# Skidmore College Institutional Effectiveness Plan

Developed by IPPC Subcommittee on Institutional Effectiveness



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# Assessment and Institutional Effectiveness (IE) at Skidmore College

The Institutional Effectiveness Plan for Skidmore College is designed to outline College-wide processes and expectations. These processes are designed to support and encourage intentional reflection of programs and services that uphold the mission of the College and align with the strategic plan in meaningful, manageable, and measurable ways. This is a revision of the 2020 version.

Assessment provides evidence of the knowledge, skills, and values that our students have achieved, and of the transformation that their Skidmore education and experiences bring about. When we have evidence that our students are not achieving all that we hope, we are committed to making evidence-based changes to curricula, pedagogies, academic requirements, facilities, support services, and co-curricular programs that will improve their learning.

In areas with an operational focus, we are also committed to applying best practices, engaging in continuous improvement, and cultivating sustainable practices. Ultimately, all areas of the College (Appendix A) work together to support an environment that fosters student learning.

Finally, our plan has been designed to meet the standards for accreditation by the Middle States Commission on Higher Education.

# The Responsibility of the President, Cabinet and Board of Trustees

The President oversees all institutional assessments and ensures that appropriate processes are in place to set goals, assess outcomes, and make improvements on the basis of evidence in every division of the College.

All Cabinet members (Academic Affairs, Admissions, Advancement, Strategic Planning & Institutional Diversity, Finance & Administration, Human Resources, Office of Communications & Marketing, and Student Affairs) are responsible for ensuring that assessments are conducted in their areas, reporting the results of their units' assessments to the President, and providing appropriate resources for their execution and effective application of their results.

# Organizational Structure for Assessment and Institutional Effectiveness

### IPPC Subcommittee on Institutional Effectiveness (SIE)

The Institutional Policy and Planning Committee (IPPC) ensures that strategic planning and budgeting processes consider pertinent evidence from assessments to inform decision making. A subcommittee of IPPC, the Subcommittee on Institutional Effectiveness (SIE), has the following charge:

This governance committee's function is to advise the President and members of the IPPC on

matters related to institutional effectiveness. The Subcommittee on Institutional Effectiveness (SIE) also advises the President and members of the IPPC on assessment of institutional goals as appropriate to each area of the College as they bear on student learning and development and on the fulfillment of standards for accreditation. In fulfilling this function, the SIE works to ensure that assessment plans are in place, are executed, and are consequential in all areas of the College. The SIE acts as a resource to both the IPPC and all bodies in the College engaged in strategic planning and data-informed decision-making.<sup>1</sup>

The SIE is co-chaired by the Faculty Director of Assessment (FDA) and the Institutional Effectiveness Specialist (IES) and consists of representatives from every division in the College that are appointed by the respective Cabinet member.

#### Membership:

- Institutional Effectiveness Specialist, Co-chair (Academic Affairs)
- Faculty Director of Assessment, Co-Chair (Academic Affairs)
- Dean of the Faculty/VPAA -or- Associate Dean of the Faculty (Academic Affairs)
- Director of Institutional Research (Academic Affairs)
- Representative of Strategic Planning & Institutional Diversity in a leadership position (President)
- Representative of Student Affairs in a leadership position (Student Affairs)
- Representative of Advancement in a leadership position (Advancement)
- Representative of Admissions & Financial Aid in a leadership position (Admissions & Financial Aid)
- Representative of Finance & Administration in a leadership position (Finance & Administration)
- Representative of Communications & Marketing in a leadership position (Communications & Marketing)
- Representative of General Counsel & Human Resources in a leadership position (Human Resources)
- One student, appointed for a one-year term through an SGA willingness-to-serve process (Students)

## Assessment/IE Positions and Responsibilities

Assessment at Skidmore College is a fundamental expectation across all institutional areas, ensuring continuous improvement and alignment with the College's mission and strategic goals. In some cases, assessment responsibilities are explicitly embedded within position descriptions, such as those of academic chairs and program directors (as outlined in the <a href="Chair/Program">Chair/Program</a>
<a href="Director Handbook">Director Handbook</a>), associate deans, and other leadership roles. These individuals play a direct role in overseeing assessment efforts within their respective areas, facilitating data-informed decision-making, and fostering a culture of accountability. This structure reflects Skidmore's commitment to institutional effectiveness, reinforcing the integration of assessment into</a>

<sup>&</sup>lt;sup>1</sup> Taken from the Institutional Policy and Planning Committee Operating Code

governance, planning, and resource allocation processes to enhance student learning and institutional outcomes.

### Faculty Director of Assessment

The FDA coordinates academic assessment activities across the College and serves as an *ex-officio* representative on the Committee on Education Policies & Planning (CEPP). The FDA works with academic departments and programs throughout the academic year to assist in the planning and execution of their annual assessment projects. The FDA also coordinates annual College-wide academic assessment projects, such as assessment related to general education.

# Institutional Effectiveness Specialist

The Institutional Effectiveness Specialist (IES) advances the College's goals by coordinating effective and useful assessment of strategic goals and administrative functions in and across all divisions of the College. The IES serves as a representative to IPPC and the College's Middle States Accreditation Liaison Officer.

### Coordinator for Institutional Research and Assessment

The Coordinator for Institutional Research and Assessment assists in tracking academic and non-academic department assessment plans and reports, and maintenance of the assessment report archive on the IE/Assessment website and provides administrative support to the FDA and IES.

### Mission Driven Assessment

## Goals for Student Learning and Development (GSLD)

The CEPP-developed and faculty approved <u>Goals for Student Learning and Development</u> (GSLD) describes the list of characteristics that we hope all of our students will achieve by the time they graduate. The goals reflect the unique characteristics and synergies of our B.A. and B.S. programs, as well as certain emphases that are deeply engrained in Skidmore's history and culture: on creativity, on civic responsibility, and on interdisciplinary thinking. As in the past, we aim to graduate students who strive for excellence, think deeply and creatively, and communicate and act effectively. We continue to ask our students to link theoretical and practical learning, and now also to develop intercultural understanding and an appreciation of their roles as global citizens and thought leaders. These goals have much in common with those of all liberal arts colleges who share a common mission, though we take pride in having long approached them in our own distinctive way, employing and owning Creative Thought Matters.

Our goals emerge from our collective sense of a Skidmore education as a transformative experience. We want our students to acquire both knowledge and capacities that enable them to initiate and embrace change and apply their learning lifelong in new contexts. We believe that this learning takes place throughout our students' experience, both inside the classroom and out, on campus and off. Our goals articulate, then, in language that is as clear and lean as possible, our understanding of students' learning and development at Skidmore. They lay the groundwork for our continued inquiry into the evidence of that learning.

# Knowledge

- Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences
- •Understand social and cultural diversity in national and global contexts
- •Demonstrate advanced learning and synthesis in both general and specialized studies

# Intellectual Skills and Practice

- •Think critically, creatively, and independently
- · Gather, analyze, integrate, and apply varied forms of information; understand and use evidence
- Communicate effectively
- •Interact effectively and collaboratively with individuals and across social identities
- Engage in and take responsibility for learning; strive for excellence

# Personal and Social Values

- •Examine one's own values and their use as ethical criteria in thought and action
- •Interrogate one's own values in relation to those of others, across social and cultural differences
- Develop practical competencies for managing a personal, professional, and community life
- Apply learning to find solutions for social, civic, and scientific problems

# Transformation

- •Integrate and apply knowledge and creative thought from multiple disciplines in new contexts
- •Embrace intellectual integrity, humility, and courage
- Foster habits of mind and body that enable a person to live deliberately and well
- Develop an enduring passion for learning

Assessments focused on student learning are aligned with the GSLD. The Committee on Educational Policies & Planning (CEPP) is charged with overseeing and selecting the annual College-wide assessment of the GSLD to be coordinated by the FDA (CEPP Operating Code). CEPP in that capacity oversees assessment of the general education curriculum (see below for further details). The general education curriculum and co-curricular activities are mapped to the GSLD to facilitate assessment (Appendix B). Individual departments and programs are expected to develop student learning goals (Chair/Program Director Handbook). The learning goals of individual academic departments and programs are also mapped to the GSLD (Appendix C). In addition, the Division of Student Affairs centralizes the GSLD in their assessments.

Skidmore College systematically aligns its GSLD with the HEDS Alumni Survey, administered on a five-year cycle to alumni one, five-, and ten-years post-graduation. This longitudinal approach enables the institution to assess the long-term impact of its academic and co-curricular

programs on students' intellectual growth, career preparation, and civic engagement. For example, one of Skidmore's core learning goals is to cultivate critical and creative thinking. The HEDS Alumni Survey measures this by asking respondents to evaluate how well their undergraduate experience prepared them for problem-solving and analytical reasoning in their careers and graduate studies. Another key institutional goal focuses on fostering intercultural knowledge and competence, which is assessed through survey items that examine alumni experiences with diversity and their ability to engage with individuals from different backgrounds. These insights help Skidmore refine its curriculum and institutional practices to enhance student learning and development outcomes.

### Strategic Plan

Skidmore College's strategic planning and budgeting processes are deeply integrated with assessment activities to ensure continuous improvement, institutional effectiveness, and alignment with our mission. These processes provide a structured framework to evaluate and enhance student learning, institutional priorities, and operational effectiveness. Budgeting and resource allocation are informed by evidence-based decision-making, ensuring that assessment efforts receive the necessary support to drive meaningful change.

The *Creative Futures: The Skidmore College Strategic Plan 2025-2030* establishes six foundations that guide the institution's priorities and strategic direction. Assessment and institutional effectiveness efforts will be aligned with these six foundations:

### 1. Creativity and Academic Excellence: The Skidmore Difference

- Ensure that assessment efforts reinforce Skidmore's commitment to student learning, an integrative curriculum, faculty development, and innovative teaching pedagogies.
- Use assessment findings to refine experiential learning opportunities and curricular innovation.
- Evaluate the effectiveness of learning spaces and academic resources to support faculty and student teaching, learning, scholarship, and creative endeavors.

#### 2. Creative Thought in Action: The Skidmore Student Experience

- Assess student engagement in high-impact learning experiences, including internships, collaborative research, civic engagement, and career development.
- Use assessment data to enhance student wellness, inclusive campus engagement, and holistic learning experiences.
- Evaluate residence hall renovations and student support services to align with evolving student needs and to incorporate the student voice.

## 3. Supporting the Opportunities of a Skidmore Education

• Ensure assessment informs financial aid strategies and access initiatives to maintain a diverse and talented student body.

- Measure the impact of Skidmore's educational offerings on long-term student success, career readiness, and post-graduation outcomes.
- Use data to shape fundraising priorities and strengthen alumni engagement efforts.

#### 4. Building the Inclusive Community

- Assess institutional climate and faculty/staff retention to enhance workplace satisfaction and community belonging.
- Use assessment data to refine diversity, equity, inclusion, and accessibility initiatives to better the campus for all members of our community.
- Monitor student, faculty, and staff engagement in programs that foster cultural competency and community-building.

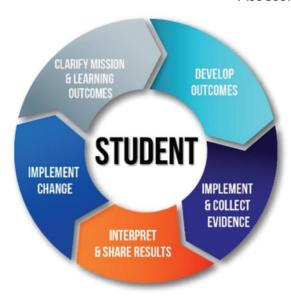
#### 5. A Sustainable Environmental Future

- Integrate sustainability-related learning outcomes into assessment efforts.
- Measure the impact of campus sustainability initiatives, including energy conservation, waste reduction, and environmentally responsible building practices.
- Use assessment to guide decision-making in climate action planning and long-term sustainability commitments.

## 6. Our Sustainable Long-Term Financial Future

- Ensure assessment and institutional effectiveness practices and results contribute to responsible financial planning and resource allocation.
- Use financial and operational metrics to guide long-term budgetary decision-making.
- Evaluate the effectiveness of enrollment and retention strategies in achieving financial equilibrium to sustain our institutional mission, foundations, and priorities.

#### **Assessment Process**



The College follows a continuous improvement cycle of assessment that places the student at its center. Skidmore's core belief that *Creative Thought Matters* is celebrated within our assessment models, ensuring that evaluation and reflection drive meaningful enhancements across academic and co-curricular programs.

Assessment at Skidmore is not confined to a single academic year; rather, many assessments operate on multi-year timelines, allowing for the collection of longitudinal data, deeper analysis, and iterative improvements. Assessments often build on each other, with findings from one cycle

informing the next, fostering a dynamic cumulative understanding of institutional strengths and areas for growth.

# Assessment across the College

### College-wide Assessment

College-wide assessment at Skidmore occurs in multiple ways, reflecting a comprehensive and adaptable approach to institutional effectiveness. Institutional assessment may be initiated through the President's Cabinet engaging external consultants to provide specialized expertise, through campus-wide surveys that capture broad institutional insights, CEPP to broadly assess the GSLD, or at the direct charge of the President to address strategic priorities. The FDA and the Institutional Effectiveness Specialist work collaboratively with various institutional groups, including the (SIE), the President's Cabinet, CEPP, and IPPC, to plan, conduct, monitor, and document pan-institutional assessment projects. This collaborative approach ensures that assessment efforts are well-integrated across academic and administrative areas, leveraging both internal and external resources to inform decision-making and support continuous improvement.

#### Administrative Offices

Administrative offices at Skidmore College are expected to engage in ongoing assessment to enhance operational efficiency, improve services, and support student learning, all while fostering a culture of continuous improvement and institutional effectiveness. Recognizing that divisional priorities vary, assessment processes are designed to be flexible, allowing each office to identify and implement projects that align with its specific operational goals while contributing to the College's broader mission. These assessments help administrative units refine services, enhance efficiency, and support student success in meaningful ways.

Administrative offices are expected to document progress on an annual basis, ensuring that assessment efforts lead to actionable insights and improvements.

### Annual Assessment Reporting Process:

- July 1: Offices submit a summary of assessment projects conducted in the previous academic year, upcoming plans, and how assessment results have been used in the department/program. Reports are submitted through the Spring using a suggested template (Appendix D).
- August September: The Institutional Effectiveness Specialist (IES) reviews reports and prepares written responses, as needed, providing feedback and recommendations to support ongoing improvement efforts.

This structured yet adaptable approach ensures that assessment remains an integral part of administrative operations, fostering a culture of continuous learning and institutional effectiveness across all areas of the College.

#### Assessment of Student Learning

#### General Education

Skidmore's General Education curriculum was approved by the faculty in <u>Spring 2017</u>. It took effect with the Fall 2020 entering class. <u>As articulated in the motion</u>, CEPP reviews the General Education curriculum every five years. There are four dimensions to the <u>General Education curriculum</u>: (1) Integrations, (2) Foundations, (3) Areas of Inquiry, and (4) In-the-Major requirements. With the last dimension, the curriculum intentionally flows into the individual academic majors to enable authentic student development of key literacies and skills in context.

CEPP oversees assessment of the General Education curriculum coordinated by the FDA (CEPP Operating Code). Given both the integrative and specialized components of the General Education curriculum, the FDA works with relevant program directors and department chairs to accomplish this. To help with planning, CEPP with the FDA develops a multi-year assessment plan to ensure all facets of the General Education curriculum (key components of the GSLD) are assessed in a timely manner. The plan is reviewed each academic year and revised as needed. The FDA reports the results of the assessments to CEPP to inform their work including their periodic review of the General Education curriculum. The assessments are also made available to the community through the Institutional Effectiveness and Assessment website and summarized in the Institutional Effectiveness Annual Reports. The results are also shared with the Center for Leadership, Teaching, and Learning and other offices on campus as warranted to inform their work.

Integrative programs: First-Year Experience/Bridge Experience/Senior Coda

The First-Year Experience (FYE) is a stand-alone program. As a result, the assessments of student outcomes are undertaken by the FYE Director in consultation with the FDA and in accordance with the multi-year assessment plan developed by CEPP. The Bridge Experience courses are offered by a wide-range of departments and programs. Given that, CEPP convenes as needed and interdisciplinary subcommittee to conduct periodic assessment, coordinated by the FDA, of this requirement in accordance with to the CEPP Operating Code, Faculty Handbook, and the multi-year General Education assessment plan. The Senior Coda is offered by departments and programs across the College. Although Senior Codas are designed by individual academic departments and programs, they are integrative by nature. As such, while any given department/program may assess how a Senior Coda aligns with their curriculum expectations at any time, the overall learning goals of the Senior Coda requirement as part of the general education curriculum undergo a periodic assessment (see the multi-year General Education assessment plan), similar to the areas of inquiry described below.

Foundations: Quantitative Reasoning/Writing/Language/Global Cultural Perspectives Assessment of the quantitative reasoning program (the Applied Quantitative Reasoning requirement, the quantitative reasoning placement, and the developmental quantitative reasoning curriculum) is the responsibility of the QR Director and the QR Review Team with assistance by the FDA. The Director of Expository Writing, with assistance from the FDA, oversees assessment of the Writing requirement and placement. The Director of Expository Writing is typically also assisted in the assessment of the Writing requirement by faculty members of the English Department and as needed other faculty teaching writing-intensive courses that fulfill the requirement. As the World Languages & Literatures Department primarily houses the Language requirement, they are responsible for assessing the requirement in coordination with the FDA, though they may, in consultation with CEPP, assemble a multidisciplinary subcommittee to interrogate broader issues related to the requirement. Given that courses fulfilling the Global Cultural Perspectives requirement span multiple departments and programs, CEPP convenes as needed an interdisciplinary subcommittee to conduct periodic assessment, coordinated by the FDA, of this requirement in accordance to the CEPP Operating Code, Faculty Handbook, and the multi-year General Education assessment plan.

Areas of Inquiry: Artistic, Humanistic, and Scientific

Similar to the Global Cultural Perspectives requirement, the courses that fulfill the Areas of Inquiry requirements span multiple departments and programs. To assess each Area of Inquiry, CEPP will occasionally convene as needed an interdisciplinary subcommittee of relevant faculty to conduct periodic assessment of each requirement in accordance with the multi-year assessment plan.

