### ART (BA/BFA):  Student will...

1. gain an understanding of the creative process and how to plan, execute, and evaluate a work of art
2. exposed to a wide variety of technical styles, materials, and creative directions from their art experiences
3. learn to plan long-term creative outcomes through class projects or research assignments and Senior Thesis proposals
4. learn to write critical reviews, conduct historical research, and technical writing for art history presentations
5. gain an understanding of the visual communication methodology that is appropriate for the creative or academic post-baccalaureate goals
6. become aware of the broader visual art community
7. appreciate the plurality of the creative disciplines and the inter-connectedness of the creative arts
8. gain an understanding of the history of art and the cultural context that surrounds it

### Biology:  Students will...

1. Develop a broad understanding of life, including concepts at all levels of biological organization, including molecules, organelles and cells; tissues, organs, and systems; the diversity and function of organisms; and populations, communities, and ecosystems.
2. Develop an understanding of biological literacy, including how to use the primary biological literature, and understand the interrelatedness of processes at different levels of biological organization.
3. Display an understanding of the fundamental principles of scientific inquiry in biology through course-related and/or independent hypothesis-driven research, including an understanding of the scientific method for posing and investigating a problem.
4. Acquire the essential knowledge, experience, and creative inquiry and laboratory skills that will equip students for post-graduate study (medical, health professions, or graduate school), teaching, or the job market.

### Biochemistry and Molecular Biology:  Students will...

1. Develop an understanding of the foundational knowledge in biology and chemistry necessary to understand the complexities of integrated biochemical systems;
2. Acquire essential skills in scientific research and awareness of current research
3. Master laboratory skills and demonstrate safe laboratory practices,
4. Display an understanding of the scientific process, including experimental design and data analysis,
5. Demonstrate skills in critical analysis of the primary literature

### Business

#### Business Knowledge and Analytical Skills

**Learning Goal:** Our graduates will have the knowledge and the analytical, management, and qualitative skills necessary to advance organizations and improve their performance.

**Learning Outcomes:**

2015-2016
- Our students will master the key frameworks, models, and skills that reflect the body of knowledge in their major, and will apply discipline-based habits of analytical thinking to problems and opportunities.

- Our students will be skilled in the analysis of both qualitative information and quantitative data. They will be able to frame problems, apply appropriate analytical techniques, and draw valid conclusions and recommendations.

**Ethical Perspective**

**Learning Goal:** Our graduates will develop an understanding of business that reflects the moral responsibility of management to all relevant stakeholders and the natural environment.

**Learning Outcomes:**

- Our students will understand the cultural and ethical complexities of conducting business on a global scale and be able to suggest appropriate courses of action.

- Our students will understand how to integrate the Christian tradition of "service" in their leadership and business practices.

- Our students will understand the importance of and techniques for measuring the impact of firms on people and their natural environment.

**Communication Skills**

**Learning Goal:** Our graduates will be able to communicate effectively in a variety of settings to advance organizational objectives and to meet challenges.

**Learning Outcomes:**

- Our students will be able to synthesize and summarize information and to professionally communicate their analyses, arguments, and recommendations to a variety of audiences.

- Our students will be skilled in written, oral, and visual communication and will be able to effectively choose communication methods that are appropriate to the topic, objective, and setting.

- Our students will demonstrate effective interpersonal skills in a team setting.

**Global Perspective**

**Learning Goal:** Our graduates will have developed a global and multi-cultural perspective on the business enterprise and acquire the leadership skills necessary to be a successful leader in a global organization.

**Learning Outcomes:**

- Our students will learn about the ways national culture, law, and other social structures affect organizations and the ways that organizations affect their host countries.

- Our students will develop the skills and perspective needed for effective leadership in a multi-cultural environment.

- Our students will learn to apply the analytical content of their major in an international setting.

**Personal and Professional Development**

**Learning Goal:** Our graduates will become "authors" of their own futures by assuming responsibility for making informed choices about personal and professional development, taking pride in excellence and contributions to their communities, and continuously pursuing skills needed for a career as a business professional.

