5. Evaluate secondary sources;
6. Defend a cogent thesis;
7. Construct a detailed argument;
8. Write clearly and persuasively;
9. Discuss and evaluate methods of decision-making in religious ethics;
10. Describe the interrelationship between social worlds and religious values;
11. Apply religious values to ethical situations and social issues.

### Religious Studies (History of Christianity)

- Describe religion with nuance and complexity;
- Analyze religious texts;
- Develop a significant research question;
- Employ effective research strategies;
- Evaluate secondary sources;
- Defend a cogent thesis;
- Construct a detailed argument;
- Write clearly and persuasively;
- Explain the importance of the history of Christianity
- Describe significant social historical contexts in the development of Christianity;
- Employ multiple interpretive perspectives on a selected topic in the history of Christianity.

### Religious Studies (Ministry Studies)

1. Describe religion with nuance and complexity;
2. Analyze religious texts;
3. Develop a significant research question;
4. Employ effective research strategies;
5. Evaluate secondary sources;
6. Defend a cogent thesis;
7. Construct a detailed argument;
8. Write clearly and persuasively;
9. Analyze the doctrines and practices of Christianity within their historical, biblical and theological contexts;
10. Appraise the diversity of thought and practice both within the Christian tradition and in other religious traditions;
11. Apply knowledge about religious beliefs and values to particular ministry situations.

### Sociology/Anthropology

1. Design a professional-quality research proposal that incorporates one of several data measurement tools.
2. Conduct professional- quality social research utilizing quantitative and qualitative data with a variety of statistics techniques.
3. Carry-out in-depth cross-cultural analysis of non-Western and Western societies and cultural systems.
4. Defend the value of cultural diversity in heterogeneous societies.
5. Examine and question aspects of their own culture to gain a stronger conception of their place in this ever-changing global society.
6. Explain the place of humankind in the continuum of nature and articulate the responsibility that this position entails.
7. Compare social theories in order to explain the world in which we live.

8. Articulate a perspective appropriate to their discipline in order to make a personally meaningful contribution to self and society.

### **Social Work**

1. Apply the knowledge and skills of generalist social work practice with systems at all micro, mezzo and macro levels.
2. Use theoretical frameworks from both liberal arts and the social work curriculum in professional settings.
3. Utilize research related to social work practice to implement effective interventions across client populations
4. Demonstrate critical thinking skills in relation to the profession of social work.
5. Critique and influence social policy in the context of history and current dynamics
6. Practice in accordance with social work knowledge, values and ethics.
7. Practice without discrimination and with respect to clients' age, class, color, culture, disability, ethnicity, family structure, gender, gender identity or expression, marital status, national origin, race, religion, sex, and sexual orientation.
8. Apply strategies of advocacy and social change that advance social and economic justice at all system levels.
9. Analyze human rights and social problems using a global perspective

### **Core (General Education)**

#### **Student Learning Outcomes for FYS 100:**

*Students will be able to:*

1. Demonstrate understanding of the academic expectations of college life
2. Demonstrate critical thinking skills
3. Demonstrate improvement in communication skills
4. Discuss the central ideas of a particular body of knowledge or discipline
5. Locate information and evaluate its accuracy, quality, timeliness, and usefulness
6. Exhibit intellectual curiosity
7. Write an appropriately researched and documented academic paper

#### **Student Learning Outcomes for IEE 100:**

*Students will be able to:*

1. Relate their intellectual engagement experiences to their academic and personal development

### **Power of Language (two courses)**

#### **Student Learning Outcomes for the Power of Language (English-based) AU:**

*Students will be able to:*

1. Construct logical and persuasive arguments
2. Read carefully and critically
3. Analyze and synthesize new ideas
4. Explain how language affects thinking and conceptual development

### **Power of Language (Other)**

#### Student Learning Outcomes for the Power of Language (Other) AU:

*Students will be able to:*

1. Communicate in the target language
2. Analyze and synthesize new ideas;
3. Explain how language and culture affect thinking and conceptual development

### **Mathematics (one course)**

#### Student Learning Outcomes for the Mathematics AU:

*Students will be able to:*

1. Give examples of contributions of mathematics to the modern world.
2. Use inductive or deductive reasoning to formulate and evaluate arguments
3. Model real-world phenomena mathematically.
4. Utilize mathematics effectively in problem-solving strategies.

### **Creative Expression (one course or course equivalent)**

#### Student Learning Outcomes for the Creative Expression AU:

*Students will be able to:*

1. Discuss concepts employed in the creation and analysis of like artworks
2. Develop and articulate informed aesthetic judgments
3. Create or perform artistic work representative of the discipline
4. Express the intrinsic value of an artistic medium
5. Give examples of the way in which creative art forms show and affirm human feelings, desires, experiences, and/or values

### **Western Cultural Heritage (one course)**

#### Student Learning Outcomes for the Western Cultural Heritage AU:

*Students will be able to:*

1. Explain the importance of a specific aspect of Western cultural heritage;
2. Describe the historical context of the subject under study;
3. Give an illustration of the complexity of the past and its relationship to the contemporary world;
4. Give an example of the way that knowledge can be subject to a variety of interpretations;
5. Analyze primary and/or secondary sources

### **Non-Western Cultural Heritage (one course)**

#### Student Learning Outcomes for the Non-Western Cultural Heritage AU:

*Students will be able to:*

1. Explain the importance of a specific aspect of non-Western cultural heritage;
2. Describe the historical context of the subject under study;
3. Give an illustration of the complexity of the past and its relationship to the contemporary
4. world;
5. Give an example of the way that knowledge can be subject to a variety of interpretations;
6. Analyze primary and/or secondary sources

### **Natural and Physical Sciences (two courses in different disciplines)**

Student Learning Outcomes for the Natural and Physical Sciences AU:

*Students will be able to:*

1. Describe and apply major scientific concepts of a particular field
2. Explain methods of scientific inquiry
3. Collect (if a lab-based course), analyze, and interpret data

**Social Sciences (one course)**

Student Learning Outcomes for the Social Sciences AU:

*Students will be able to:*

1. Discuss and apply major concepts and theories that interpret and explain human behavior and interaction
2. Describe the diversity and/or integration of social worlds
3. Explain the organization and function of one or more social systems
4. Analyze influences that affect human thought, feelings and behaviors
5. Describe the methods and procedures of social science research

**Humanities (one course)**

Student Learning Outcomes for the Humanities AU:

*Students will be able to:*

1. Describe the nature and origin of one or more values that govern human conduct;
2. Relate the value or values under study to a fundamental human dilemma;
3. Describe the way in which a major work (literary, artistic, historical, religious, or philosophical) contributes to our understanding of values;
4. Explain how an individual's values and choices can be influenced by many factors;
5. Apply knowledge about values to a particular ethical situation, moral dilemma or aesthetic judgment.

Co-Curricular Student Learning Outcomes

1. Demonstrate self-reliance.
2. Recognize ethical dilemmas and initiate change for the common good.
3. Develop effective interpersonal skills.
4. Apply appropriate knowledge and skills to solve problems in new situations.
5. Articulate advantages of and challenges of a diverse society.
6. Articulate personal beliefs and develop values and sources of passion and purpose.
7. Seek balance through prioritization and develop resiliency.