In-the-Major: Information Literacy/Oral Communication/Technology Literacy/Visual Literacy/Writing

Each academic department/program is responsible for integrating the assessment of In-the-Major requirements into their broader department/program assessment plan (see below). In line with the CEPP developed <u>multi-year General Education assessment plan</u>, on an annual basis the FDA will review the individual department/program assessments of one of the In-the-Major requirements on rotating basis and summarize the results to CEPP. The FDA announces each year to the academic department chairs and program directors which of the In-the-Major requirements will be reviewed at the end of the academic year.

### Academic Departments and Programs Assessment Review Cycle

As articulated in the <a href="Chair/Program Director Handbook">Chair/Program Director Handbook</a>, all academic departments and interdisciplinary programs leading to a degree assess student learning within their programs regularly and systematically. Most departments and programs are on ten-year assessment review cycles that tie into their midpoint reviews (fifth year after the last self-study, elaborated on below) and their self-studies/external reviews (every ten years, elaborated on below). Education Studies, Social Work, Chemistry, and Art are individually accredited by professional national bodies (Association for Advancing Quality in Educator Preparation, Council on Social

Work Education, American Chemical Society, and National Association of Schools of Art and Design, respectively). The assessment review cycles for those four departments are based on their accreditation cycles (see the <a href="Chair/Program Director Handbook">Chair/Program Director Handbook</a>). Each year between a mid-point report and a self-study, departments and programs submit an Assessment Report (Appendix E) to the FDA through the Spring detailing their assessment work over the year including direct and indirect assessment of student learning, planned assessment work for the upcoming year, how previous and current assessment results are informing decision making in the department/program to improve student learning, and any changes based on assessment results. Accordingly, over the ten years of the typical assessment review cycle, departments and programs submit four consecutive years of annual Assessment Reports, a mid-point report, four additional consecutive years of annual Assessment Reports, and then a self-study with an external review.

More broadly, each academic department/program leading to a degree has an assessment plan that:

- Specifies the learning goals/outcomes that all students within the program are to achieve, including for the In-the-Major requirements of the General Education curriculum,
- Maps the department/program learning goals to the College's GSLD (see above and Appendix C),
- Specifies the methods that faculty will use, including direct assessments of student work,
- Articulates a systematic approach to assessment,
- Explains how and when the assessment results will be reviewed and by whom, and
- Follows up on previous assessments and any changes made, to ensure that results are put to practical use.

In the mid-point reports and the self-studies, departments and programs review and reflect on their assessment work since the last mid-point report or self-study (typically the previous four years) and articulate their planned assessments over the next few years until the next midpoint review or self-study (typically the subsequent four years). Each academic department or interdisciplinary program's assessment plan may be modified based on assessment results, department/program needs, and institutional priorities. The revisions should be articulated in the annual Assessment Report.

- June 1: Academic Department/Program Assessment Reports due to the FDA through the Spring. Reports include proposed assessment activities for the upcoming academic year.
- June-August: The FDA reviews the Assessment Reports and prepares a written response.

Faculty members who participate in assessment are recognized for their efforts and contributions. Assessment participation counts toward tenure and promotion decisions, but the results of academic assessments are not used to evaluate faculty.

The faculty is responsible for developing assessment plans within their department/program and for participating in and following up on academic assessments. Department chairs and program directors (or their designees) have responsibility for guiding their departments'/programs' assessment planning, guiding the implementation of assessment activities, and, in their annual assessment reports, reporting both assessment results and how those results are being or will be used, as well as any follow-up on the effectiveness of changes made.

Each department and program ensure that all courses offered by the department/program have learning goals/outcomes developed by the faculty that are clearly related to the overall student learning goals of that department/program. Department/program student learning goals should, in turn, relate to the College-wide GSLD (see above). Thus, the course student learning goals/outcomes coordinate with department/program goals and the College-wide GSLD. Departments and programs are expected to participate periodically in College-wide general education assessments as well as assessment within the department/program. To facilitate assessment and student learning, the course student learning goals/outcomes are stated on course syllabi (see Part Two, Article III [Academic Policies], Section A of the Faculty Handbook). Chairs and program directors ensure the syllabi include course student learning goals/outcomes (Chair/Program Director Handbook) and maintain a copy of all department/program syllabi for the last six years (Chair/Program Director Handbook).

# **Documenting Student Success Metrics**

Skidmore College is committed to systematically measuring student success through a comprehensive framework that aligns with institutional priorities and national conversations on higher education outcomes. This framework is designed to assess students' academic achievements, engagement in high-impact experiences, post-graduate outcomes, and personal development. By incorporating a combination of readily available academic data and expanding efforts to capture broader aspects of student success, Skidmore aims to foster a culture of continuous improvement and proactive support for students throughout their academic journey and beyond.

The College will track student success through key markers across four primary domains:

- 1. **Academic Success** Metrics include cumulative GPA trends (overall and first-year), retention and graduation rates (4-year and 6-year), course success rates in gateway courses (D/F/W rates and thrive (A/B) rates), probation and waivers, and all-College and department/program honors.
- 2. **High-Impact Experiences** The high-impact experiences are those beyond the ones required of all students as part of the General Education curriculum (e.g., the First-Year Experience, the Bridge Experience, and the Writing requirement). The high-impact experiences include research-for-credit, internships-for-credit, civic engagement, study

away, leadership in academic support roles (e.g., Writing Center tutors, Peer Academic Coaches), and participation in structured experiential learning opportunities such as SEE-Beyond and funded summer experiences.

	High-Impact	Experiences	
Academic Experiences, Routinely Included	Summer Experiences, Periodically Included	Academic Support Leadership Positions, Periodically Included	Additional Experiences, Aspirational to Include
Internship-for- Credit	Faculty-Student Summer Research (internally and externally funded)	FYE Peer Mentors	Student Government
Civic Engagement Courses	Summer Funded Experiences (SEE- Beyond and Summer Experience Fund)	Peer Academic Coaches	Club Leadership
Study-Away		Peer Health Educators	Resident Assistants
Research-for-Credit		Sustainability Interns	Freirich Entrepreneurship Competition
Practica/Field Experiences		Tang Interns	Additional Identified Student- Work Opportunities
Senior Experiences		Writing Center Tutors	

3. **Professional and Graduation Outcomes** – Post-graduate success will be tracked through first-destination employment and graduate/professional school admission rates, including specific data on where graduates enroll and how Skidmore students perform in highly competitive admissions processes (e.g., HPAC Medical/Vet/Dental school data).

This student success framework will integrate disaggregated data to examine trends across different demographic groups, ensuring a focus on access, equity, and achievement. The assessment process will also consider how data is collected, shared, and used to inform institutional decision-making, with a commitment to transparency and continuous improvement.

	Demographics	
Social Dimensions of Identity	Skidmore – Academics	Skidmore - Community
Gender	Class Year	Opportunity Program
Race/Ethnicity (IPEDS)	Admissions- Academic Quality Rating (AQR)	QuestBridge
Citizenship	Major(s)	UWC-Davis Scholar
First-Generation	Quantitative Reasoning Placement	S <sup>3</sup> M
Pell-Eligibility	Writing Placement	Athlete
Institutional Need-Based Aid		
Documented Disability		
First Language		

### Surveys of Students, Faculty, & Staff

The College maintains a survey administration <u>schedule</u>. It specifically includes surveys that are all-College in nature with a focus on students, faculty and/or staff. Most of the surveys, especially student ones, are administered by Institutional Research (IR). The College uses a mix of instruments developed internally as well as nationally. Most surveys are administered on a biennial, triennial, or greater schedule. Some of the surveys administered include: ASQ, CIRP, NSSE, COACHE, FSSE, YFCY, Withdrawn Student, HEDS Alumni, and HEDS Diversity and Equity Campus Climate, among others.

# **Documenting and Communicating Assessment Results**

### **Department Assessments**

Effective communication of assessment results is essential for fostering transparency, informed decision-making, and continuous improvement at Skidmore College. To ensure assessment findings are effectively documented, shared, and acted upon, the following steps should be followed:

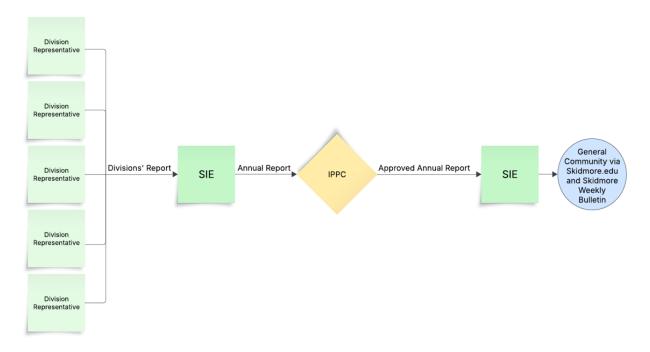
- 1. Document Assessment Results and Develop an Action Plan Clearly summarize findings in an appropriate format, such as a report, presentation, or executive summary. Identify key takeaways and actionable next steps to improve programs, services, or student learning outcomes.
- 2. Share Results with Key Stakeholders Ensure that assessment findings are shared with the primary audience involved in the assessment. For example, if students participated in the assessment, communicate relevant findings back to them. Similarly, if faculty, staff, or specific departments were central to the assessment, they should be informed of the results and potential implications.

- 3. Determine Additional Audiences Identify others who should be informed, including division leadership, supervisors, direct reports, the broader College community, or external collaborators. Sharing results widely promotes institutional learning and collaboration.
- 4. Consider Governance Review Determine whether the assessment results should be shared with relevant governance groups, such as the Institutional Policy and Planning Committee (IPPC), the Committee on Educational Policies and Planning (CEPP), the Student Government Association (SGA), or other faculty and administrative committees. Governance review may be necessary for institutional policy discussions or strategic planning initiatives.
- 5. Include in the Annual Assessment Report Ensure assessment findings are documented as part of the College's ongoing assessment cycle. Incorporate results, action steps, and follow-up plans into the annual assessment report to track progress over time and support institutional effectiveness efforts.

By following these steps, Skidmore College ensures that assessment results are not only documented but also actively used to inform decision-making, enhance student experiences, and strengthen institutional effectiveness.

# **IE Annual Report**

It is the task of the IES, in consultation with SIE, to ensure that the College documents assessment efforts across all divisions of the College. One result of this expectation is the preparation of an Institutional Effectiveness Annual Report that is submitted to both IPPC and the general community and published on the website.



#### Website

The IES, FDA, and Coordinator for IR and Assessment maintain a <u>College-wide website</u> that includes the <u>GSLD</u> and the <u>College's accreditation through Middle States</u>. In password protected sections, academic department/program <u>annual reports</u> are posted along with <u>assessments of the general education curriculum</u>. In addition, the <u>SIE Membership</u> and <u>key documents</u> by academic year (IE Annual Reports, SIE Agendas and Minutes, and Key Institutional Assessments) are maintained on the website with <u>assessment resources</u>.

# Program Reviews

### Administrative Departments

In addition to assessment of student learning and/or institutional effectiveness, administrative departments conduct program reviews, as needed. This process of reflection includes a review of staffing, constituencies, business processes, budgeting, and services provided, anticipated and requested. In addition to this internal process, departments should include an external component such as reviewing professional organization expectations and conducting benchmarking activities.

### Academic Departments and Programs

Each academic department/program routinely assesses itself and curriculum. As articulated and detailed in the Chair/Program Director Handbook (and noted above), academic departments and programs are expected to engage in a self-study with an external review every ten years, unless accredited by a national professional body. For those four departments, the review cycles are adjusted to match their accreditation cycles (see above and the Chair/Program Director Handbook). Regardless, the self-study process includes self-reflection, review of student data, benchmarking best practices within the field, consideration of resource constraints, curricular review, personnel changes and needs, significant accomplishments, review of facilities, efforts to support the strategic plan, and an external review. In addition, as part of the self-study, departments/programs review and reflect on their assessment work since their last mid-point report, review their student learning goals/outcomes, including their curricular maps for the In-the-Major requirements, and develop a four-year plan to assess their student learning goals/outcomes until the following mid-point report. The mid-point reports are conducted in the fifth year between self-studies. As part of the mid-point reports, departments and programs self-reflect, review student data, consider resource constraints, and review and reflect on their assessment work since their last self-study, including the department/program student learning goals/outcomes. In the mid-point report, departments/programs also articulate their four-year plans to assess student learning goals/outcomes until their next self-study. The self-studies and mid-point reports are submitted to the Dean of Faculty/Vice-President for Academic Affairs and the FDA.

# Assessing Assessment

Every Middle States accreditation cycle, the SIE will be charged with reviewing the Institutional Effectiveness Process.

# Appendix A: Areas Engaging with Assessment

List of areas expected to engage in on-going assessment as determined by the IPPC Subcommittee on Institutional Effectiveness.

## **Academic Affairs**

Academic Advising

Academic Departments/Programs

Center for Leadership in Teaching and Learning

First-Year Experience

Institutional Research

Library

Off-campus Study & Exchanges

**Opportunity Program** 

Registrar

Sponsored Research

Sustainability

Tang

Special Programs, as needed

Idea Lab

The Office of Environmental Health and Safety for Academic Affairs

### **Enrollment**

Office of Admissions

Financial Aid Office

### **Advancement**

Alumni Engagement

The Office of Advancement

### **Communications and Marketing**

# **Finance and Administration**

**Campus Safety** 

**Dining Services** 

**Financial Services** 

Information Technology

## **Human Resources**

### **Student Affairs**

**Athletics** 

Career Development Center

Health and Wellness

**Health Promotions** 

**Health Services** 

Counseling

Residential Experience

Campus Life & Engagement

Office of Religious Life

**Student Success** 

**Student Conduct** 

**Student Academic Services** 

**Accessibility Services** 

International Student and Scholar Services

Peer Tutoring Programs

# Mapping Goals for Student Learning and Development to Curricular and Co-Curricular Activities with Assessments

	GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
1. 1	Knowledge			
a.	Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	Throughout the curriculum, but especially in:  Major General Education AQR Bridge Experience Global Cultural Perspectives Language Study Artistic Inquiry Humanistic Inquiry Scientific Inquiry	FYE peer mentors	<ul> <li>Department and Program reports</li> <li>AQR Assessment</li> <li>Planned General Education Assessments (Inquiries, Bridge Experience, Language, and Global Cultural Perspectives)</li> </ul>
b.	Understand social and cultural diversity in national and global contexts	<ul> <li>Inter Group Relations (IGR)</li> <li>Civic engagement</li> <li>Some majors &amp; minors</li> <li>General Education         <ul> <li>Bridge Experience</li> <li>Global Cultural</li> <li>Perspectives</li> <li>Language Study</li> </ul> </li> </ul>	<ul> <li>Study abroad</li> <li>Student Diversity Programs</li> <li>Community service</li> <li>Religious and Spiritual Life</li> <li>Career Development Center</li> <li>Residential Life</li> </ul>	<ul> <li>Bridge Experience</li> <li>Global Cultural Perspectives</li> <li>NSSE</li> <li>NACCC</li> <li>HEDS Campus Climate</li> <li>Racial Justice Teaching Challenge Assessments</li> <li>HHMI/High Impact Experiences Usage assessment 2022-23</li> <li>Civic Engagement</li> <li>OCSE</li> <li>Some departmental and program assessments (e.g., BST)</li> <li>IGR Assessment</li> </ul>
C.	Demonstrate advanced learning and synthesis in both general and specialized studies	<ul> <li>Major</li> <li>Collaborative research</li> <li>Independent study</li> <li>Internship for credit</li> <li>General Education</li> <li>Senior Coda</li> </ul>		<ul> <li>Future Senior Coda assessment</li> <li>Department and program assessments</li> <li>HHMI HIE assessment</li> </ul>
	Intellectual Skills and Practice	71 1 11 11		100
a.	Think critically, creatively, and independently	Throughout the curriculum, but especially in:  • Collaborative research	<ul><li>Student Leadership Activities</li><li>Student Academic Services</li><li>Health Promotions</li></ul>	<ul><li>AQR</li><li>Dept and Program</li><li>Senior Coda</li></ul>

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
	<ul> <li>Independent study</li> <li>Internships for credit</li> <li>General Education         <ul> <li>First-Year Experience</li> <li>AQR</li> <li>Writing</li> <li>Senior Coda</li> <li>Artistic, Humanistic and Scientific Inquiry</li> <li>Information, oral communication, technology, visual, writing in the major literacies</li> </ul> </li> </ul>	<ul> <li>Residential Life</li> <li>SEE-Beyond</li> <li>FYE peer mentors</li> <li>Internships</li> </ul>	<ul> <li>Bridge Experience</li> <li>Writing</li> <li>Inquiries</li> <li>HHMI/HIE</li> </ul>
b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	Throughout the curriculum, but especially in:  Major  Collaborative research Internships for credit General Education First-Year Experience Senior Coda AQR Vriting Humanistic and Scientific Inquiry Information, oral communication, technology, visual, writing in the major literacies	<ul> <li>Peer Health Educators</li> <li>Student Academic Services</li> <li>FYE peer mentors</li> </ul>	<ul> <li>AQR</li> <li>Dept and Program</li> <li>Senior Coda</li> <li>Bridge Experience</li> <li>Writing</li> <li>Inquiries</li> <li>HHMI/HIE</li> </ul>
c. Communicate effectively	<ul> <li>Major and Minor</li> <li>IGR</li> <li>Collaborative research</li> <li>Documentary Studies</li> <li>Media and Film Studies</li> <li>Tang Teaching Museum</li> <li>General Education</li> </ul>	<ul> <li>Athletics</li> <li>Club and Leadership Activities</li> <li>FYE peer mentors</li> <li>Career Development Center</li> <li>Student Academic Services</li> <li>Residential Life</li> <li>Counseling Center</li> </ul>	<ul> <li>In the Major Literacies</li> <li>Bridge Experience</li> <li>Senior Coda</li> <li>Language</li> <li>Writing</li> </ul>