**Learning Outcomes:**

- Our students will have the self-awareness and intellectual curiosity to realize a need to make their education a continuous, life-long state of mind.

- Our students will strive to meet the highest professional standards of knowledge and competency in business in order to improve their organizations and communities.
• Our students will strive to create a learning and living environment where they will mature and become well-grounded individuals and successful leaders in both business and their communities.

**Chemistry: Students will...**

1. Discuss the natural world in language which reflects an atomic and molecular understanding of nature
2. Solve problems of both a mathematical and conceptual nature related to the structure and behavior of atoms, molecules, and large ensembles of atoms and molecules
3. Demonstrate familiarity with appropriate theories related to the chemical topics of a given course
4. Demonstrate the logical thinking that is associated with interpreting natural phenomena at the atomic and molecular level
5. Demonstrate an understanding of reaction energetics and mechanisms
6. Explain structure/property relationships of molecules
7. Demonstrate an understanding of chemical nomenclature
8. Describe and use modern synthetic, separation and analytical techniques
9. Design scientific experiments and use good judgment in the design process
10. Use computers as word processors, in data collection, reduction and analysis, and as computational chemistry tools
11. Predict and estimate the results of calculations and experiments
12. Demonstrate critical thinking skills both orally and in writing
13. Demonstrate oral and written presentation skills needed as a practicing scientist
14. Demonstrate familiarity with the chemical literature and bibliographic searching skills
15. Demonstrate the ability to learn chemistry independently
16. Demonstrate an understanding of the hazard of chemicals and the safe use of chemicals
17. Demonstrate an understanding of ethical, historical, societal and environmental aspects of chemistry

**Communication: Students will...**

1. **Critical Communication Skills:** Ability to communicate critically and empathically in both oral and written contexts, including reading, writing, listening, and speaking.
2. **Research Skills:** Ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem.
3. **Relational Skills:** Ability to interact ethically and effectively in interpersonal and group communication, decision-making processes, collaboration, conflict resolution, and mediation.
4. **Analytical Skills:** Ability to apply theoretical concepts to the analysis of an issue, question, problem, or text.
5. **Critical Reasoning Skills:** Ability to recognize and evaluate underlying assumptions and values to understand others' perspectives, to communicate understandings to others, and to engage in argument ethically and effectively with the goal of coming to mutually acceptable decisions.
6. **Diversity Skills:** Ability to identify ways to respect difference and find commonality, demonstrating cross-cultural competence in an increasingly interconnected, global society.
7. **Technological Skills:** Ability to use technologies effectively and ethically in the development and presentation of ideas.

8. **Ethical Considerations:** Ability to identify and appreciate the ethical dimensions of communication, understanding that what constitutes *effective* communication may not always be what is *ethical*.