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
d. Interact effectively and collaboratively with individuals and	<ul> <li>First-Year Experience</li> <li>Bridge Experience</li> <li>Senior coda</li> <li>AQR</li> <li>Global Cultural Perspectives</li> <li>Language study</li> <li>Writing</li> <li>Information, oral communication, technology, visual, writing in the major literacies</li> <li>Some majors and minors</li> </ul>	Writing Center      FYE peer mentors	Some Department and Program assessments
across social identities	<ul> <li>IGR</li> <li>Civic engagement</li> <li>Documentary studies</li> <li>Writing Center</li> <li>General Education         <ul> <li>First-Year Experience</li> <li>Bridge Experience</li> <li>Global Cultural</li> <li>Perspectives</li> </ul> </li> </ul>	<ul> <li>Peer health educators</li> <li>Peer tutors and mentors</li> <li>Athletics</li> <li>Leadership Activities</li> <li>Residential Life</li> <li>Community service</li> <li>Student Diversity Programs</li> <li>Religious and Spiritual Life</li> <li>Counseling Center</li> <li>Career Development Center</li> <li>Student Academic Services</li> </ul>	<ul> <li>NACCC Campus Climate Survey</li> <li>NSSE</li> <li>Racial Justice Initiative</li> <li>NCAA Athletic Training</li> <li>In It</li> </ul>
e. Engage in and take responsibility for learning; strive for excellence	Throughout curriculum but especially  Periclean Honors Forum Collaborative Research Internships for Credit General Education Senior Coda Information, oral communication, technology, visual, writing in the major literacies	Throughout co-curriculum but especially     Student Access Services     Summer Experience Fund     HPAC	<ul> <li>Future Senior Coda Assessment</li> <li>In the Major Literacies</li> <li>HHMI/HIE</li> <li>NSSE</li> <li>HEDS Alumni</li> </ul>
III. Personal and Social Values			
Examine one's own values and their use as ethical criteria in thought and action	<ul><li>Some majors &amp; minors</li><li>IGR</li><li>Civic engagement</li></ul>	<ul><li>Peer Health Educators</li><li>Athletics</li><li>Religious and Spiritual Life</li></ul>	Sustainability Plan (2020 & annual reports) Assessment of Bridge Experience

	Honor code	Community service	
	<ul> <li>Sustainability</li> <li>General Education         <ul> <li>Bridge Experience</li> <li>Global Cultural</li> <li>Perspectives</li> <li>Information Literacy</li> <li>Visual Literacy</li> </ul> </li> </ul>	<ul> <li>Career Development Center</li> <li>Counseling Center</li> <li>Sustainability</li> </ul>	
b. Interrogate one's own values in relation to those of others, across social and cultural differences	<ul> <li>Some majors &amp; minors</li> <li>IGR</li> <li>Civic engagement</li> <li>General Education         <ul> <li>Bridge Experience</li> <li>Global Cultural</li> <li>Perspectives</li> </ul> </li> </ul>	<ul> <li>Religious and Spiritual Life</li> <li>Community service</li> <li>Residential Life</li> <li>Student Diversity Programs</li> <li>Study abroad</li> </ul>	<ul> <li>Bridge Experience</li> <li>Some Departments and Programs (IGR,BST)</li> <li>Off Campus Study</li> <li>IGR Self-Study and annual assessments</li> </ul>
c. Develop practical competencies for managing a personal, professional, and community life	<ul> <li>IGR</li> <li>Pre-professional programs</li> <li>Civic Engagement</li> <li>Advising</li> <li>General Education         <ul> <li>First-Year Experience</li> <li>Senior Coda</li> <li>AQR</li> </ul> </li> </ul>	<ul> <li>Career Development Center</li> <li>Residential Life</li> <li>Community service</li> <li>Student Academic Services</li> <li>Opportunity Program</li> <li>Counseling Center</li> <li>Health Services</li> <li>Leadership Activities</li> <li>Athletics</li> <li>Peer Health Educators</li> </ul>	<ul> <li>FYE Survey</li> <li>FYE external review?</li> <li>Advising?</li> <li>Student Access Services?</li> <li>Academic Probation and Waiver and 4-Year Graduation         Assessment     </li> <li>First Destinations &amp; other career development</li> <li>IR Occasional Papers on post-Skidmore Degrees and W         Grades Taken etc.     </li> </ul>
d. Apply learning to find solutions for social, civic, and scientific problems  IV. Transformation	<ul> <li>Some majors &amp; minors</li> <li>Civic engagement</li> <li>Collaborative research</li> <li>Office of Sustainability</li> <li>Internships for credit</li> <li>General Education         <ul> <li>Bridge Experience</li> <li>Senior Coda</li> <li>AQR</li> </ul> </li> </ul>	<ul> <li>Community service</li> <li>SEE Beyond</li> <li>Summer Experience Fund</li> <li>Startup Skidmore</li> </ul>	<ul> <li>Bridge Experience Projects</li> <li>Senior Codas</li> <li>HHMI/HIE Usage</li> <li>Sustainability</li> <li>Civic Engagement</li> </ul>

GOALS	CURRICULUM	CO-CURRICULAR ACTIVITIES	ASSESSMENTS
a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	<ul> <li>Some majors &amp; minors</li> <li>Civic engagement</li> <li>Internship</li> <li>Collaborative research</li> <li>General Education         <ul> <li>Senior Coda</li> <li>AQR</li> <li>Artistic, Humanistic &amp; Scientific Inquiries</li> </ul> </li> </ul>	<ul> <li>Community service</li> <li>Athletics</li> <li>FYE peer mentors</li> <li>Leadership Activities</li> <li>SEE Beyond</li> <li>Summer Experience Fund</li> <li>Career Development Center</li> </ul>	<ul> <li>Future Senior Coda</li> <li>HHMI/HIE Usage</li> </ul>
b. Embrace intellectual integrity, humility, and courage	<ul> <li>Honor Code</li> <li>General Education         <ul> <li>First-Year Experience</li> <li>Bridge Experience</li> <li>Senior Coda</li> </ul> </li> </ul>	FYE peer mentors	Future Senior Coda
c. Foster habits of mind and body that enable a person to live deliberately and well	<ul> <li>Liberal Arts Education</li> <li>Physical Activity courses</li> <li>Peer Health educators</li> <li>Peer mentors</li> <li>Advising</li> <li>General Education         <ul> <li>First-Year Experience</li> <li>Senior Coda</li> </ul> </li> </ul>	<ul> <li>Athletics</li> <li>Counseling Center</li> <li>Religious and Spiritual Life</li> <li>Health Services</li> <li>Residential Life</li> <li>Career Development Center</li> <li>FYE peer mentors</li> <li>Physical Activities</li> <li>Leadership Activities</li> <li>Health Promotions</li> <li>Community service</li> <li>Club sports</li> </ul>	<ul> <li>Health and Wellness Satisfaction Survey</li> <li>HEDS Alumni</li> <li>Campus master planning</li> <li>Residential Life</li> <li>Student Affairs Assessment</li> </ul>
d. Develop an enduring passion for learning	Throughout curriculum but especially  • General Education  ○ First-Year Experience  ○ Bridge Experience  ○ Senior Coda  ○ Artistic, Humanistic & Scientific Inquiries		<ul> <li>First Destinations</li> <li>Post-Skidmore Degrees</li> <li>HEDS Alumni</li> <li>Senior Coda</li> </ul>

# Appendix C:

Matrices Mapping Department/Program
Student Learning Goals to the College
Goals for Student Learning & Development

# **American Studies**

	I Knowledge a. Acquire knowledge or			II. Intellectual Skills and Practice							& Social Values		IV. Transformation			
Students who graduate with an American studies degree should be able to:	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Locate, credit, and effectively evaluate primary and secondary sources.					х											
Approach any inquiry with multiple methods and approaches.	х				х								x			
Produce scholarship that cuts across and bridges traditional disciplinary lines.			х							х			x			
Be reflexive and ask questions of sources, texts, and ourselves.				х					х	х				х		
Demonstrate written communication skills — i.e., write well in clear, concise English prose											x				х	
Exhibit oral communication skills — i.e., speak well in class, extemporaneously and formally.											х				х	
Demonstrate facility with presentation skills, tools, and technologies.											x				x	
Design and execute small and large-scale research projects.											х	х				
Consider the epistemological implications of how we know what we know.	х				х								х		х	
Understand that American identity and culture are shaped by social and political forces and historically and geographically contextual/contingent.		x			х											
Examine questions of social justice and equity across intersectional identities.		х					х								х	
Make connections between course work and the larger world.		x					х								x	
Embrace an enduring passion for learning.																х

# Anthropology

		I Knowledge			II. Intelle	ctual Skills and Prac	tice			III. Personal 8	Social Values			IV. Tran	sformation	
Graduates of Skidmore's anthropology program should be able to draw on anthropological information and ideas to address the complexities of the following questions	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
How is anthropological knowledge created?	x	x	х						х							
What are the origins of the human species and culture?	x	x	х													
What are sources of change?	×	x	х						x	х						
How does anthropology help us understand human history?	x	x	х													
What is the relationship between biology and culture?	х	х	х		х								х			
How do anthropologists understand human biological and cultural diversity?	х	×	х		х		х		х	х						
How do humans create meaning?	x	x	х							х			х			
What is the place of humans in the natural world?	х	х	х				х						х			
What are the intersections between the local and the global?	x	х	х		х		х		х	х		х	х			
How are identities formed in relation to gender, class, race, and sexuality	x	х	х				x		х	х						
What is the relationship between the individual and society?	х	х	х			х	х		х	х			х			
How can anthropology engage current world issues?	х	х	х	х	х	х	х		х	х		х	х	х		х
In the course of their studies, anthropology students will acquire the following skills:																
Use anthropological concepts and ideas to think critically, challenge cultural generalizations and stereotypes, and productively engage cultural difference.		x		х			x				x	x	x			
Understand contemporary anthropology in the light of its history.	х		х		х					х						
Employ methods of data collection, conduct data analysis, and write evidence- based reports and papers.					х	х					x					
Employ theoretical concepts in writing.					х						х	х				
Follow the writing conventions in anthropology.						х		х								
Integrate visual information in papers and reports.					х	х					х					
Effectively deliver oral						х					х			х		
presentations.  Relate the anthropology major to current world							х	х	x	х	x	х	х			
issues. Relate the anthropology							X	X	×	x	X	X	x			
major to life after Skidmore.							Х	X	Α	X	X	χ	X			

# Art

		I Knowledge		II. Intellectual Skills and Practice						III. Personal 8	Social Values		IV. Transformation			
designing and making art is central to the art major. Art making engages critical thinking, creative problem- solving, and evaluation through sustained hands-on experience with materials,	a. Acquire knowledge or human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Gain knowledge in the practice of art, including:	celaneae															
The visual language of art and design.	Х															
Fundamental studio practice: materials, techniques, processes, and theory.	х				х											
A breadth of global and historical knowledge about art objects, creators, and diverse social/cultural	x	x														
perspectives.  A depth of knowledge in an area of concentration.			х					х								
Demonstrate skills and reasoning processes.																
Create original works of art and design utilizing traditional and contemporary technologies.				х	х			х								
Organize, analyze, and interpret visual phenomena using problem solving skills.				х	х											
Create a body of work that integrates critical thinking with technical proficiency in process-oriented learning.			x	х	х			х								
Interrogate concepts from their position in a socially diverse culture.		х		x	x	×	х			х				х		
Communicate effectively in critiques, discussions, and writing; respectfully responding to different perspectives and views.		x	х			x	x				х			х		
Evaluate their individual art making and that of their peers through critical reasoning about the use of materials, formal elements and content.				х	x	x										
Integration and application of learning																
Recognize how the visual language of art and design, materials, and processes, contribute meaning to the world.	х	х	х										х			
Develop the capacity to synthesize knowledge from other academic fields into studio practice.			x	х	х								х			х
Engage in substantive self- directed artistic activity.			x	х				х					х			х
Bring a developed artistic sensibility to thoughtful practice in a range of life pursuits.													х		x	x
Contribute to the cultural, intellectual, and educational life of the community.											х	х			х	

# **Art History**

		I Knowledge		II. Intellectual Skills and Practice III. Personal & Soc				Social Values			IV. Tran	sformation				
	a. Acquire knowledge or human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Knowledge, The student will gain:	COLONGOC															
Familiarity with the terminology necessary for the historical study and discussion of objects.	х	х	х	х	х	х		х								
Global and historical breadth of knowledge about objects and their creators, audiences, and cultural contexts.	х	х	х	х	x			х	х	х			x	x	x	x
Knowledge of the creative process, including the possibilities and limitations of various media, acquired through the direct experience of making art.	х	x	х	x	x			x	х	х			x	x	x	x
The student will be able to: Recognize and understand different methodological approaches to analyzing objects.	х	х	х	х	х			X		х		х	х	x		
Communicate persuasively in both writing and speaking.			х	×	х	x	х	×	х		х	х	х	x	х	
Reason persuasively, i.e., present a thesis, support that thesis with visual and historical evidence, and come to logical conclusions.			х	х	x	х		х	х	х	х	х	х	х	x	
Formulate insightful questions about objects and answer them through research and creative thinking.	х	x	х	х	х	х		х	х	х	х	х	х	x	х	
The student will graduate with:																
An understanding of the agency of visual representation and experience in both the past and the present, and an interest in the diverse values and ideas evident in the visual expression of different cultures and periods.	x	x	x	x	x			x				x	x	x	x	х
A recognition of objects as experienced in particular environments (including original and intended locations as well as museums and galleries), and the limits of working with reproductions.	x	x	х	х	x			х								
A respect for and willingness to engage productively with modes of visual expression and experience that are unfamiliar (whether temporally, geographically or culturally).	х	х	х	х	х		х	х	х	х	х	х	х	х	x	х
An ability to apply habits of critical seeing and historical and cultural awareness to visual experience in everyday life beyond the classroom.	х	х	х	х	x		х	х	х	х	х	х	x	x	x	х

# **Asian Studies**

		I Knowledge			II. Intelle	ctual Skills and Prac	tice			III. Personal &	Social Values			IV. Tran	sformation	
	a. Acquire knowledge or human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Through multi-disciplinary curricular work, students will encounter in a substantive way the patterns of cultural life of a specific Asian culture as well as more general exposure to Asia as a whole. Students will develop the skills to act both sensitively and confidently within an Asian culture.	х					x	x			x	x				х	
Students will develop foundations for proficiency in an Asian language as a foreign language to enable them to communicate within the context of an Asian culture.	х					х	х									
Students will prepare for an interconnected world in which the communities, cultures, countries, and economies in Asia play increasingly central roles. The program prepares students to understand the mutually constituted nature of the past and the present.		x					х								х	
Students will develop intellectual skills through extended exposure to different cultural systems and the awareness of similarities and differences that comparison stimulates. Students will be able to understand the value of cultural difference, while deepening awareness of the complexity of cross-cultural judgments/critique with respect to ethics and justice, power and privilege. Comparison also yields an ability to interrogate different points of view on matters of significance within the area of study.		×	x	×	х		x		×	x		x			x	
The Asian Studies program cultivates an awareness of how disciplinary perspectives shape our understanding through regioning fleds through regioning fleds through regioning fleds this policies, interature, politics, language and interature, politics, philosophy, religion, and sociology. The program encourages students to develop skills in interdisciplinary research and writing focused on the complexity, diversity, and interconnectedness revealed when multiple disciplinary perspectives are conjoined.			x	х				x					x	x		х
<del></del>																

# Biology

Electron College offers   Content and the study of the content of in diverse area of a facility above. The content facility is experienced and specialized studies and specialized studies   Communication of the content of the cont	enduring passion
bodge in consultation with a faulty in the arts, and pulse and pul	enduring passion d for learning
Author Authority  Author Teacher  Author Teach	enduring passion d for learning
meter influendual interests and gazenite specified as action and productions, and productio	x
meter influendual interests and gazenite specified as action and productions, and productio	x
Content of moderal brokery.  Content of moderal brokery.  A so floated support for, Cold Theory, the Central brokery of Content of Moderal and Brokery.  A so floated support for, Cold Theory, the Central brokery of Moderal and Brokery.  A so floated br	
Describe the central tenets of and facial support for, or a facial support for facial support for, or a facial support for facial support for, or a facial support for, or	
di, and final support for, Call Theory, the Central support for, Call Theory, the Central support for, Call Theory, the Central Support for Call Theory, the Central Support for Call Theory, the Central Support for Call Theory of Central Support for Support Suppo	
Cell Theory, the Central Organ of Molecular Biology, and the Theory of February 19 Februar	
Degme of Molecular Biology, and the Theory of Biology, and the Biology of Biology of Biology of Biology, and the Biology of Biology	х
and the Theory of Foliation.  Recognize similarities and differences among major of the Control	x
differences among major standown among major stando	х
taxonomic groups and their Margine Lagrangers.  Process of Sological Inquiry:  Process of Sological Inquiry:  Note research questions and developments using observational and with the sological Inquiry:  Use quantitative researcing to the sological Inquiry:  Use quantitative researcing	х
biological agent force.  Pour research questions and X X X X X X X X X X X X X X X X X X X	
Process of biological imputy:  Place research questions and X X X X X X X X X X X X X X X X X X X	
Pare research questions and X X X X X X X X X X X X X X X X X X X	
devolop testable hypotheses.	x
Observational and   X	^
experimental paradigms.  Use quantitative missioning to analyse responsibility of the property	
Use guaratistie resoring to studyle research forbidgs.         X         X         X           subject research forbidgs.         X         X         X         X           subject research forbidgs.         X	х
analyee research findings.  A A A A A A A A A A A A A A A A A A A	x
coentric context. Information transpare;	×
Science, Current Control Contr	x
Define the room of that	+
Delite to despe of start	
research questions /theses	×
and determine the relevance of a continue to the relevance of	
Access relevant updilibed	+
Acces inconsequently and a consequent of the consequence of the conseq	×
database.	4
critically reviewed prior to its	x
dissemination.	4
Acces, use, and de Information in ethical and X X X X X X X X X X X X X X X X X X X	x
appropriate fashions.	^
Written Communication:	
Witte about scientific	
Write about scientific books scientific X X X X X X X X X X X X X X X X X X X	
in the style and format of an	
experienced biologist.	
Maintain properly written	
sourieurly restrict the control of t	
Write formal laboratory	
reports in the format and X X X X X X	x
style of a paper in a scholarly black of a paper in a paper in a scholarly black of a paper in a pa	
Oral Communication:	1
Organize material logically	
and provide effective X X X X X	
transform	+
effectively supports the precedition and is x x x x x x x	
presentation and is	
Appropriate to the audience.	+
Use alterity recriniques (locature, exertine, exertine)	
Contact, granter, eye Contact, and vocal Contact, and vocal Contact, and vocal X X X X X	
express/emensos) that are appropriate to the haudinox X X X X X X X X X X X X X X X X X X X	
appropriate to the adultative land adultative land adultative land adultative land land land land land land land land	
engaging.	
Present a central message	
that is consist and convincing [	
appropriately emphasized, X X X X X X	x
and evidence-based): Relevance of the restral	
Relevance of the central message is clearly stated.	
Draw on knowledge to	
confidently field questions X X X X X X X X X X	x
from the audience.	1
Identify and use appropriate	
medinology for inquiry at monotoxis, collaboration X X X X X X X X X X X X X X X X X X X	
molecular, celular, X X X X X X X X X X X X X X X X X X X	
levels.	
Identify appropriate	
strategies to organies, store, and orderee samples, date, 2 x	
or observations.	
Select appropriate software	
to summarize and/or draw inferences from data or X X X	
observations.	
Visual Literacy:	
Create, describe, and	
interpret figures and/or tables satisfies for equilating	
combinations of continuous	
and/or categorical	
phenomena.	1
use wass in order to lighter for the control of the	
deserving systems, sither for the visual articulation of the visual articulation of	
hypothesis of to measure Congraence between deserveen des deserveen deserveen deserveen deserveen deserveen deserveen de	1
hypothesis of to measure Congruence between Ideamend and predicted Index of the Congruence between Ideamend and predicted	
Psycothesis of to measure	
Pspoffseis of to measure congruence between dependent of the purpose of communicating with the purpose of communicating X X X X X X X X X X X X X X X X X X X	
hypothesis of to measure congraence between diserved and predicted volume. Use visuals for the purpose of communicating	
hypothesis or to measure congruence between X X X X X X X X X X X X X X X X X X	
hypothesis of to measure congruence between observed and predicted values. Use visuals for the purpose of communicating	x
hypothesis of to measure congruence between discharged and gredderde elselse. Use visuals for the purpose of commissioning X X X  X  X  X  X  X  X  X  X  X  X  X	x
hypothesis or to measure congruence between X X X X X X X X X X X X X X X X X X	x

# Chemistry

	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	l Knowledge  b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	II. Intelle b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	ctual Skills and Pra c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
In order to engage in and take responsibility for their own development to strive for excellence (lle), each student majoring in chemistry will learn to: Content-based								х								
Understand science is a systematic and inquiry-based human enterprise to better comprehend the natural world based on empirical evidence and is influenced by the cultures of its practitioners; chemistry, in particular, is the science of the composition, structures, properties, analyses, reactions, and syntheses of matter.	x		x											x		
Understand and apply chemical models to describe and predict the composition, structures, properties, energetics, behaviors, mechanisms, and reactivities of matter at appropriate levels of sophistication.	х		x	x	х											
Understand the physical basis for spectroscopic and analytical technologies as well as their appropriate uses.	х		х	х	x											
Develop chemical models to understand nature based on empirical evidence.			х	х	х			х						х		х
Apply chemical knowledge and understanding to socially significant endeavors.									x	х		x	х			
Skill-based Use both qualitative and quantitative methods to solve chemical problems.				x	х											
Design and conduct increasingly sophisticated chemical experiments.			х	х				х			х	x		х	х	х
Critically interpret, evaluate, and analyze scientific information including chemical literature and data.			х	x	х											
Effectively communicate scientific information in oral, written, and visual formats to both professional and general audiences.			х	×		х							x			
Collaborate in an inclusive manner to pursue common goals.							x			х						
Employ responsible and ethical practices in interactions with others, experimental design, data collection and analysis, documentation, reporting, and attribution.			х	x					х	x			x	x		
Assess safety concerns both in and out of the laboratory and employ best practices to address.				х							х	x	x		х	

# **Classics**

a. Acquire encoverage or human cultures and the functional part of the Classic Department are empower students exploring classical antiquity to:  Read Greek and Latin procedular and historical settings.  Read critically and analyze closely literary texts and leaves the consequence of the consequen	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
and poetry within their larger X X X X Continual and historical settings.  Settings.  Read critically and analyze		
Read critically and analyze	x	x
Usey relady veta, and AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA		х
Identify and assess selected X X X X X X X X X X X X X X X X X X X		x
Read and analyze historical documents within their social contexts and evaluate the role of the individual in another cuttrees.	х	х
Present orally and in written form an argument supported by primary and secondary sources.	x	x
Develop multi- and cross- cultural perspectives and apply them to gender, ethnic, and social registers.  X X X X X X X X X X X X X X X X X X X	x	x
Assess and present scholarship of a theoretical nature and apply theory to both primary and secondary sources.	х	х
SOURCE. VISUAL URSUAL VISUAL V		
Isolate the appropriate visual materials for assignments x x x x x x x x x x x x x x x x x x x	х	
Interpret visual materials in isolation and in their original X X X X X X X X X	х	х
Analyze visual materials for historical, and storical, and or cultural significance.	х	х
Deploy visual materials a proprietely in assignments and assessments.  INFORMATION LITERACY	х	х
leterify and secondary sources for assignments and assignments.	х	
Acquire the research stills to a x x x x x x x x x x x x x x x x x x	x	х
Evaluate the merits of those sources in terms of content and reliability.	х	х
Incorporate those sources in the properties of the properties of the project.  Employ ethical and legal standards when full tilling	x	х
	^	
a close readings of original X X X X X X X X X X X X X X X X X X X	x	х
texts orally.  Construct and present oral  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y	x x	х
analyses of unex exists.  Construct and present oral analyses of translations, vs.	x	x
so forth.  Develop the skills to make oral presentations in public settings.  X X X X X X X X X X X X X X X X X X X	х	x
TECHNOLOSY LITERACY  Deploy scholarly databases to scquire, manage, evaluate, or xx x x x x x x x x x x x x x x x x x	x	x

# **Computer Science**

		I Knowledge			II Intelle	ectual Skills and Pra	ation		I	III Dassanal R	Social Values		T	B/ Trans	formation	
discipline defined by the types of problems it addresses and the methods it uses to address these problems. In designing solutions students must know how to write programs	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Students can compare and evaluate data structures and algorithms and know how to use the most appropriate data structures with respect to the requisite algorithms to solve a variety of problems efficiently	X		x	х	х							x				
Students can develop software solutions that solve a variety of problems using appropriate languages and software designs, and understand how software interacts with hardware.	x			x	x			х				x	х	x		х
Students can communicate effectively using accepted standards of the profession. Students will appreciate the			x			х	х	х								
creative aspects of computer science.	х		х	х	х		X	Х					х	X		х
, Understand the use of algorithms and programming to solve problems. & Learn the use of development environments to write/test/debug programs effectively.	x		x	x	х	х						x				
Visual Literacy, Read and interpret different forms of graphical information /diagrams & Create or choose appropriate visuals/diagrams/pictures to convey information effectively.			x	x	x	x	x									
Oral Communication: Students will observe organized presentations with introduction, middle and conclusion, containing language appropriate for the audience delivered effectively; tudents will create an organized presentation with an introduction, middle and conclusion; Students will use language/jargon appropriate for the audience; tudents will deliver their presentation effectively and keep the audience engaged				x		х	x									
Information Literacy: Students will acknowledge sources and use information with integrity & Students will be able to evaluate information and sources critically for relevance and accuracy	х				х						х					

# **Dance**

Part			1 Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values		1	IV. Tran	sformation	
		physical world through study in the arts, humanities, languages,	h Understand social and	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	effectively and collaboratively	take responsibility	own values and their use as	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and	to find solutions	apply knowledge and creative throught	intellectual	mind and back that	d. Develop an enduring passion for learning
	Movement Literacy Students will learn to physically recall and reproduce movement patterns, as well as demonstrate the ability to describe and apply spatial, temporal, musical,			x		x	×		x								
	concepts.  Students will demonstrate the ability to evaluate	×			х	×	x	x	x								
	qualitative improvement, and apply physical corrections. Students will analyze and evaluate meaning in movement. They will deconstruct how dance is viewed and experienced by	×	х		х	x	x			x	×			x			
And the set of teachers are controlled by the set of th	manipulate, and create movement; ranging from short sequences and phrases			×	х				x	×				x	x		x
The control of the co	Students will demonstrate proficiency in classroom etiquette; recognizing how professional comportment, awareness of others, and no	×				x	x	x	x		×	ж				x	
The control of the co	VISUAL LITERACY				×						x						
Company   Comp	Students will have an experience in designing and creating visual representations of information learned in conveyence.			x	х		x										х
Total mentional mentional productions and all a submitted of the plants	production.			×			x	x									
Section of the property of the	Students will identify anatomical concepts and constructs as well as demonstrate the ability to implement the information into studio practice.	х				x							x				
Tables of the process	execute a formal research paper, including a peer review process.			x	×	×			×								х
Total control to studies and the properties of t	Students will produce critical				×	x					×						
Tributes of inflages from and describing from and substance of an and an analysis of the substance of an analysis of the subst	academic scholarship. Students will translate physical movement skills through safe and appropriate practices to various populations through civic engagement and pedagogical interaction.											х			×	x	
Tableton serior in consistent of the construction of the construct	Students will navigate the growing intersectionality between dance and technology through independent projects and											х	×		×		×
Tourises and additional additional and additional add	Students will demonstrate competence in various software programs to create music, lighting, and film for/of dance.	х		x	x												
schröning, floring, self entropy, self entro	Students will formulate and deliver oral critiques of dance																
Students will disagge and support the students will disagge and support the student su	technique, theory, and choreography through formal presentations and classroom					,			,		,				,		
Students will disagge and support the students will disagge and support the student su	and debate or justify their aesthetic choices. Students will analyze and articulate physical instruction to others involved in choreographic or pedagogical	×		x	•					x							х
Account for eaching a control of a control o	Students will design and present formal presentations and/or arguments based on scholarly research.			×	х	×	x		x					×	×		x
	Students will evaluate and discuss their academic performance and artistic growth.	x		×		×	×		×						×		x

ran	sformation c. Foster habits of	
d	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
_		
		x
	×	
_		х
		x
_		
_		
	×	
		х
_		x
_		x
		×
1		

### **Economics**

		l Kasuladas			U letelle	ectual Skills and Pra	-ti			III Dassauel 8	Social Values			N/ T	sformation	
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	I Knowledge  b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Understand how economic theories and models are formulated and appreciate their explanatory power.	х				x											
Be able to use economic models to evaluate current economic issues and public policy.				х	х							х				
Understand the role of historical and institutional context as conditioning policy making.	×			x						х		х				
Support students' growth in critical thinking and problem solving including choosing appropriate models and understanding their limitations.	х			x	х											
Understand the differing perspectives of economics and other social science fields.			х										х			
Analyze economic systems in a cultural, global, and/or social justice context.		х	х				х									
Appreciate the impact of economic activity on environmental and ecological systems.	x				x							x				
Appreciate the impact of economic activity on human well-being and welfare.					х							х		х		
Learn how economists use quantitative approaches to measure economic outcomes and test competing theories.	х		x		x						x					
Use appropriate search methods to find existing economic literature; find and access current and historical economic data.	х				х						x					
Use a variety of visual modes to display and communicate information about economic phenomena and relationships, including charts and graphs. Create presentations that effectively summarize research.					x	х					x					
Be proficient in the use of STATA (or R) econometric software to describe and summarize data and to investigate hypotheses using a variety of methods.	х		х		x	х										
Use appropriate data and empirical methods to evaluate economic research.	х		х		х											
Explain, debate and/or discuss models and economic phenomena. Work in groups.				х		х	x				х					
Both descriptive and persuasive writing regarding economic phenomena, conditions and policies.			х			х		х								
Create new knowledge by identifying and formulating a question or series of questions about some economic issue that will facilitate its investigation.			x	x								х				
ļ																

# **Education Studies**

		1 Februarie Pres			F 1992		-				F Santar Post and					
	human cultures and the	b. Conducting and and			5. Gather, analyse,		d steeds affectively and	a Former to had	a. Examine one's	5. Interrogate one's own values	c. Develop practical	d. Apply learning	a. Integrate and	S. Embrace	c. Pactor habits of	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, radural	b. Enderstand social and cultural diversity in national and global contents	c. Demonstrate advanced learning and cysthesis in both general and conclutiond studies	a. Think ordically, creatively, and independently	b. Gadher, analyse, integrate, and apply saited furns of information; understand and use	c. Communicate effectively	d steract effectively and collaboratively with individuals and access social	e. Engage in and take responsibility for learning, strue for excellence	a. Examine one's own-values and their use as ethical criteria in thought and action	one's own values in relation to those of others, across social and	practical competencies for managing a personal,	d. Apply learning to find colutions for social, ows, and scientific problems.	a integrate and apply knowledge and course thought from multiple disciplines in new	b. Embrace introductual integrity, humbly, and courage	c. Puzzer habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passoon for learning
	sciences, and social	contents			understand and use evidence		and across social identities	for excellence	thought and action	cultural differences	professional, and community/life	problems	disciplines in new contents	courage	well	
Students will understand the history of schooling in the																
United States, the intersection between social																
the creation and presence of structural advantage and																
disadortage is the institutions of schooling.																
Students will learn and eract teaching practices premised on constructions and court			×	×			*					×	*			
justice. Students will demandable																
content knowledge of the elementary subjects to be	*															
Students will demand to be																
development theories and consistent become theories to	*		×													
inform planning for instruction.																
Student will develop and demonstrate pedagogical																
Steracy, social studies, orange bealth, and			×								×					
technology.																
of instructional methods and ability to differentiate			×				*				×					
instruction based on student needs.																
Students will analyse data (individual, aggregate,																
to identify areas of understanding and					×											
misunderstanding in-order to plan instruction and					-											
needs of elementary students.																
Students will develop a																
learning and teaching, which will culminate in cludest				×				×	×	×	×				×	
tracking planning based on inclination, accessment, and				×				*	×	×	×			х	×	
Section of the control of the contro																
Students will understand professional efficis.																
obligations, expectations, standards and dispositions																
(self-directed learning, a talerance of ambiguity, cottoors, collaborators						×	*	×	×	×	×			*	×	×
acceptance and equity, and reflective practice) necessary																
capanistics. Students will understand professional ethics, obligatione, representation, collegatione, representation, collegatione, representation, collegationed bearing, a trivincian of anninguing, patennae, collaboration, assignation and requiring, and orffective practicely received to tracking. WRITING																
Westerna  Meseach and demonstrate  ordinal withing with intertion  to the cooled content of  education and outstand  or  education and outstand  an education and philosophy  Usins optimized:  documentation for  observation and accounted  (e.g., financia and advanta- student assessment).																
to the social context of education and schooling.				х	×					ж						
(r.g. developing and writing an educational philocophy)																
disconnectation for observation and accessment					×									*		
(e.g. formal and informal ctudent assessment).																
Develop curriculum and write developmentally appropriate				×									*			
leccon plans (e.g. annotated labitagraphies).																
Write reflections on educational planning and countries is a larger stars					×									*	×	
orfactions, journal entires). INFORMATION LITERACY																
Utilize research took and indicators of authority to																
determine the creditality of course; and lead to further special as provided.				×												
bibliographies, research papers).																
Understand the increasingly collaborative ssture of the														*		
of information and how to ofte the work of others.																
Suffering their external																
from multiple sources and draw reasonable conclusions																
interpretation of information in a dissertation of information					×											
philocophy, accreting educational data, making																
data and endence-based decrease in fieldwork).																
Understand how information cycleric are organized in																
information (e.g. use of research distallance),																
utilization of notional and state standards																
downer/D/Dorg																
Present information that utilizes multiple formats and						×										
comey a message (e.g. use of multimedia tools for						×										
tracking collaborative learning and instruction).																
Find, accept, and use visual																
media effectively (e.g. celecting quality materials and appropriate visual 2***				×		×										
for field work or presentations).																
interpret and analyze the meaning of images (e.g.				×	×											
anaryse graphed accessment data to make effective instructional decisions)				×	×											
Create and design meaningful stoad ments																
(e.g. create conceptual graphic organizers, decign													*			
eccons using visual images that support and enhance instruction).																
Understand the ethical, feest																
and sacral rosses currounding the creation, access and use			×								×					
Section of the control of the contro																
sted in/econd). TEORIGLIDBY LITERACY																
Utilize technology to enhance pedagogical associacher had					×							×				
factor a culture of learning. Identify, explore, evaluate																
and adopt new digital resources and books for			×													
making (e.g. use digital content in field work to meet the diverse needs of all																
students). Use technologyto analyze																
and understand data to inform instruction and outport students in wife					×											
leaning guals (e.g. decign and implement formative					×											
THOMOSCODY LITERACY  WILLIA D. NAME (A) PATRICIA SAN AND AND AND AND AND AND AND AND AND A																
Clearly communicate a central mescage (e.g.																
identifiable main theck point, lesson objective, or exact				ж		×										
Effectively communicate																
using senserly bechanged outh as posture, gestures, eye contact and voice to						×										
convey any mescages (e.g. classroom precentations and finishment are																
the language that is grammatically cannot. See																
of bras, and deberred in a manner appropriate for the				×		×	*									
orgeted audience. Organize content through																
and functions assistances for foreignated for the state of the state o				×		×										
discoons precentations, fieldwork instruction).																
Use cupporting material from credible, reliable, and appropriate sources backing principle ideas.				×									*	×		
procipie ideac.																