<table>
<thead>
<tr>
<th>Computer Science:</th>
<th>Students will...</th>
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<tbody>
<tr>
<td>1. Understand the use of the computer to solve problems. These problems relate to problem analysis, data manipulation, information storage and retrieval, and programming.</td>
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<tr>
<td>2. Understand the computer’s history, its place in society, its strengths, and its limitations.</td>
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<td>3. Understand the essentials of mathematical analysis and modeling, along with appropriate mathematical reasoning and problem-solving skills.</td>
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<tr>
<td>4. Learn the systematic study of the computer, algorithms and data structures. This is done by the study of formal properties, implementation through various computer languages and architectures, and applications in solving important problems in a variety of disciplines.</td>
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<tr>
<td>5. Develop an ability to design, develop, evaluate and document computer programs, in a high-level computing language, that can be used to efficiently solve various types of symbolic and numeric processing problems.</td>
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<td>6. Learn and apply the scientific approach (treating the computer as a scientific instrument). This requires factual, operational, and experimental knowledge of the computer.</td>
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<td>7. Understand the important principles of algorithms, computer architectures, operating systems, and computer languages.</td>
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<td>8. Develop an ability to communicate clearly and effectively through writing and speaking.</td>
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<td>9. Gain experience in pursuing specialized computer science topics in depth through independent reading and research, and through group activities.</td>
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<thead>
<tr>
<th>Education (BA):</th>
<th>Students will...</th>
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<tbody>
<tr>
<td><strong>PLANNING</strong></td>
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<tr>
<td>1. Demonstrates thorough content knowledge.</td>
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<td>2. Plans effective instruction.</td>
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<tr>
<td><strong>INSTRUCTION</strong></td>
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<tr>
<td>3. Implements instructional practices that support the achievement of all learners.</td>
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<tr>
<td><strong>ENVIRONMENT</strong></td>
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<tr>
<td>5. Establishes a safe, nurturing, accessible, and just learning community.</td>
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<tr>
<td>6. Demonstrates global awareness and sensitivity towards issues affecting schools, communities, nations and the world.</td>
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<tr>
<td><strong>PROFESSIONALISM</strong></td>
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<tr>
<td>7. Demonstrates a commitment to professional growth and teaching excellence.</td>
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<tr>
<td>8. Demonstrates the ethics &amp; values associated with the teaching profession.</td>
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<tr>
<td>9. Advocates for learners in school and community.</td>
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<tr>
<th>Education (MA):</th>
<th>Students will...</th>
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<tr>
<td><strong>KNOWLEDGE</strong></td>
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</table>
1. Explain current developments in their teaching fields
2. Articulate ways schools and teachers have responded to the challenges and opportunities of diverse social environments
3. Frame curriculum in developmentally appropriate ways
4. Describe educational missions in personal and institutional terms
5. Describe models of school change in reference to the need for teacher leadership

**SKILLS**
6. Respond flexibly and coherently to classroom problems
7. Assess the effectiveness of instruction and interpret student response and work
8. Access and apply best practice techniques in the classroom
9. Form collaborative networks for problem solving in and beyond the classroom
10. Develop and carry out research projects which directly affect student learning

**ATTITUDES AND VALUES**
11. Respond positively to the opportunities, challenges, and issues of diverse environments
12. Form, articulate, and defend personal and collective senses of mission
13. Value opportunities to supplement existing knowledge through new and imaginative research
14. Form supportive learning communities in buildings and classrooms

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**English:** Students will...
1. Learn to write and speak effectively in a variety of forms and for diverse audiences and purposes; *(General education foundational goals: Writing, Speaking)*
2. Learn to apply skills of close reading and analysis to a variety of texts and, in the process, begin to understand the complex ways meaning is made;
3. Understand the variety of interpretive strategies through which readers may approach a text; become aware of their own interpretive strategies;
4. Understand the interconnectedness of literary texts and the conversation between them;
5. Understand that literary texts both shape and are shaped by their historical and cultural contexts; *(General education foundational goal: Diversity)*
6. Learn to conduct independent literary (and other research for writing projects), using appropriate resources and technologies. *(General education foundational goals: Research, Computing)*

**Creative Writing:** Students will...
1. display knowledge of the main creative genres and major practitioners;
2. demonstrate appropriate knowledge of technique in several genres;
3. make meaningful choices regarding elements such as language, point of view, plot, prosody, organization, etc.
4. hear and weigh constructive criticism honestly;
5. give constructive criticism truthfully and tactfully;
6. present themselves and their work professionally.
## Environmental Science (major, BA and BS degrees)

1. A systems understanding of the natural environment, including the concepts of equilibrium, cycling, feedback, forcings, predictability, and biotic and abiotic controls and their spatial and temporal variability.

2. An understanding of interactions between humans and the environment and their consequences.

3. Experience in using appropriate methodologies and data analysis techniques in experimental design, measurement, graphical analysis, and modeling.

4. Ability to apply and integrate scientific knowledge in a collaborative and interdisciplinary approach to the mitigation or solution of environmental problems.