# **English**

		i Grandrige			1.000	annual States and Pro-	_			St. Personal &	Social Values			is but	demaion	
	human cultures, and the physical sourist through shally in the arts,	b. Understand social and cultural disentity in national and global	n Demonstrate advanced learning and options's in both	a Think orbitally, prestitely, and independently	b. Cather, analyse, integrate, and apply varied forms of information; understand and one existence	n Communication	d Interest effectively and collaborationly with indicates and arrows social identities	n. Engage in and take responsibility he inswing vision for excellence	a Examine and manufacture and their use as	in relation to those of others, arms, social and	provided competencies for managing a personal;	d. Apply insuring to final solutions for useful, sink, and useralife positions	a integrate and apply branchings and creative thought	h Eminuse intellectual integrity, humility and sourage	s. Poster habits of mind and body that makin a person to but deliberately and	d Develop an embering passion for inaming
	mathematics, reduced sciences, and usold	national and global sentents	general and specialized studies	independently	information; understand and use evidence	attentionly	anth individuals and arress social identities	for excelence	their use as ethical orderia in thought and action	errors social and rathered differences	personal, professional, and community life	and winted to problems	dissiplines in new sentents.	humility and movage	ber deliberately and well	he learning
IN III Statests should legin to demonstrate the shifty to:																
Frame questions alond how are read and unite within the discipline of literary studies.	×															
ne read and write within her dissipline of literary studies. Read clearly and its allowed to be samplestly of language. For malete questions almost an address' formed obtains and draw inforcement have patients; all language, wene, imageny). Carb and support a thesis.					×											
the complexity of language. For mulate quantities about an author's formal obstory.																
and stow inferences from patterns (of Language, verse, imagen).		*		*	*											
Carls and support a shorts.		×		-			*			*						
cultural contents and their bearing on literary meanings.							*			×						
Recognition between designation of an extraction of the contraction of					*						*					
Advance class conversation. Drough active Intering and								×			×					
contribution. and familiarity with																
general Literary beneral	x x				x x											
Orbinal perspendium, methods, and theories. The conventions of artists	×		×													
desamentation. Periods of Stenary Voltery.					i				×	x						
200 Level in addition in developing greater											-					
tophistration in the grack Interfact the 100 level, students in Hernburg courses																
should demonstrate the ability to: Should a lest in relation to																
termijomer, literary period. Read against a test, that is,				*												
to question its identifyinal or social assumptions.				× ×					×		×					
Define a topic independently. Engage the work of other orities and scholars, both in						×		×								
state discounties and in unities week.																
appropriate to literary studies.	×			*												
course should demonstrate the skilly to:																
uniting and the work of their perce in workship settings.				×			×	×								
Write factor, poems, and enarys that demonstrate fluency in the appropriate				×			×									
Deliver a single milegenderity. Forger for a world of little of the control of little																
cophistication in the grads Interior the 100 and 200 level, students in literature																
the shifty to Enact and interpret a work of																
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Students in condition writing sources should demonstrate																
White with technical application in relation to			×	×		×		×								
Capsione Experience  Take the initiative to plan			×		1	×	×	×								
and organise their projects. Work independently to suchide projects through their			×	1												
renima stages. Produce a major project that sprifesives and reflects back									×		×					
open work already completed in the major. Demonstrate assumence of																
the wider critical or artistic content that informs the project being completed.		*					*		×	×	×					
Participate in a community of other series; and artists where work they will be											×	×				
expected to artifage in an expected and constructive											×	x				
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more through the 200, 200, and 300 levels, a developmental are that																
culminates with their sepsione. We named that are of directorment than																
Students, will be able to differentiate among serious classification subsenses.																
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presentation; will be able to decipher scholarly arguments and enter the "communities"																
and enter the "conservation" oming solution, on a select topic will be able to smale behingsolver, and description																
properly will be able to ranigate the proliferation of bosseledge, in plotted and																
with street materials as they																
and 300 levels, a development of are that palmination with their																
appliere. We named that an of drostopment thus Dudents will be able to have																
med dual objects in a range of media; will be able to analyse shael objects in																
relation to differences, in medium; will be able to analyze the united and																
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political means of visual alignois; will be able to bloade visual alignois within	×						×				×					
political means of visual objects; will be able to observe visual objects within solveni and historical formework; will be able to understand the role that	x				*		×				×					
political means of should adoptive will be able to should return disprete within subtract and historical. It works within subtract and historical for sole that should return disprete from the should return disprete for more one subtract into it. These are not suitined into it.	x	*			*		×				×					
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political measure of security						х	х				×					
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### **Env. Studies & Sciences**

	a. Acquire knowledge of	I Knowledge			II. Intelle	ectual Skills and Pra				III. Personal 8 b. Interrogate	Social Values c. Develop			IV. Trans	sformation	
	human cultures and the physical world through	b. Understand social and		a Think critically	b. Gather, analyze, integrate, and apply		d. Interact effectively and	e. Engage in and	a. Examine one's own values and	one's own values	practical	d. Apply learning	a. Integrate and apply knowledge and	b. Embrace	c. Foster habits of	
	study in the arts,	cultural diversity in national and global	c. Demonstrate advanced learning and synthesis in both	<ul> <li>a. Think critically, creatively, and</li> </ul>	varied forms of information;	c. Communicate	collaboratively	take responsibility	their use as	in relation to those of others,	competencies for managing a	to find solutions for social, civic,	creative thought	intellectual integrity,	mind and body that enable a person to	d. Develop an enduring passion
	humanities, languages, mathematics, natural	national and global contexts	learning and synthesis in both general and specialized studies	independently	understand and use	effectively	with individuals and across social	for learning; strive for excellence	ethical criteria in thought and	across social and	personal,	and scientific	from multiple disciplines in new	humility, and	live deliberately and	for learning
	mathematics, natural sciences, and social				evidence		identities		thought and action	cultural differences	professional, and community life	problems	contexts	courage	well	
Basic Concepts. The students	******															
should be able to:																
social world and the natural																
world function as well as	×		x													
how they influence and are influenced by environmental																
issues.																
Understand the utility of an																
interdisciplinary perspective for studying interrelationships between																
interrelationships between			×		×											
humans and their environment and the issues																
that result from these																
interrelationships.																
Appreciate the complexity and importance of																
time and space. Specifically, students should be able to																
appreciate contemporary.				×	×											
historical, and future environmental issues as well																
as the interrelationships of																
as the interrelationships of local, regional, national,																
international and global environmental issues.																
Understand various intended																
and unintended	×			×	×											
consequences of human responses to environmental	×			*												
issues.																
Appreciate environmental																
issues and personal responsibilities as a member																
of a community, which									×	×						
includes the Skidmore																
campus community and beyond.																
Examine how personal and																
community values, ethical dimensions, and social		x						*	×							
justice relate to		-						_	-							
environmental problems.																
Skills and application. The students should be able to:																
Work in collaborative and																
interdisciplinary contexts to address environmental											×					
concerns.																
Generate a precise, nuanced																
thesis or research question,																
group and sequence ideas logically, and write																
group and sequence ideas logically, and write effectively for a variety of						×										
audiences (e.g., op-ed pieces, service learning reports, class																
research projects, lab																
assignments).																
Select, interpret, and create																
appropriate images, visual media, and data visualizations to aid in their						×										
visualizations to aid in their analyses and oral and written																
communications.																
Prepare and deliver a clear,																
cohesive and effective message and/or																
presentation which is well-						×					×					
organized, has a logical flow and includes appropriate																
supporting materials.																
Identify use and manage																
appropriate technologies (e.g., GIS, statistics,																
MATLAB, Excel) to acquire					×	×										
and analyze data and/or						•										
information and to communicate their results,																
findings, and/or conclusions.																
Critically evaluate and create																
information, and situate it in the appropriate information																
landscape or context.				×									×			
acknowledging sources and using information with																
integrity.																
Apply knowledge and skills to develop informed actions																
regarding environmental												×	×			
issues.																

# **Gender Studies**

	a. Acquire anowiedge or	I Knowledge			II. Intelle	ectual Skills and Pra	d. Interact		a. Examine one's	BI. Personal 8 b. Interrogate	c. Develop		a Integrate and	IV. Tran	sformation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and	c. Demonstrate advanced	a. Think critically,	b. Gather, analyze, integrate, and apply varied forms of	c. Communicate	effectively and collaboratively	e. Engage in and	bramme one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and	c. Develop practical competencies for	d. Apply learning to find solutions	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual	c. Foster habits of mind and body that	d. Develop an
	study in the arts, humanities, languages,	cultural diversity in national and global contexts	learning and synthesis in both general and specialized studies	creatively, and independently	information; understand and use	c. Communicate effectively	with individuals	for learning; strive for excellence	ethical criteria in	those of others,	managing a nersonal	for social, civic, and scientific	from multiple	integrity, humility, and	mind and body that enable a person to live deliberately and	enduring passion for learning
	mathematics, natural sciences, and social	contexts		,	understand and use evidence		and across social identities	for excellence	thought and action	cultural differences	professional, and community life	problems	disciplines in new contexts	courage	well	
										carrierences	community life					
Critically examine the dominant paradigms of sex and gender at different points across time and space.	x	×														
and gender at different	-	=														
Center knowledges that																
Center knowledges that emerge from the lived experiences of women and non-binary people	×	x					×									
non-binary people																
assumptions about the gender binary and how it																
ethnicity, nationality, social							x		х	х	×		×	x		
class, sexual orientation,																
gender tenary and how it intersects with race, ethnicity, nationality, social class, sexual orientation, ability, and other vectors of power to construct identity.																
Identify how feminist theories and analyses																
				x									x	×		
understanding of women and sender to challenge the				^	×								^			
understanding of women and gender to challenge the boundaries and concepts of traditional disciplines.																
Gain an appreciation for the diversity of feminist theories and perspectives and how these have evolved over time.																
diversity of feminist theories and nerspertives and how	×	×	×	×	×		×						×			
these have evolved over																
background of the academic																
background of the academic discipline of Gender Studies, including the development of Women's Studies and its	×	×	x		×		x		x			×				
Women's Studies and its																
relationship to social justice and liberation.																
Hadarmad ##																
information and be able to																
distinguish amongst them: scholarly sources (primary					×			×			×		×	×	х	
and secondary; historical and																
Understand different types of information and be able to distinguish amongst them: scholarly sources (primary ascendary; historical and contemporary), mass media, opinion pieces, etc.																
Have a good sense of how to judge the veracity and														×		
opinion pieces, etc. Have a good sense of how to judge the veracity and reliability of different forms of information.					×			×			×		×	×	×	
Be able to locate and to																
Be able to locate and to appropriately utilize different types of information for					×		×				×		×	×	x	
types of information for academic projects and assignments.					^								^		^	
Understand the specific context of information literacy within period stades, namely this gender stades, namely this gender stades, namely this gender facilities has a particular history of accepting as legitimate some sources of information that other academic disciplinac considerations of the stademic stademic consideration of the stademic sequences of color, non-binary people of color, non-binary people of color, non-binary people, critical readings of various types of texts; activity materials, songly quality, creation products, etc.).																
context of information																
literacy within gender																
gtudies has a particular																
history of accepting as legitimate some sources of																
information that other				х	×	ж				×			×			
"non-academic" — personal																
testimonies and lived experiences of women,																
people of color, non-binary																
various types of texts; activist																
materials, songs/quilts, creative products, etc.).																
ORAL COMMUNICATION, Be																
ORAL COMMUNICATION, Be confident and skilled in various forms of oral communication, including:																
communication, including:																
Asking questions and participating in respectful and productive classroom discussions.				×		×	×	×			x	x		×	×	
and productive classroom discussions.															-	
Presenting in front of an				×		×	×	×				x		×	x	
Presenting in front of an audience of one's peers and faculty. TECHNOLOGY LITERACY				^			*								^	
TECHNOLOGY LITERACY																
plethora of visual data —																
advertising, political propaganda, media images				×	×				x	×	×				×	
graphs and tables — with a				Α.	*				Α.		*				X	
gendered messages																
TECHNOLOGY LITERACY Learn to interpret critically a plethors of visual data — advertising, gelitical propaganda, media images, graphs and tables — with a particular focus on the gendered messages conveyed by those images. WRITING MAUR, Develop the caractive metter classifier to writer classifier.																
the capacity to write clearly and persuasively in a variety of "academic" modes:																
and persuasively in a variety of "academic" modes:																
Research papers of various lengths and degrees of sophistication, which																
sophistication, which conform to disrinlinary			×	x	х	x						x			x	
conform to disciplinary guidelines regarding																
composition, argumentation, citation and formatting.																
Academic essays of verious			x	x	×	x						×			x	
types: analytical, critical, personal.						^									^	

Foster habits of id and body that	d. Develop an
Foster habits of id and body that able a person to deliberately and well	d. Develop an enduring passion for learning
×	
x	
x	
x	
x	
x	
x	
x	
x	

### Geosciences

Section   Process   Proc																	
Column   C		s. Acquire knowledge on	I Knowledge				ectual Skills and Pra		1		III. Personal 8				IV. Tran	sformation	
Column   C	College cooks to oppose	human cultures and the									b. Interrogate	c. Develop	d Apply learning	a. Integrate and	h Embraca	c Easter habits of	
Series of the se		physical world through	<ul> <li>b. Understand social and</li> </ul>	c Demonstrate advanced	a Think critically	integrate, and apply		effectively and	e. Engage in and	own values and	in relation to	competencies for	to find solutions	apply knowledge and	intellectual	mind and body that	d. Develop an
Section 1.	scientific evoloration of our	study in the arts,	cultural diversity in	learning and synthesis in both		varied forms of		collaboratively	take responsibility	their use as				creative thought			enduring passion
Service of the servic	planet (la lc lla lVc) The	humanities, languages,	national and global	general and specialized studies	independently	information;	effectively	with individuals	for learning; strive	ethical criteria in	across social and	nersonal	and scientific	from multiple	humility and	live deliberately and	for learning
SCHELL PROPERTY OF THE PROPERT	geosciences major allows	mathematics, natural	contexts	Server and opening					for excellence	thought and	cultural	professional, and	problems	disciplines in new	courage	well	
Common	students, in consultation with	sciences, and social				evidence		Identities		action	differences	community life		contexts			
March	Students will acquire sound	7410400															
Section 1985   Sect	skills in																
Sententification of the senten	Problem-solving.				×	×			×								
SCHOOLEGUES   1	Scientific research.				×	×			×			×	x	x	×	x	×
Seat Septiment of the seat of	Communication.			×			×	×				×					
Section 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Acquire a broad																
Section of processors of the control	understanding of the	×	x	×		×			×				×				
March 1964   March 1965   Mar	geosciences in general.																
March and Marc	Develop specific knowledge																
March 1999	of one area of geosciences in	x	×	×		×			×				×				
March 1999	greater depth.																
Company on share with a share w																	
Management	Apply their understanding of																
Management	Earth processes in a liberal									×	×	×	×	x		×	×
March   Marc	arts context to contemporary																
March   Marc	issues affecting humans.																
Transferred to de server de control d																	
Part	for professional careers in																
Marche   M	geosciences and other																
Technology of the control of the con	related fields requiring or		×		×		×	×				×	×	×			
Common   C	benefitting from a																
Transport Standard St	geosciences background.																
To change the service of the control	Develop a strong foundation														_		×
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Comment of the control of the cont	Information Literacy																
Comparison of	Understand how science is																
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Financiar of stronger and stron	time by many practitioners																
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According and country  Controlled and Country  C					×	×											
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Sementary for a different property of the first property of the fi	Inderstand and clearly																
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Interest beginning recorded.  Interest and efficient early of the control of the	Efficiently search for and																
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Necessary of fiveness and seasons and seasons are seasons as a season of the response of the seasons of the sea	Visual Literacy																
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Authorize geocentific data.  Is able to interprete and graphical controls, including many and an advantage of the controls of the controls of the controls of the control of the control of the controls of the control	Understand different ways of	x			×	×						×					
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registed stormer, underlang and properties of the state o	Be able to interpret and																
and temperated allows  Contact graphical  Contact g	explain information from																
and temperated allows  Contact graphical  Contact g	graphical sources, including	x		×	×	×	×					×		x			
Totals graphical data that the control of the contr	multi- dimensional, spatial,																
Conte graphical representations of data that Content of the Conten	and temporal data.																
representations of data that clarify communicate schedil credits.	Create graphical																
Closely communicate countries with the sources of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager, I will be a source of graphical data and minager and	representations of data that											~					
Scientific resists.	clearly communicate			^		^	_					^					
resplicated data and imagery.  Create digital representations of information in ways that control i	scientific results.																
resplicated data and imagery.  Create digital representations of information in ways that control i																	
Technology Unersey  Coate digital representations of internation ways that internation ways that it is a control of the coate of the co				x			×		×								
Create digital representations of information in ways that clearly communicate results.																	
representations of information ways that Cash communicate results.  Cash communicate results.  Cash communicate results.  X  X  X  X  X  X  X  X  X  X  X  X  X	Technology Literacy																
Information in ways that clearly communicate results.  Access and manipulate creatis.  Access	Create digital																
information in ways that Access and manipulate Access and manipula	representations of					×	×		×			×	×				
Access and manipulate digitally archived polic.  X X X X X X X X X X X X X X X X X X	information in ways that																
digitally actived police great contents.  Understand principles and may be applications of a content of the con																	
description data sources.    Montestand principles and major applications of x	Access and manipulate																
Understand principles and major applications of a technology used in general major applications of technology used in general major app	digitally archived public	×	×	×	×	×		×	×								
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Effective Oral Communication Be able to effectively communication Be able to effectively communication Be able to effectively communication Bell to the property of the proper	reciniology used in																
Communication	Effections Oral							1									
Be able to effectively genderated to genderate to gendera																	
communicate about general audiences.  Description and personal processing and																	
pescience to general handwisers.  Develop effective and Communication shift to the communication scientific reformality or communicate scientific research reformality or communication scientific research reformality or communication or communi	oc aute to errectively																
businesses.  Declaye effective and communication stills to declayed by the control of the contro				×		×	×	×			×	×			×		
Decelop effective and communication shift to define scientific information to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formally communicate scientific efformation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pieces.  Be able to formation to an audience of pie	audiences																
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deliver scientific information to an audience of piecs.  Be able to formally X X X X X X X X X X X X X X X X X X	pevelop effective oral																
to an audience of pees.    Dear back to formally communicate scientific   X	deliver scientific information			×		×	×	×			×	×			×		
Be able to formally communicate scientific research results.  ### X X X X X X X X X X X X X X X X X																	
communicate scientific exervatives to the communicate scientific exervative states to the communication of the com	Re able to formally																
research results.    Communication   Communica	communicate scientific			y		×	×	×			×	×			Y		
Effective Written Communication Synthesizes and cite information from a writery of x  sources. X  x  x  x  x  x  x  x  x  x  x  x  x  x												_			_		
Communication Synthesise and circ expension from a verifiely of X X X X X X X X X X X X X X X X X X X	Effective Written																
Synthesize and cite information from a wriety of x  x  x  x  x  x  x  x  x  x  x  x  x	Communicatno																
information from a variety of X X X X X X X X X X X X X X X X X X																	
sources. Survive Survi	information from a variety of	×		×			×										
Articulate clearly hypotheses and methods for scientific x x x x x x x x x x x x x x x x x x x	sources.																
and methods for scientific X X X X X X X X X X X X X X X X X X X	Articulate clearly hypotheses																
research.	and methods for scientific			×			×					×					
	Develop proficiency in																
portugue y minimum y minim	expressing results includes																
expressing results, including x x x x addressing uncertainty in the	addressing uncertainty in the			×		×	×										
Journal of the Control of the Contro	findings.																
Convey the implications of	Convey the implications of																
findings for the geosciences	findings for the geosciences		x	×			×	×				×	×	×			
community and/or the public	community and/or the public.																
	Write effective independent																
Write effective independent at x x x x x x x x x x x x x x x x x x				x			×	×				×					