5. Effective communication of scientific issues to the public.

## French major: Students will...

1. In accordance with the guidelines elaborated in the 2007 report of an MLA Ad Hoc Committee on Foreign Languages students should gain a level of proficiency in French that enables them “to function as informed and capable interlocutors with educated native speakers” of the language.

2. The same report outlines an expectation that advanced courses address a broad range of subject areas. Through this kind of exposure to the intersections between French studies and other disciplines, such as the natural sciences, history, philosophy, cinema studies and, through engagement with the CLAC program, political science, religion, sociology, education, even mathematics, students should gain an appreciation of the French language as a tool of intellectual discovery.

3. Students should gain an appreciation of the development of modern Francophone cultures, of the many groups who have contributed to this and of the issues and conflicts that have characterized their relationship to one another, especially in the context of the colonial expansion of the French since the 16th century.

4. Students should understand the power of cultural images and symbols to express and shape the ways in which individuals experience their sense of selfhood as well as their relationship to the fine arts, history, society, nature and philosophical/theological enquiry.

5. Students should be aware of how the Francophone culture relates to that of the United States, how Francophones have helped shape our nation and contributed to our history, as well as France’s role in European culture throughout history.

6. Students should also master the critical thinking skills expected of all college graduates through the careful examination of texts from various academic disciplines, the linguistic expertise they gain through courses in translation, and the historical/sociological/philosophical approaches to which they are exposed in various courses in the major.

## Geology: Students will...

1. Demonstrate an understanding of the methods, assumptions and limits of scientific inquiry.

2. Demonstrate familiarity with earth materials and maps, foundational concepts, classification schemes, geologic history and processes, and the structure of the Earth.

3. Demonstrate an understanding of the variability, complexity, and interdependency of processes within geologic systems.

4. Use their understanding of present geologic systems to make inferences about the past and future behavior of those systems.
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<tbody>
<tr>
<td>1.</td>
<td>Apply their geologic understanding to ethical, societal, and environmental issues.</td>
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<tr>
<td>2.</td>
<td>Use computers as tools in the writing process, in the collection and analysis of data, in computation and in presentation.</td>
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<tr>
<td>3.</td>
<td>Demonstrate the ability to collect and analyze data both in field and laboratory settings.</td>
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<td>4.</td>
<td>Demonstrate oral and written presentation skills in the styles of the geologic discipline and appropriate to the audience.</td>
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<td>5.</td>
<td>Demonstrate problem-solving and critical-thinking skills orally and in writing.</td>
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<td>6.</td>
<td>Demonstrate familiarity with the tools and conventions of geologic bibliographic research.</td>
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<td>7.</td>
<td>Demonstrate the ability to read geologic literature critically with respect to its accuracy, assumptions, logic, and implications.</td>
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<td>8.</td>
<td>Demonstrate the ability to learn geology independently of the instructor.</td>
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<td>9.</td>
<td>Demonstrate an understanding of the historical development of geologic concepts (the intellectual history of the discipline).</td>
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<tr>
<td>10.</td>
<td>Integrate geologic knowledge and methodology with those from other disciplines.</td>
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</table>

**German major:** Students will...

1. In accordance with the guidelines elaborated in the 2007 report of an MLA Ad Hoc Committee on Foreign Languages students should gain a level of proficiency in German that enables them “to function as informed and capable interlocutors with educated native speakers” of the language.

2. The same report outlines an expectation that advanced courses address a broad range of subject areas. Through this kind of exposure to the intersections between German studies and other disciplines students should gain an appreciation of the German language as a tool of intellectual discovery.

3. Students should gain an appreciation of the development of modern German culture, of the many groups who have contributed to this and of the issues and conflicts that have characterized their relationship to one another (and to the dominant culture).

4. Students should understand the power of cultural images and symbols to express and shape the ways in which individuals experience their sense of selfhood as well as their relationship to history, society, nature and the spirit.

5. Students should be aware of how the cultures of German-speaking Europe have contributed to European unity and draw upon their traditions to form ethical responses to global and international questions.

**Health Sciences minor:** Students will...

1. The student will gain a background in the basic human sciences on which Health Science is founded.

2. The student will be exposed to the interdisciplinary nature of Health Science.

3. The student will have a significant professional experience in either a clinical setting or medical research laboratory.

**History:** Students will...

1. Develop contextual thinking, critical reasoning, and textual analysis skills.

2. Explain the interrelationship between historical causes and consequences.

3. Articulate connectivity between societies through time and space.

4. Apply methods and approaches used by historians for understanding the past.
5. Describe various cultures and their interactions, as an essential aspect of diversity.

**Math:** Students will...

1. Have a basic understanding of the areas of modern mathematics that are generally acknowledged as fundamental to the study of undergraduate mathematics. These include:
   - differential and integral calculus and its applications
   - discrete mathematical modeling
   - logic and set theory
   - topological and algebraic properties of the real number system
   - theory and techniques associated with abstract vector spaces
   - abstract algebra, particularly group theory
   - theoretical foundations of single variable calculus

2. Be able to use the techniques of discrete and continuous mathematical modeling to formulate and solve problems.

3. Understand the essentials of logic, reasoning and mathematical proof as well as how to use definitions, state axioms and prove theorems.

4. Understand the use of symbolic, numeric and graphical methods to formulate and solve problems.

5. Be able to use modern technology as a tool to understand and solve mathematical problems.

6. Be able to undertake independent work, to study and explore new ideas and areas of mathematics, and to continue to do so after graduation.

**Neuroscience minor:** Students will...

1. The student will understand biological and behavioral principles related to the functioning of the nervous system.

2. The student will be able to apply the scientific method relating to the field of Neuroscience.

**Nursing:** The BSN graduate will...

1. Demonstrate a solid base in liberal arts education that provides the cornerstone for the practice and education of nurses.

2. Demonstrate knowledge and skills in leadership, quality improvement, and patient safety necessary to provide high-quality health care.

3. Apply current evidence using clinical reasoning in one’s professional nursing practice.

4. Demonstrate knowledge and skills in information management and patient care technology which are critical in the delivery of quality patient care.

5. Demonstrate knowledge regarding healthcare policies, including financial and regulatory, which directly and indirectly influence the nature and functioning of the healthcare system.

6. Communicate and collaborate with the healthcare professionals critical to delivering high quality and safe patient care.

7. Demonstrate knowledge and skills in health promotion and disease prevention at the individual and population level necessary to improve population health.

8. Demonstrate professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice which are fundamental to the discipline of nursing.
9. Demonstrate knowledge skills, and attitudes necessary to care for patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

10. Understand and respect the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

**Expected Outcomes.** The nursing program [outcomes](#) include six learning outcomes and are included in the program evaluation plan. The BSN graduate will:

11. Understand the problems of contemporary health/illness.

12. Utilize a systematic approach to assess human responses to actual and potential health problems in a variety of settings.

13. Directly provide and manage competent care for individuals, families and groups who have simple to complex health-care needs throughout the life span.

14. Employ interpersonal processes and therapeutic communication.

15. Integrate professional values and role behaviors.

16. Collaborate with other groups in shaping health policies which affect both individual and community health.

**Philosophy:** Students will...

**Basic critical thinking:**

1. Recognize the importance of vocabulary, seeking definitions to unknown words.

2. Identify an author’s or speaker’s thesis or main point.

3. Distinguish between descriptions, explanations, and arguments (reasoning supporting inferences).

4. Recognize and identify the main argument offered as supporting an author’s or speaker’s thesis, distinguishing between common forms in inductive and deductive reasoning.

5. Distinguish between conclusions and premises within arguments, identifying both intermediate and final conclusions, and stating explicitly those premises which an author or speaker has left unstated.

6. Distinguish positive argument from objections and rebuttals or refutations.

**Intermediate critical thinking:**

7. Paraphrase or restate, in one’s own words and without plagiarizing, the argument and/or perspective of an author or speaker.