		I Knowledge			II Intelle	ectual Skills and Pra	etico			III Porconal 9	Social Values			IV Tran	sformation	
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social		c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Knowledge  Acquire knowledge of the human body's systems, the interdependence of these systems, and how these systems respond to exercise, diet, physical inactivity, disease, and aging.	x		x		x			x					x			
Understand the principles of nutrition and its impact on health and disease.	x		х		×							х	х	x		
Demonstrate scientific literacy orally, visually, and in writing.	×			×	×	х		х			х					
Understand the basic principles of epidemiology	х	х	Х		х				х	х		х	х	х	х	
Identify the major U.S. and global public health problems Skills & Practices		х	x	х	x			х		х		х	х	x		
Perform laboratory skills to study human health and physiological function	х				x			х			х		х	х		х
Develop the ability to prescribe exercise programs to a variety of populations by performing, analyzing, and interpreting health/fitness tests	х		x	х	х			х		х	х	х	х	х	х	х
Collect, analyze, and interpret scientific data	x		Х	х	х			х				х	х	х		х
Effectively communicate scientific data orally, visually, and in written form to both scientific and lay audiences Develop skills through						х					х					
research and internships for managing the health challenges in diverse populations		х	х	х	х		х	х	х	х	х	х	х	х	х	х
Assess, explain, and prioritize public health problems and identify selected approaches to address these problems Personal & Social Values		х	х	х	х		х	х	х	х	х	х	х	x	х	х
Understand the multiple determinants of and challenge assumptions about individual and community health			x													
Develop creative and evidence-based strategies to improve individual or community health			х	х	х		х			х		х				
Foster values and ethics appropriate in professional settings									х	х	х	х				
Appreciate and recognize the value of a collaborative and inclusive environment Transformation							х			х						
Integrate and apply knowledge across diverse disciplines to address human health problems			х		х							х	х			
Apply the skills and knowledge acquired in the study of health and exercise sciences to improve the quality of life in individuals and community			х							х		х				
Foster habits of a healthy lifestyle in self and others.									x	х	х	х	х	>*		
Exhibit professional integrity.  Develop a passion for lifelong									х					х		х
learning and a desire to share new knowledge. Develop educated citizens																^
prepared to thoughtfully engage with matters of public health policy.			Х							х	х		х	х		

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	& Social Values			IV. Tran	sformation	
	Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	their use as	b. Interrogate one's own values in relation to those of others, across social and cultural differences	competencies for managing a	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	enduring passion
Identify historical problem	X	X	X	Х			Х					Х			X	
Be able to craft/develop an argument	x	x	x	х				х	х		х	х	х	x	х	
Exhibit knowledge of topic area in papers	x				х				х		х		х	x		
Knowledge and use of historiography in papers	×	x			х		x		x	х			х		х	
Exhibit complexity in papers	X				X		Х	X							X	Х
Be able to use primary sources to make conclusions or arguments	x				x						х					
Proper use of citations					Х									Х	X	
Clear, cogent, elegant writing style			x	х		х		х			х			х		х

	a. Acquire knowledge of	I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
	a. Acquire kinowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Develop a polycentric worldview through achievement of intermediate competence in a second language	X	х					х		х	x			х			
Engage an array of international issues, opportunities, and challenges within interdisciplinary and multidisciplinary contexts	x	х	x				х						х	х		х
Understand basic knowledge requirements and theoretical approaches for addressing international issues, opportunities, and challenges in the political, economic, cultural, and physical environments.	x	x	x		x											
Demonstrate basic analytical and problem-solving skills related to international issues that utilize interdisciplinary and multidisciplinary approaches			x	x												
Communicate effectively, both orally and in writing, in addressing complex and interconnected international issues and problems						х					х					
Demonstrate the ability to work independently on a major project that deals with an international issue, opportunity, or challenge			х	х	х			х			х	х		x		х
Demonstrate a broad view of the world that is sensitive to cultural differences and recognizes the value of diversity	x	х					х		х	х			х	х		

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility	their use as	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Students will develop a fundamental conceptual knowledge of continuous and discrete Mathematics.	x		x	x	x	x							x			
Students will apply a variety of techniques to solve applied or computational problems.			x	х	×							х	x			
Students will have a facility in mathematical reasoning, an understanding of definitions, axioms, and theorems, and an ability to use them appropriately in formulating proofs.				х	x	x										
Students will communicate mathematics effectively in both written and oral form.						x										
Students will appreciate the cultural and aesthetic aspects of mathematics.								х					х			х

		I Knowledge			E. inseli	ectual Skills and Pra	ctice			III. Personal &	Social Values			N. Ton	formation	
	human cultures and the physical world through	b. Understand social and	c Demonstrate advanced	a Think cottically	b. Gather, analyze, integrate, and apply		d. interact effectively and	e. Engage in and	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in salation to	c. Develop practical compatencies for	d. Apply learning to find solutions	a. Integrate and apply knowledge and	b. Embrace intellectual	c. Foster habits of	d Develop so
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	<ul> <li>Gather, analyze, integrate, and apply varied forms of information; understand and use evidence</li> </ul>	c. Communicate effectively	emectively and collaboratively with individuals and across social identities	take responsibility for learning; strive for excellence	ethical criteria in thought and	one's own values in relation to those of others, across social and cultural	competencies for managing a personal, professional, and	for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts.	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
	sciences, and social				evidence		identities		action	differences	community life	-	contexts			
Seven Dimensions for Studying MRB in Context																
History, philosophy, and whice of management and bus hears courses that perside an opportunity for students to gain an historical understanding of the field and/or become familiar with experimental philosophical and which underprincing of business and management as two yeals to compressional decision-enaling.																
business courses that fulfill this dimension provide an opportunity for																
students to gain an historical understanding of	×			×	×	×	×						×	×	x	
familiar with the philosophical and ethical																
underpinnings of business and management as they relate to organizational																
decision-making.																
Media, technology, and innovation courses that fulfill this dimension																
provide an opportunity for students to engage with																
examine the role played by media, technology,				×		×					×					
and/or innovation in shaping organizations, the business world, product																
design and consumption, customerismployee communication, supply																
Madia, technology, and innovation custom that shall shall demandian provide an opportunity for students to sengue with and use technology or to the shall be shall be business world, product analysis of consumption, ander innovation is which is a shall be shall be shall be shall be shall be communication, supply chains, milation, supply chains, milation, supply chains, milation communication, supply chains, milation chains, supply chains, supply chain																
Culture and global awareness courses that fulfil this dimension																
provide an opportunity for students to understand both the cultural	×	×				×	×			×					×	
etc. Culture and global awareness occurse that fulfill this dimension provide an opportunity for students to undenstend both the cultural dimensions of persons and organizations as well as the global-cultural context of business.																
context of business.																
Creately and the arts courses that fulfill his dimension provide an opportunity for students to gain an apposition for the centrality of creativity and artistic transgission to business, organizations, and entrypense untilip white strutilla recousty helping studenting grasp the commercial dimension of artistic production and dissensination. Natural environment and Matural environment and																
opportunity for students to gain an appreciation for																
the centrality of creativity and artistic imagination to business, organizations.	×			×	×								×			
and entrepreneurship while simultaneously helping students green the																
commercial dimension of artistic production and dissemination																
disserination.  Natural environment and sustainability courses that fulfill this dissersion provide an opportunity for students to learn about close corrections between business organizations and the natural environment, while highlighting issues of sustainability.																
fulfill this dimension provide an opportunity for																
close connections between business	×			×	×							×	×		x	
organizations and the natural environment, while highlighting issues of																
sustainability.  Government and politics																
courses that fulfill this dimension provide an opportunity for students to																
gain an in-depth understanding of the	×				×	×			×				×			
complex relationship between businesses, organizations, national	×	×			×	×			x	x		×	×			
governments, and global institutions (e.g., the impact of regulatory																
autorities of the country of the cou																
Courses that fulfill this dimension prepare students to value and																
manage diversity in organizations by building an management of read and							x		×	×		x				
current inequities relating to disadventaged social									x	x						
developing skill sets that assist in sustaining																
policy). Course that fall this dimension prepare students to value and manage diversity in organizations by building an awareness of past and current inequities relating to disadvorrhaged social identity groups, and developing still sets that assist in sustaining inclusive workplaces. Learning Objectives.																
integrate their academic and experiential learning																
drawn from the management and the liberal arts curricula, as	×		×	×	×				×	×			×	x		
well as study abroad, community service, and internation, to understand	^		•	_ ^	_ ^				•	•			_ ^	•		
Learning Objectives Students will be able to integrate their excidentic and experiential learning drawn from the management and the liberal artic curricula, as well as ably abroad, community service, and internating, to understand internating, to understand management relationship to their communities.																
their communities.																
Students will have learned to discern ethical issues brains of different																
management disciplines and business contests.									×	×	×	x		×	x	
the significance of accepting responsibility to																
Studenta will have learned to discorn ethical issues bypical of different management disciplines and business condeas. Students will understand the significance of accepting responsibility for their actions are management of their actions are management and for compilance with relievant delival, legal, and negulatiny standards.																
regulatory standards. Students will have developed pinhal — 4																
multicultural perspectives on business that involve a																
sensovry and an appreciation of how different economic,	×	×	×	×		×	×			ж	×					
political and cultural contexts impact and are impacted by managerial																
policies and practices. Students will have																
written and oral communications that will				×	×	×		x			×			x	x	
enable them to become effective in their managerial work and in																
formal business. Students will have																
sufficient analytic and critical skills to be able to identify the appropriate																
quantitative and qualitative analyses required to recommend a			×	×	×			x			×	x	×	x	×	×
business strategy taking into account the inherent																
naxs and possibility of unintended consequences.																
Statement of the control of the cont																
required to be effective as leaders of groups at			×	×	×		×	х			×	х	×	×	×	×
amerers organizational levels of business and not for-profit enterprise.																
To prepare students committed to the process of lifelong learning and																
capable of pursuing careers in management, in				×	×			×	х		×				×	×
community leadership.																

		I Waaaadadaa			U tokall	ation I Chillian and Day	-61		1	III. D1 6	Social Values			B/ T	-f	
	a. Acquire knowledge of	I Knowledge			II. Intelle	ectual Skills and Pra	ctice							IV. Iran	sformation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	their use as	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Be able to define the scope of their research questions/theses and determine the relevance of acquired information.	х		x			х	х	х		х				x	х	х
Be able to access relevant published	X		x			X	х	X		Х				Х	X	
Be able to assess the degree to which	X		x			X	х							Х	X	X
Be able to access, use, and cite	X		X			X	Х	Х		Х					Х	X
Be able to create, describe, and interpret	X		x			X	X	Х		Х					Х	
Be able to use visuals in order to	X		X			X	Х	Х		Х					X	
Be able to use visuals for the purpose	X		X			X	Х	Х		Х					X	
Be able to create visuals suitable for	X		X			X	х	X		Х					X	
Be able to identify and use appropriate	X		X			X	Х			Х				Х	Х	X
Be able to identify appropriate	X		X			X	Х			X				Х	X	X
Be able to select appropriate software	X		X			X	X			X				Х	Х	X
Be able to organize material logically	X		X			X	X	Х		X			X	Х	Х	X
Be able to use precise language that			X			X	X	X		X			X	Х	Х	X
Be able to present a central message	X		X			X	X	Х		X			X	Х	Х	X
Demonstrate a breadth of knowledge in	X		X										X			
Apply scientific methods to neuroscience	X		X	X	X			X				X	X	Х		

	human cultures and the	1 Enowledge			B. Grather, analyse, imaginze, and apply varied forms of information; understand and use evidence	ectual Skills and Ps	d. litteract effectively and collaboratively with individuals and across social identities		a. Examine one's own values and their use as ethical criteria in thought and action	B. Personal & b. Interrogate one's own values	c. Develop practical	4. Apply learning	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contests	N. You	c Foster habits of	
	human cultures and the physical world through study in the arts, humanises, languages, mathematics, ratural	b. Understand social and cultural diversity in reational and global contexts	c. Demonstrate advanced learning and synthesis in both	a. Think orisically, creatively, and independently	varied forms of information;	c. Communicate effectively	effectively and collaboratively with individuals	e. Singage in and take responsibility for learning, ctrive for excellence	their use as ethical criteria in	b. Interrogate one's own values in relation to those of others, across cacial and cultural	c. Develop practical competencies for managing a personal, professional, and	d. Apply learning to find solutions for social, civic, and scientific problems.	apply knowledge and creative thought from multiple	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
	mathematics, ratural sciences, and social	continues	general and specialized studies	independently	understand and use evidence		and across social identities	for excellence	thought and action	cultural differences	perconal, and community life	problems	disciplines in new contents	courage	well well	tor learning
Upon completing a major in																
know (and be able to explain or utilize)																
significant terminology, concepts and ideas in the	×			×		×										
major developments within																
tradition, methodologies, and approaches in the	×			×	×											
discipline of philosophy relevant debates, positions,																
and organisets on a society of issues in the discipline of	×			×	×											
philosophy how all's above are																
developed within at least two major historical periods																
a sense of the general characteristics of each	x			×	×								×			
period and the ways in which they relate and																
box offer above tree																
developed concerning the following general areas in																
philosophy: (a) the nature of knowledge and reality;	×		×	×	×				×	×					×	
meaning and social relations (othical, political,																
social, aesthetic, environmental, etc.)																
how affic above are developed in at least one	×	×		×	×		×			×						
Indigenous tradition of philosophy		•														
the relevance of philosophy to at least one other	×		×	×	×								×			
Special registration of the control																
sheading Skills discorn the structure of																
arguments, represent them fairly and dearly in either eraphical or according				×	×	x								×	×	
and evaluate them for engency																
apply the basic concepts of formal logic				×		х										
in a complex text, distinguish between main																
points and subordinate points, tretative																
suggestions and final conductors, author's needing and				×	×											
against which author is arguing, thesis and																
distances the streets of distances and distances the streets of distances the streets of the str																
formulate original arguments, articipate				×	×	x								×		
onyctone, and respond in a conscientious fashion fairly applicate				×	×									×		
arguments develop one's own views														×		
and support them with sugest arguments				×	×	×										
identily and formulate philosophical questions				×												
integrate ideas from intendisciplinary				×	×	×		×				×	x			
synthesize ideas in new and creative wars				×	×	×		×					×			
think critically and independently				×	×			×							×	
Written Communication Skills																
write an every that is clear,				×	×	×										
well organized, and driven by a specific thesis relevant to the paper's topic					*											
support the central thesis with appropriate use of				×	×	×										
argument and evidence utilize primary sources																
effectively in the development of the paper's				×	×	×										
utilize secondary sources effectively in the				*	×	x										
development of the paper's argument					×											
define and use technical terms and concepts				×		×										
make distinctions between																
data and/or arguments made by others and the				×	×	×										
critical analysis of those materials																
thral Governmentostion Skills engage in and/or lead						x	×	×							*	
sastamed and productive conversation						1	×	×							1	
different views from one's own in debate discussion.						×	×	×			x			×	×	
with the entiry flate of chiefes. By a quotific these indexes and the property of the control of the property of the control of the quotific the property of the property							*	,			4				4	
respectfully																
communicate orally, in both formal and informal																
contests, demonstrating skills such as clarity of expression, www.sucher-					×	×	×				x					
selection of topic and materials, clear					×		*				4					
organization, effective presentation, and the																
sering an assign to audience, sering, and occasion Research and informative																
communicates artify in back format and informat construction and informat construction, demonstrated, demonstrated, demonstrated, demonstrated, and the construction of the construction of the construction of the construction, and the construction of the cons								-								
question use information sources to				-	×	-										
discover relevant materials that address their research				×	×			×								
evaluate the quality of sources of information				×	×			×								
research materials																
formulate a response to the research question, situating				×	×	×		×					*			
z is the research landscape cits and advanted go				×	×	х								×		
Teamwork, Gollaboration, and Intelligent Virtual																
work well both independently and as part				*		x	×				x			×		
of a team approach work with								×						×	x	×
research materials. Fragment table research (specific, disastic, d								×						×		
follow a line of philosophical inquiry																
when doing so challenges une's deeply-held personal				×	ж			×	×					×		
beliefs communicate operaness to																
the ideas of others and a willingness to exchange				×	×	×	×	×			x			×		×
stees with and learn from others																
display perseverance in the face of opposition from others force.																
convinced you are mirraken) and the				x	×	x	×	×						×	×	×
willingness to examine—and actively seek					×		*	,							4	
out-evidence that would refute your own																
Visual Liberary Skills use images chicary and fre-																
stokes with and nearly treas- display personnation is the face of opposition from subsert (unit of a subsert (unit of program are convinced you are unit of a subsert of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subsert of a visual inserts of a subsert of a visual inserts of a subsert of a subsert of a visual inserts of a subsert of a subsert of a visual inserts of a subsert of a subsert of a visual inserts of a subsert of a subsert of a visual inserts of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subsert of a subsert of a subsert of a visual inserts of a subsert of a subser				×	×						x					
meaningful images, objects and/or visual media				×	×	×					х					
zwinology Skilk dewisp competency with																
tectinology in the research, analysis, and presentation of one's ide-					×	×		×								
on taken is married.																

		I Knowledge			II. Intelle	ectual Skills and Prac	ctice			III. Personal 8	Social Values			IV. Trar	sformation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Understand and apply physical	x				x			х				х	x			x
models to solve problems Identify the conditions in which particular physical models are applicable				х	х								x			
Find, create, interpret, and analyze abstract representations of the physical world				х	х	х										
Troubleshoot a circuit, experimental setup, or computer program				х							x					
Identify information needed to answer a scientific question				х							х					
Develop an experimental procedure that is capable of answering a particular scientific question			х	х	x											
Recognize legitimate sources of scientific information				х	х											
Access and properly cite sources				х	Х											
Gather, analyze, and make appropriate claims based on data					х											
Effectively communicate scientific information in oral and written form to a variety of audiences						x	х									
Use appropriate form for scientific papers, presentations, and posters						х										
Use software necessary for success in science	Х					x										
Demonstrate proficiency in scientific programming	Х		х								x					
Work in groups in a productive and collaborative manner							х	x		х	х			х		
Communicate a nuanced understanding of the relationship between society and the discipline of physics		х							х	x	х		x	х	х	х

	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	I Knowledge  b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	Examine one's own values and their use as ethical criteria in thought and action	III. Personal 8 b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Think analytically and critically about political issues	x			х	x											
Develop competence in the four subfields of political science	×	х			х											
Read sophisticated texts carefully and understand them deeply	x	х							x		x			x		х
Assess political situations and problems clearly and correctly from both empirical and normative perspectives			х	х							х					х
Develop sufficient familiarity with the theories, concepts, and methodologies of political science to be able to read and understand mainstream scholarship in the field					x						x		x			х
Craft cogent, persuasive arguments in lucid, grammatical prose as per the Writing Requirements in the Department of Political Science Information Literacy					х	x									x	
Students will learn to identify the extent and type of information appropriate for a specific assignment or task	×	х	х													
They will be able to distinguish various types of sources, including primary and secondary sources, historical and contemporary sources, and journalistic and opinion pieces			x													
They will appreciate the importance and relevance of information gathered from qualitative and quantitative methods employed by social scientists Students will be able to judge			х													
the veracity and the reliability of various forms of information								×								
Oral Communication  Students will gain the ability to respectfully participate in political conversations and to engage difference of opinion in a civil manner.						×	×							x		
Students will learn to pose interesting, relevant, and probing questions that results in productive classroom discussions								×								
Students will learn to present in a clear and coherent manner that will foster greater understanding of the course material. They will learn to engage questions or comments in a confident, articulate manner.						x										
Technology Literacy Students will be able to locate and to access information through electronic sources				x	x											
Students will learn to use software that best conveys their research. For example, students may find it necessary to generate tables and graphs to support their research. Or, they may find that desktop publishing programs will be an effective means of presenting their work.					х	×										
In addition, students will learn how technology may support oral communication and will learn to present information using programs, such as PowerPoint Visual Literacy						×										
Students will learn about the range of visual materials relevant to the study of politics. Such material include, but are not limited to, maps, graphs, table, media images, and art	x		x										x			
Students will be able to determine the veracity and reliability of visual material					×											
Students will learn to interpret the meaning of these images and their effectiveness in reflecting political phenomenon													х			

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
	a. Acquire knowledge or human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Knowledge Base																
Describe key concepts, principles, and overarching themes in psychology	x	х														
Develop a working knowledge of psychology's content domains Describe applications of	х	х														
psychology Scientific Inquiry & Critical Thinking			X									Х	Х		Х	
Use scientific reasoning to interpret psychological phenomena				х	Х											
Demonstrate psychology information literacy Engage in innovative and				X	x x								X	×	X	x
integrative thinking and problem solving Interpret, design, and conduct basic psychological				x	x	x	x	x					^	^	^	^
research Incorporate sociocultural factors in scientific inquiry		х							х	х						
Ethical and Social Responsibility in a Diverse World																
Apply ethical standards to evaluate psychological science and practice Build and enhance	х		х													
interpersonal relationships Adopt values that build community at local, national,		x					x		х	x x	x	x				
and global levels  Communication  Demonstrate effective			x			x		X								
writing for different purposes  Exhibit effective presentation			^			x		^								
skills for different purposes Interact effectively with others							х			х	х	Х				
Professional Development Apply psychological content and skills to career goals											х	х	х			
Exhibit self-efficacy and self- regulation Refine project-management skills				Х		x	x	Х	Х	х	X X			х	х	
Enhance teamwork capacity Develop meaningful professional direction for life after graduation						Х	х			х	х	х	х			х

	a. Acquire knowledge or	I Knowledge			II. Intelli	ectual Skills and Pra	ctice			III. Personal &	Social Values c. Develop		ı	IV. Trans	sformation	
	human cultures and the	b. Understand social and			b. Gather, analyze, integrate, and apply		d. Interact effectively and		a. Examine one's own values and	b. Interrogate one's own values	practical	d. Apply learning	a. Integrate and apply knowledge and	b. Embrace	c. Foster habits of	
	physical world through study in the arts	cultural diversity in	c. Demonstrate advanced	a. Think critically,		c. Communicate	collaboratively	e. Engage in and take responsibility	their use as	in relation to	competencies for	to find solutions	creative thought	intellectual	mind and body that	d. Develop an
	study in the arts, humanities, languages,	national and global	learning and synthesis in both general and specialized studies	creatively, and independently	information; understand and use	effectively	with individuals	for learning; strive for excellence	ethical criteria in	those of others, across social and	managing a personal,	for social, civic, and scientific	from multiple	integrity, humility, and	enable a person to live deliberately and	enduring passion for learning
	mathematics, natural sciences, and social	contexts	general and specialized studies	тисреписти	understand and use evidence		and across social identities	for excellence	thought and action	cultural	professional, and	problems	disciplines in new contexts	courage	well	TOT TEATHING
Books and the second	sciences, and social				CWOCIEC		rocincies		ec.on	differences	community life		contens			
Develop the global religious literacy necessary to describe																
religious traditions accurately (i.e. without the distortion	,															
(i.e. without the distortion that comes from	х	х								×						
romanticization or																
vilification)																
Be able to use theories and																
methods in the study of																
religion in a sophisticated way, so that they can employ																
an appropriate theory or																
thinker's work to advance an			х	×												
argument or illuminate data (i.e. where sophistication is																
reflected in the ability to																
select the right tool for the																
task)																
Attain familiarity with																
theoretical concepts in the study of religion sufficient to																
recognize the limits and			x		x											
strengths of particular theorists or theoretical																
lenses																
INFORMATION LITERACY																
Be able to find relevant and reliable sources of																
reliable sources of information, assess their					x						x					
value/accuracy/relevance,					*						*					
and effectively use that																
information Responsibly cite sources in																
written and oral communication						x								x		
Understand that research is inquiry & evolves by drafting																
a realistic research plan and				×	×											
timeline, developing questions, testing theses,																
and revising as needed																
and revising as needed VISUAL LITERACY																
Look in a sustained way so as																
to carefully describe a	x	x														
to carefully describe a religious image/object, noting formal qualities																
distinct from content																
Situate a religious image /object in its historical																
context, distinguishing	x	x														
between sacred presence																
and religious representation																
Drawing on the preceding																
skills, interpret or analyze the																
reception and/or circulation of religious images/objects,		х		×												
of religious images/objects, attending to how meanings																
change across contexts																
TECHNOLOGY LITERACY																
Effectively select and use tools necessary to																
manage and produce																
manage and produce research in religious studies											ч					
(project management, file																
management, data collection and analysis)																
produce complex																
professional documents that communicate results of that																
research and analysis (word											х					
processors, citation																
software)																
engage in public communication to																
disseminate the results of											x	x				
research and analysis (presentation software,											*	^				
blogging,																
blogging, microblogging/social media)																
EFFECTIVE COMMUNCIATION																
Participate in and lead																
discussion, cogently expressing one's ideas,																
expressing one's ideas,																
responding to others respectfully and effectively,						x	×							×		
and posing generative																
and posing generative questions that guide discussion as it unfolds																
Prepare and deliver																
organized and compelling						×					x					
oral presentations using						-										
effective delivery techniques EFFECTIVE WRITTEN																
COMMUNICATION																
Be able to sustain a complex,						**										
nuanced argument in a long- form written format				х	х	x										
form written format																
Contribute to knowledge																
creation by gathering																
evidence from primary and				x	×			x								
secondary sources to construct arguments and test				^	^			^								
hypotheses, synthesizing new																
and prior information into a																
written essay																

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	cultural diversity in	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Engage in and take responsibility for designing an approved self-determined major curriculum								x								
Think in an interdisciplinary manner				х												
Write well, i.e., in clear, concise English prose						х										
Speak well, extemporaneously and formally						х										
Locate and effectively use primary and secondary sources					х											
Design and execute a substantive, culminating capstone project that produces scholarship/creative work that bridges traditional disciplinary lines			х										x			
Reflect on and evaluate the achievement of their academic and personal goals									х							
Demonstrate advanced learning & synthesis in the self-determined major			х													х

	study in the arts, cultural diversity in learning and synthesis in				II. Intelle	ectual Skills and Pra-	ctice			III. Personal 8	k Social Values			IV. Tran	sformation	
	human cultures and the physical world through	b. Understand social and	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Engage in evidence-based entry-level social work practice with individuals, families groups, communities and organizations within a multicultural society	x	x	x		x	x	x				x	x	x	х		
Practice according to the principles, values, and ethics that guide the social work profession			x	х	х	х	х	х	x	x	х	х		х	х	х
Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights	х	x	x	x		х	х				х	х	x	х		
Identify and affect the bio- psycho-social, spiritual, and cultural functioning of people	х	Х		х	х	х	x			x		х	х			
Engage in practice from a culturally-sensitive perspective which recognizes and appreciates the intersectionality of diverse human identities	х	х	х				х	х		х	х	х	x	х	x	x
Provide leadership in practice settings appropriate to one's practice role, skill set, and educational level			х	х		х	x	х			х	х		х		х

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
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Knowledge																
Acquire knowledge about human society through the study of sociology and related disciplines	х	х	х													
Understand core sociological concepts such as social structure, social inequality, socialization, social norms, social roles, social identities, social institutions, social theory, social research		x							x							
Recognize variation in human behavior and social systems over time and place	×	х								х						
Intellectual Skills & Practices																
Use sociological imagination; understand the intersection of biography and history	х	х	х	х					х							
Gather, analyze, integrate, and apply varied forms of social scientific evidence		х	х	x	Х	x							x			
Engage diversity to practice sociology, collaboratively and across social identities					х	х	х			х	х					
Values & Transformation Interrogate one's own values in relation to sociological learning				х				х	х	х						
Apply sociological knowledge and learning to matters of personal and social concern	x					x	x	x		x	x	х	x		х	
Carry sociology into life at and beyond college								х			х	х			х	

	Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	l Knowledge  b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	ctual Skills and Pra c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Become innovative theater makers																
develop the ability to tell stories across the theatrical	x	x		x	x	х	х	х					х	х	x	х
disciplines develop the ability to express a point of view with an original voice				х		х							х	х	х	х
develop the ability to craft and communicate an artistic vision	х		х			х							x	x	x	х
develop a personal vision statement based on their unique talents and unique contributions to the field	х	x	х	х	х	х	х	x					х	х	х	х
develop an entrepreneurial spirit develop the ability to produce,				х	х	х	х	х								
create, support, and / or appreciate original work Develop the habits of mind	х	x			x		Х	х					х	х	x	х
and skills of a professional theater artist																
be conversant with the vocabulary of the theater be conversant with the	х	х	х		х	х	х									
professional practices in the industry	х	х			х	х	х			х	Х	х				
gain an understanding of all areas of theater practice gain a specialized knowledge	X	X	x	х	X	х	х	х	Х	Х	Х	х				
of at least one area of theater practice develop technical and artistic	х	X	Х	x	x	Х	Х	X					х	х	x	Х
skills that can be adapted and applied to other areas of theater practice and / or to other disciplines	х	х	х	х	х	х	х	х					х	х	х	х
have the ability to transfer the skills they have learned in the classroom to professional practice	х	х	х										х	х	х	х
collaborate across the disciplines of theatrical practic	х	х	х	х	x	х	х	х	х	х	х	х	х	х	x	х
offer respectful responses to others' work and remain open to feedback offered by others				x	х	х	х	х	х	х	х	х	х	х	х	х
learn by doing reinforce their own learning	X X		x x			X	X	Х	X X	x x	X X	Х	Х	x	x x	Х
by teaching others Engage with the cultural and intellectual contexts in which the theater artist works	^		^						^	^	^			^	^	
understand the moral, intellectual and political context in which the theater artist practices	x	х		х			х	х	х	х	х		х	х	х	х
develop (inter and intra)cultural awareness	х	х		х			х	х	Х	Х	Х		х	х	x	х
understand theater practice in its historical context transform theory into practice	X X	X X	X	X	X X	X X	X	Х	Х	X X	Х	X	х	Х	x	Х
develop the capacity to interrogate ideas and challenge the self and others while exploring and responding to all forms of theater-making	х	х		х	х	х	Х	х	Х	Х	х	х	х	х	х	х
encourage difficult conversations, ask important questions about cultural representation, provide a place for interrogating power dynamics, and give voice to marginalized groups	x		х			х	х	x	х	x	x	x	х	x	×	х
develop an understanding of the theater artist's responsibility to their audiences, communities, and larger society	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х	х

human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences are sciences.	in both creatively, and	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	their use as	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
X  Communicate effectively, in m	х		х					х	х				
Interact with cultural competence and understanding X			X	X			Х	Х					
Connect with other disciplines and acquire information and perspectives in order to X					X				X	X			X
Develop insight into the nature of language and culture in order to act with cultural d						X			X	X		X	
Communicate and interact with cultural competence in order to participate in multilingual communities at h	ne and an X			X			X		X				
INFORMATION LITERACY													
Understand, describe, and app X		X						X					
Evaluate information and its sources critically for value, relevance, and accuracy	X				X					X			
VISUAL LITERACY													
Critically analyze visual representations, identify inter-textual references and interp X	Х										Х		
Articulate and rationalize decisions made about image selection, manipulation and d		X								X			
TECHNOLOGY LITERACY													
Work across digital environments to present information effectively to a given audience			X							X		X	
Use on-line dictionaries and tra X			Х		Х	X							
Critically analyze how technology, culture, environment X				Х			Х						
EFFECTIVE ORAL COMMUNICATION													
Present Information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics	X		Х					Х		X			
Articulate informed opinions accurately and professional X	X		X			Х							
Recognize cultural difference t X						Х	Х						
EFFECTIVE WRITTEN COMMUNICATION													
Develop the ability to write in the target language in a range of genres including writ.										X			
Develop a thesis, provide textual evidence, present logical arguments, and employ appropriate theoretical	00000				X				×				Y
Develop a triesis, provide textual evidence, present logical arguments, and employ appropriate theoretical	EIISES			1									

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social		c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Develop a mature understanding of the foundations of the field Arts Administration (aka Arts Management).	×										x	x	x			
Develop a mature understanding of the philianthropic nature of arts organizations in the United States and the corresponding balance of contributed and earned revenue to the mission of the organization.		x			x		×				×	x				
Develop a basic understanding of marketing and accounting practices relative to arts organizations	x			x	×						x	×				
Develop an understanding of the cultural context and tools to meaningfully work toward a more equitable arts and culture field		х				×	x		×	x		x		x	x	
If not inherent through a complementary major/minor in the visual or performing arts, develop an explicit and supplemental knowledge of the artistic process			x	x	x	×										x
Obtain practical experience in the field that enhances classroom learning through experiential learning opportunities including a structured field experience, internship or independent study				x	x	×		×			x	x	x	x	х	х