8. Distinguish between well-reasoned and poorly-reasoned arguments, identifying relevant and irrelevant evidence, evaluating the strength of evidence, and recognizing common reasoning fallacies.

9. Adjudicate between the arguments and counterarguments of two (or more) who are in explicit disagreement, identifying the insights of each as well as the weakness in their reasoning.

10. Articulate critical assessments of the arguments of others clearly and succinctly.

11. Articulate counterarguments, offering objections and rebuttals or refutations of the arguments of others.

12. Begin to be able to recognize an author’s or speaker’s unstated, underlying assumptions and worldview.

13. Begin to be able to extend the line of reasoning employed by an author or speaker in directions not taken by the author or speaker.

14. Begin to be able to situate an author’s or speaker’s ideas and reasoning within a specific historical and social context.
### Advanced critical thinking / basic critical theory:

15. Recognize and identify an author’s or speaker’s unstated, underlying assumptions and worldview.

16. Extend the line of reasoning employed by an author or speaker in her or his own terms, elaborating and showing where the argument might lead in directions not explicitly taken by the author or speaker.

17. Recognize and identify how an author’s or speaker’s ideas and reasoning are situated within a specific historical and social context, identifying the features of those ideas and reasoning which arise in response to the author’s or speaker’s circumstances, e.g., in dialogue with other recent authors or speakers or in response to recent political and/or social challenges.

18. Recognize and identify an author’s or speaker’s motivation for thinking and reasoning as she or he does, identifying relevant features of her or his biography.

19. Deal competently with arguments the scope of which extends over an entire book-length text.

20. Articulate critiques of an author’s or speaker’s argument in a formal style, suitable for professional philosophical discourse.

### Physics: Students will...

1. Qualitatively describe the behavior of some natural world phenomena in terms of fundamental physical laws.

2. Quantitatively solve problems that describe some physical processes.

3. Have some understanding as to what constitutes a physical measurement and some of the techniques by which physical measurements are made.

4. Have an understanding of some aspects of the relationship between science and technology, such as how technologically-advanced scientific instruments are used to make observations and measurements, or ways in which specific physical principles are employed in everyday technologies.

5. Demonstrate a basic understanding of fundamental physical principles particularly in the areas of mechanics, waves, optics, thermodynamics, electricity and magnetism, and modern physics.

6. Design and conduct experiments at a reasonably sophisticated level.

7. Present orally and in writing the results of experiments and calculations in a logical, coherent manner, using a format that is accepted by the physics community.

8. Apply a variety of mathematical techniques to the theoretical analysis of physical phenomena.

9. Apply computer techniques to the acquisition, analysis and presentation of data, and to the solution of physics problems.

### Religion: Students will...

1. **Research**
   
   A student should learn to do documentary research on specialized topics. They should learn how to design a research program, how to find sources in libraries and on the web, and how to evaluate, analyze and present material coherently. Some 200 and all 300 level courses require such work. The Senior Capstone requires majors to demonstrate research and writing skills.

2. **Breadth**
   
   Religion cannot be studied academically without comparative insight and familiarity with the diverse methodologies of the discipline of religious studies. Students should pursue historical studies in Western and non-Western traditions; explore various methods of textual interpretation; undertake critical approaches to the study of religious phenomena; and engage in
cultural and ethical analyses of religious practices, ideas, values, and institutions. In some cases, individual courses involve more than one tradition or method. The requirements for the major and minor assure that students will have broad exposure to the various dimensions of the academic study of religion.

3. Depth
Students should gain experience in pursuing some methods and topics in depth. To complete the minor, students must take at least one 300 level course. A minimum of three 300 level courses is required for the major. Papers assigned in these courses require students to explore their topics in depth. The Senior Capstone research paper affords the opportunity for students to delve into topic and pursue a line of inquiry and reflection over an extended period.

<table>
<thead>
<tr>
<th>Sociology: Students will...</th>
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<tbody>
<tr>
<td>I. Sociological Imagination</td>
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<tr>
<td>Students should acquire a sociological perspective on the interconnection between social structures and the life experiences of individuals; students should be able to understand how sociological and anthropological insights can be utilized to analyze and address major social issues.</td>
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<tr>
<td>II. Traditions of Social Thought</td>
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<tr>
<td>Level 1: Students should become acquainted with broad traditions of social thought so as to gain an understanding of the sociological/anthropological perspective as a way to examine and study human society and culture.</td>
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<tr>
<td>Level 2: Students should learn to apply these traditions in order to analyze sociocultural phenomena and to formulate theoretically significant research questions; students should develop the skills to critically evaluate these traditions of social thought, including their respective strengths, weaknesses and limitations.</td>
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<tr>
<td>III. Research Methodology</td>
</tr>
<tr>
<td>Level 1: Students should learn to use others' research in their own enquiries about sociocultural phenomena.</td>
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<tr>
<td>Level 2: Students should develop a methodologically critical attitude towards the research enterprise and towards assertions of relationships between sociocultural phenomena, so that they can critically evaluate others' research.</td>
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<tr>
<td>Level 3: Students should develop the research skills necessary to design and conduct their own research, with an awareness of how decisions of design may affect the outcome, as well as be able to summarize and analyze the results of their own research and to communicate their conclusions in a professionally acceptable way.</td>
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<tr>
<td>IV. Substantive Areas of the Discipline</td>
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<tr>
<td>Students should gain an understanding of the major findings in particular substantive areas of sociology/anthropology.</td>
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<tr>
<td>V. Social Diversity</td>
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<tr>
<td>Students should gain an appreciation for and an understanding of social diversity in contemporary culture, including both diversity between and within various cultural traditions and specifically in terms of socially defined categories such as class, race, and gender.</td>
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<tr>
<td>VI. Career Opportunities</td>
</tr>
<tr>
<td>Students should become familiar with the opportunities for graduate study in areas related to Sociology and Anthropology as well as with the various options available for careers for students with a background in sociology and anthropology.</td>
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</tbody>
</table>
**Spanish major:** Students will...

1. Students should be creative users of Spanish in a wide variety of both oral and written communication with native speakers, and converse with ease and confidence when dealing with the routine tasks and social situations.

2. Students should gain an appreciation for the enormous diversity of the Spanish-speaking world: geography, history, race, class, ethnicity, linguistic variation, and how those factors inform the development of the many different cultures of the Spanish-speaking world.

3. Students should gain an appreciation for the presence and significance of Spanish as an important national language in the United States, both historically and currently. Students should also gain an understanding of the history of the United States, Latin America and Spain, as that history impacts/has impacted communities in the United States and abroad.

4. Students should be able to draw on critical thinking skills to compare, contrast, and gain insight on languages and cultures. Students should be able to expand their knowledge of other content/course areas through access to sources of information not available to mono-lingual English speakers.

5. Students should gain an understanding of the many ways to use and maintain Spanish language in their post-college life, and desire to seek out such opportunities. Students should also understand that learning a world language is a life-long process to be embraced and undertaken.

**Sport Management:** Students will...

1. Demonstrate the ability to communicate using writing skills
2. Demonstrate the ability to communicate using oral skills
3. Demonstrate the ability to collaborate with others
4. Demonstrate the ability to think creatively and critically
5. Demonstrate the ability to understand social issues.
6. Demonstrate the ability to engage in leadership/community
7. Demonstrate knowledge of the field

**Theater and Dance:** Students will...

1. To create as artists
2. To develop the basic skills required in the fundamental crafts of theatre
3. To build a theoretical, historical, and literary foundation to further theatre involvement

**Women Studies:** Students will...

1. Learn about historical and contemporary accomplishments and marginalizations of women;
2. Learn about women’s roles in social institutions;
3. Be exposed to feminist theories in various disciplines;
4. Understand how issues of gender cut across time, cultures, etc.;
5. Appreciate the uniqueness of female experience and question the universality of male experience;
6. Appreciate the perspectives that interdisciplinary study can offer;
7. Be able to express their ideas well in written and oral arguments.