		I Knowledge	1		E. intell	ectual Skills and Pro	ectice			II. Personal I	Social Values			N. Tran	formation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strike for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	<ul> <li>c. Develop practical competencies for managing a personal, professional, and community life</li> </ul>	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and applyknowledge and creative thought from multiple disciplines in new contests	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Understand Black studies comprehensively										differences	community life					
Understand Black shudies comprehensively as a multidisciplinary and interdisciplinary field for studying agency and self- determination in global African communities																
African communities Study community building, cultural production, resistance to oppression, and both collective and individual achievement throughout the global African world	x	×	×	x	х											
Appreciate the importance of studying Africa as an incredibly complex and culturally diverse continent and African societies as dynamic, fluid, multidimensional, and sophisticated	х	x	×	ж	ж											
	×	×	×	×	×											
Learn how teaching scholars approach the field of Black studies in the arts, humanities, physical sciences and social scienceS	×	×	×	×	×											
Begin to develop transdisciplinary approaches to Black studies that emphasize ways of knowing that transcend traditional divisional and disciplinary boundaries	x		×	×				×								
Cultivate the development of critical thinking and problem-solving skills, as well as an understanding of multiple theoretical approaches and perspectives																
Approximate in important and continued in the continued i			х	х	х	x		×								
Appreciate notion of Sankots, which stresses the dynamic interplay between historical and contemporary forces				×										x		×
historigals and explain Nesticatal and Conference of State of Stat			х		x											
Analyze intraracial variables such as socioeconomic class, gender, etinicity, religion, sexuality, and skin color in		×	×	×	×								×			
Understand the multidimensional nature and various meanings of the transational within the context of Black																
Study emigration and the experiences of immigrants in various contexts, including rural to urban, neighborhood to neighborhood, region to region, and nation to nation	×				×											
Study boundary-crossing as a geopolitical imperative for excepting violence and exercising informal political power	x	×	×	x	ж											
region, and search region and appropriate and a geopolitical imperative for excepting violence and societality power information profiled power information profiled power imperative for engaging in cross-disciplinary research and teaching Experience high-impact learning in 6ff-campus environments.			×	×	×											
learning in off-campus environments																
Engage in mutually reciprocal service-learning work such as internations with community partners in the service of social justice							×	×		×		×				
Participate in off-campus opportunities such as study abroad, study at historically Black colleges and universities, and faculty-led travel seminars.							×	×		×	×					
Demonstrate effective oral and written communication in the																
(domastic and abroad) Demonstrate effective oral and written communic attention Black studies minor. Foseground primary source-driven research fruit cereiers a range of Black perspectives in discussions, class researchinges, and written	х	×	×	×	×			×					×			
work.																
Effectively synthesize scholarship in Black studies, as well as analyze differences in theoretical approaches, in both oral and written work.			×	×												
Beginning with BST 101, produce research essays frait embrace a Sankofic analytical approach to particular problems; this approach wide roses the connective tissue inhillectually between conference ray and historical events or issues.				x		x										
Assess stant to which students also connect their fived experiences (magnetive of their racial or ethnic background) to other analyses in blogs, response papers, essays, and Power and Justice public presentations.						x			×	x						

		I Knowledge			E. Intell	ectual Skills and Pro	ectice			III. Personal &	Social Values			IV. Tran	domation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strike for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	<ul> <li>b. Interrogate one's own values in relation to those of others, across social and cultural differences</li> </ul>	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, clvic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contests	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
KNOWLEDGE																
Learn how cultum, socialization, and social group memberships in fluores oxical identity development, with a particular emphasis on notal dismity development and its instructions with other sepects that computes social positionality.	x	×	х	×	×											
identity structure personal and group superiones (including thinking and emotion); intra- and intra- group dynamics and conflict; and broader public	×	×			×					ж	×				×	
Understand how one and power coder routed life in the U.S.—within and through social institutions, ideologies, and everythy practices, sodiay and over the coarse of history. Baccopius how this system of neidl power instructive with other systems of power, and oppression; and oppression; and how it is sistemed in a housely order.	×	×	x	x	x						x				×	
Gold Visioning "Sangage" as send in the context of susception of the context of susception of the context of susception of the context of the	×				х	х				x	ж				×	
Differentiate social justice education and IGD pedagogy from other formal educational models and pedagogies, including radicional "diversity" approaches. Account for various ways that power shapes teaching-learning contexts and approaches.	x		х	x	x			×								
Examine strangies for peacically challenging rations and other systemic forms of oppression, discrimination, and base—internally, in groups and oppression, and oppression, and in society more broadly ENTELLECTUAL SKILLS AND PRACTICE	×		×	х	х				ж		ж	ж	×		×	
SKILLS AND PRACTICE Learn, apoly, and refers the cost side of dialogue: purposeful sending (ancidating indemation and pursonal testimony to an authentic); arother limiting (busing and sensiting in understanding); and insoluted (supposiding the them to understand the impact of what they say and do)						x	x	×			x			x		
Integrate theory, empirical research, personal reflections and experience, and dialogic relacibles to constate			×	×	×					x						
Work with peers and other dialogue practitioners (e.g., faculty and staff) across social identities to practice dialogue, cristica accountability, and strategic collaboration						×	×			×	×	×			×	
written and ond analyses Work with prevent of other dislagest practicities on for facilities practicities on for facilities and the second of					×		x	×			×	×		х		x
SOCIAL VALUES  Examine and assess one's own values and peactics in nutrion to other individuals' and diverse, public conceptions of social justice				×	×				x	х				x	×	
conceptions of words paties. Interespent the other of "traches" and "transes" in from a distantion of writing and hypord. Examine cons's posterial to be both, and seems of aircumstables to co- lorating constructions, consists applying out- position applying out- peration of the construction of about traching transing. Assess out's passion, arrantees, skill, arrantees, skill, to the words of executions of dislegant inclination.				×				×		x	×		x	ж	х	x
Assess one's persone, Assess one's persone, waterness, skills, and knowledge, as they pertain to the work of interproup dialogue facilitation				×				×			×			x		×
dialogus facilitation  Examine and progressively apoly forandational values of dialogus: Issus and coherc; the humiley and grace that stem from self- and grace that stem from self- antaments and mongraining shased humaniny; coisied thinking and imagination; hope and swillence in the midet of challonge  TRANSPORMATION									×	×		×		×	x	
TRANSPORMATION Integrate and apply integroup dialogue skills in new contexts, outside the dassroom						×	×	×			×	×	×			
dasaroom Apply dialogic and social justice learning—independently and in collaboration with others—to address matters of pennenal and social concern	×		×		×						×	x	×			×

	a. Acquire knowledge or human cultures and the	I Knowledge			h Gather analyze	ectual Skills and Pra	d Interact		a Evamine nne's	III. Personal 8 b. Interrogate	c. Develop		a Integrate and	IV. Trai	rsformation	
	a. Acquire showings or human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	Understand social and cultural diversity in	c. Demonstrate advanced	a. Think critically,	<ul> <li>b. Gather, analyze, integrate, and apply varied forms of information;</li> </ul>	c Communicate	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility	Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an
	humanities, languages, mathematics natural	cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	information; understand and use evidence	c. Communicate effectively	with individuals and across social	take responsibility for learning; strive for excellence	ethical criteria in thought and	those of others, across social and	managing a personal,	for social, civic, and scientific	from multiple disciplines in new	integrity, humility, and	enable a person to live deliberately and	d. Develop an enduring passion for learning
	sciences, and social				evidence		identities		action	differences	professional, and community life	problems	contexts	courage	well	
Knowledge																
Gain an understanding of the many kinds of diversity of the Americas (North,																
of the Americas (North, South, Central,	×	x														
South, Central, Caribbean) from the ancient to the modern.																
Learn about Latin American, Caribbean, and																
Latina is in it as a section of the	×	x												×		
to the arts, humanities, sciences, and social sciences																
sciences																
Understand the role of settler colonization,																
European and non- European peoples, values, and forces in																
shaning contemporary			×						×	×						
Latin American/Latina/o/e/x																
societies as well as U.S. perceptions of the																
Latin American/Latina/o/e/x societies as well as U.S. perceptions of the Caribbean and Latin and Latinx America.																
Refine existing understanding and/or create new knowledge by identifying and formulating																
create new knowledge by identifying and formulating			x	x								×				
questions about Latin and Latinx America that will facilitate its investigation.																
Intellectual Skills and																
Be able to evaluate																
Practice Be able to evaluate current issues and contexts from interdisciplinary perspectives (e.g., historical, political, economic, cultural, linguistic, and artistic)																
interdisciplinary perspectives (e.g.,			×	×	×							×				
historical, political, economic cultural																
linguistic, and artistic)																
Make connections																
between and appreciate how different social science and humanities																
disciplines and			х										×			
methodologies shape understanding of the Caribbean and Latin and Latinx America.																
Latinx America.																
Develop knowledge and skills to be able to identify and challenge preconceptions as well as to think critically about a																
and challenge																
to think critically about a									×	×			x			
complex, dynamic region, whether as a whole and by studying and/or																
by studying and/or comparing its constituent communities.																
Develop edited this line																
and problem solving skills, including choosing appropriate qualitative and/or quantitative research methods and																
appropriate qualitative				x							x					x
research methods and																
being able to identify their limitations.																
Analyze Caribbean and																
Latin and Latiny American		х	x				x									
societies in local, regional, global, anti-racist, and/or social justice contexts.																
understanding of the Caribbean and Latin and Latinx America through internship, study abroad, and/or research projects.											×		×			
Latinx America through internship, study abroad.											_ ^		^			
and/or research projects.																
Understand how Caribbean and Latin American governments and societies see the United States and their own regional, hemispheric, and global connections.																
American governments and societies see the	x	x	×						x	×						
United States and their own regional,																
hemispheric, and global connections.																
and written descriptive			×			x	×	x								
communication.																
Demonstrate effective oral and written descriptive and persuasive communication. Work collaboratively across disciplinary and other differences							x							×	×	
Use appropriate research methods to find academic and popular literature; find																
and popular literature; find	x				x						×					
and access current and historical resources																
Visual Literacy																
Use a variety of visual																
modes to analyze, display, and communicate																
information about the Caribbean and Latin and																
information about the Caribbean and Latin and Latinx America, including audio and visual still and time-based media, and data visualization such as charts and graphs. Create clear, appealing presentations that effectively summarize research.					×						×					
time-based media, and																
uata visualization such as charts and graphs. Create																
crear, appealing presentations that																
effectively summarize research.																
research.																

	I	I Knowledge			11. 1-4-11	ectual Skills and Pra-				III Daniari I	Social Values			D/ T	sformation	
	a. Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Learn about the traditions, histories, literatures, theories, and key terms in documentary and adjacent traditions of nonfiction, art, scholarship, and storytelling	х															
Produce searching, enlightening, persuasive documentary work; And, where appropriate for advancing and well-supported students, bring documentary work to disparate and diverse publics in pursuit of, and spur to, critical conversations and civic dialogues					х	x		х			х	х				
Seek and develop a broad understanding of the relation between aesther; formal and political/instrumental purposes and evaluative: roteria for documentary—recognizing documentary and nonfiction media as potent tools within an increasingly networked, mediatized, virtual public sphere, in which affect and engagement, sensation and sense-making, are joined in complex, unpredictable, and evolving ways.	х		х	х				х			x	x				
Thus, advancing students and those producing major, public facing projects in the program should:																
Develop a facility and freedom in and around the formal possibilities of their craft, testing the limits of received genres and moving towards a fluid relation to medium, methodology and modality in a search for the formal language appropriate to their subject of inquiry and the aims of their project.			x	x	x	x		x	x	x			х			
Reckon with the power and privilege their education, institutional affiliations, and identities give them, and will pay special attention to the ways this ramifies in the course of documentary research, and in storytelling/ art-making using documentary materials.		x						х	х	х	х	х		х	x	
Build familiarity, comfort, and skill in a widerange of methodological and formal possibilities in the documentary arts, with special attention to power, authority, privilege and authoriship, And, where appropriate for advanced and well-supported students, gain comfort in collaborative co-creation, and, where possible, experience and reflect on disparate relationships and patrneship across avariety of subject positions, on and off campus.		x	х	х	х	x	х	x	х	х	х	x	х		x	

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
	human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social	b. Understand social and cultural diversity in national and global contexts	c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	a. Examine one's own values and their use as ethical criteria in thought and action	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Familiarize students with the disciplinary concerns, topical parameters, and methodological approaches of media and film studies																
The historical and sociocultural implications of modern mass media, digital technologies, and distributed network forms, including viewpoints from different cultures and multiple historical periods	х	x	x		x					х						х
The intersections of media studies with other academic disciplines and approaches, including sociology, history, anthropology/ ethnography, discourse analysis, and critical theory The formal characteristics of	x				x											х
Ine formal characteristics of major modern media  A special focus on the historical development, social and cultural dimensions, representational capabilities, formal characteristics, and narrative structure of film	x	x	x	x	x											х
Develop critical literacy in forms of media and communication by providing a foundation in the central concepts (theoretical, practical, socio-political, and aesthetic) and contexts of mediated communication	x	x		x					x	x						
Encourage ethical thinking about the relationship of modern media to power and social structures, including self- reflexivity on the ways that social position affects access to and use of media technologies	х	х		х				х				х		х	х	
Explore the application of current and developing forms of media and communication			х									х	х			
Foster facility and expertise in the use of technology related to current and emerging media				x		x	х									
Through the program's capstone project, the Structured Field Experience (SFE), develop skills in self-directed research, creative media making, and/or professional domains involving media				x		x	х	x			x		х		х	

		I Knowledge			II. Intelle	ectual Skills and Pra	ctice			III. Personal 8	Social Values			IV. Tran	sformation	
	a. Acquire knowledge or human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social		c. Demonstrate advanced learning and synthesis in both general and specialized studies	a. Think critically, creatively, and independently	b. Gather, analyze, integrate, and apply varied forms of information; understand and use evidence	c. Communicate effectively	d. Interact effectively and collaboratively with individuals and across social identities	e. Engage in and take responsibility for learning; strive for excellence	own values and their use as	b. Interrogate one's own values in relation to those of others, across social and cultural differences	c. Develop practical competencies for managing a personal, professional, and community life	d. Apply learning to find solutions for social, civic, and scientific problems	a. Integrate and apply knowledge and creative thought from multiple disciplines in new contexts	b. Embrace intellectual integrity, humility, and courage	c. Foster habits of mind and body that enable a person to live deliberately and well	d. Develop an enduring passion for learning
Students will be able to understand, describe, and apply the scholarly communication process						х					х					
Students will be able to create information and situate it in the information landscape			х								x					
Students will be able to acknowledge sources and use information with integrity									х	х				х		
Students will be able to evaluate information and its sources critically for its value, relevance, and accuracy				x	х			х	х							х
Students will be able to develop and execute a manageable research project.			x	х	х	х	х	х				х				

	1	
<b>Appendix D:</b> Goals for Student Learning and Development		
Mapped to HEDS Alumni Survey		Q8
I. KNOWLEDGE		
Acquire knowledge of human cultures and the physical world through		
study in the arts, humanities, languages, mathematics, natural		
sciences, and social sciences	Q7, Q5	Intercultural Knowledge
Understand social and cultural diversity in national and global		
contexts	Q7	Intercultural Knowledge
Demonstrate advanced learning and synthesis in both general and		
specialized studies	Q6	Critical Thinking
II. INTELLECTUAL SKILLS AND PRACTICE		
Think critically, creatively, and independently	Q5	Critical Thinking, Creative Thinking
Gather, analyze, integrate, and apply varied forms of information;		Information Literacy, Quantitative
understand and use evidence	Q5	literacy
Communicate effectively	Q5, Q7	Effective Writing, Effective Speaking
Interact effectively and collaboratively with individuals and across		
social identities	Q5	Teamwork
Engage in and take responsibility for learning; strive for excellence	Q5	Careful Reading
III. PERSONAL AND SOCIAL VALUES		
Examine one's own values and their use as ethical criteria in thought		
and action	Q12, Q4	Ethical Reasoning
Interrogate one's own values in relation to those of others, across		
social and cultural differences	Q12	Intercultural Knowledge
Develop practical competencies for managing a personal,		
professional, and community life	Q12	Teamwork, Civic Engagement
Apply learning to find solutions for social, civic, and scientific		
problems	Q12	Problem Solving
IV. TRANSFORMATION		
Integrate and apply knowledge and creative thought from multiple		
disciplines in new contexts	Q6	Integrative thinking
Embrace intellectual integrity, humility, and courage		
Foster habits of mind and body that enable a person to live		
deliberately and well		
Develop an enduring passion for learning		

#### **Appendix E**

#### Suggested Template for Division/Department Annual Assessment Report

Please submit to <u>TheSpring Institutional Effectiveness Page</u> by July 1.

This template is designed to document current assessment activities and help guide planning for the upcoming year per the Skidmore Institutional Effectiveness Plan. Assessment provides evidence of the knowledge, skills, and values that our students have achieved, and of the transformation that their Skidmore education brings about. When we have evidence that our students are not achieving all that we hope, we are committed to making evidence-based changes to curricula, pedagogies, academic requirements, facilities, support services, and co-curricular programs that will improve their learning. In areas with an operational focus, we are also committed to applying best practices, engaging in continuous improvement, and cultivating sustainable practices. Ultimately, all areas of the college work together to support an environment that fosters student learning.

Division:

Department:

Primary Report Author:

- I. Provide a description of assessment related activities your area has engaged in over the past academic year? (Include description of intended outcomes, methods engaged, how results were documented and shared, action steps identified).
- II. Did you implement any change as a result of what you learned or clarify your mission and/or outcomes going forward? Do you have a plan or identified indicators to gauge whether these changes make a difference?
- III. Looking ahead: What assessment work do you anticipate doing next year, including the relevant department/division/college goal with which the project aligns.
- IV. What would be useful to assist your area in doing meaningful assessment and planning (e.g., workshops, paying for department or program retreats, discussions with other departments/programs, and resources on how to do)?

#### Appendix F

#### Suggested Template for Department/Program Report on Assessment of Student Learning AY

Please submit to TheSpring Academic Affairs Assessment Page by June 1st.

Department or Program: Chair or Director (or designee):

- I. Direct assessment of student learning. Identify the relevant department/program or college goal(s) for student learning that was assessed. Please describe your project, outcomes, and potential changes to your program as a result of this work.
- II. Indirect assessment and other assessment activities.
- III. Changes made to academic program based on previous assessment.
- IV. Looking ahead: What assessment work do you anticipate doing next year? Please describe your intended direct assessment project for AY, including the relevant department/program or college goal(s) for student learning. If you are doing a self-study or mid-point report, you can note that.
- V. Potential additional question: Question determined by FDA in consultation with relevant other offices and committees, as warranted.