University Competencies & Proficiencies

Writing Competency (Composition)

Goal 1. Students will have a sound knowledge of the interrelated factors present in a communication situation.
- Objective 1: Students will be able to apply the notion of the communication triangle (issue, audience; writer’s stance, and purpose) to existing written discourse and to the generation of their own persuasive writing.
- Objective 2: Based upon their knowledge of a communication situation, students will be able to write a critique of a persuasive essay.

Goal 2. Students will have a working knowledge of the Shared Criteria for Assessing Student Writing (see below.)
- Objective 1: Students will be able to use the Shared Criteria to identify the need for improvements in their own persuasive writing.
- Objective 2: Students will be able to use the Shared Criteria to identify the need for improvements in others’ writing.
- Objective 3: Students will produce a variety of essays demonstrating effective rhetorical skills, including focus, development and support, organization, and mechanics, through constant practice, revision, and reflection.

Goal 3. Students will have a sound understanding of strategies, including appropriate technology, for identifying, locating, and using outside sources (e.g., articles or interviews) relevant to their writing projects.
- Objective 1: Students will be able to identify and locate popular and/or academic press articles and books in the library.
- Objective 2: Students will be able to form lists of sources, representing diverse perspectives on a given issue and will be able to synthesize such sources objectively so that readers can understand the issue.
- Objective 3: Students will be able to use outside sources in such a way that the sources supplement and complement the students’ own written positions.
- Objective 4: Students will be able to use correctly the conventions of a system for documenting sources in their writing.

Goal 4. Students will have multiple experiences working in small groups towards shared and individual communication purposes.
- Objective: Students will be able to work productively in small groups to generate and clarify opinions and perspectives.
Quantitative Reasoning

**Goal 1.** Mathematical Reasoning: Students will read a complex problem requiring quantitative analysis, use flexibility in selecting a solution strategy, and impose an appropriate mathematical structure in solving the problem.

**Goal 2.** Mathematical Habits of Thought: Students will determine the reasonableness and implications of mathematical solutions, and will recognize the limitations of the methods used in context.

**Goal 3.** Mathematical Decision-Making: Students will apply mathematical processes and solutions in making personal and societal choices.

**Goal 4.** Mathematical Symbols, Techniques & Computation: Students will demonstrate proficiency in the skills supporting mathematical understanding.

**Goal 5.** Mathematical Communication: Students will communicate mathematical processes and solutions using multiple representations, verbally and in writing.

- **Objective 1:** Students will use equations, graphs, charts, and tables to represent mathematical information
- **Objective 2:** Students will communicate strategies and solutions orally and in writing.
Information Technology Literacy I

Goal 1. The student will appreciate and use computers as tools for learning and productivity.
   - **Objective 1:** The student will use computers to complete college homework assignments.
   - **Objective 2:** The student will use computers to aid in learning through the use of tutorials and other software products.

Goal 2. The student will be able to use a word processor.
   - **Objective 1:** The student will demonstrate the creation and printing of documents using a word processor.
   - **Objective 2:** The student will demonstrate the ability to format a document using a word processor.
   - **Objective 3:** The student will demonstrate the use of a word processor spell checker.
   - **Objective 4:** The student will demonstrate the use of a word processor thesaurus.

Goal 3. The student will be able to identify minimum system requirements.
   - **Objective 1:** The student will demonstrate the ability to format a disk.
   - **Objective 2:** The student will demonstrate the ability to load and run a new piece of software.
   - **Objective 3:** The student will demonstrate the ability to create and display sub directories (folders).
   - **Objective 4:** The student will demonstrate the ability to copy files.
   - **Objective 5:** The student will demonstrate the ability to rename files.
   - **Objective 6:** The student will demonstrate the ability to delete files.

Goal 4. The student can identify the parts of a computer.
   - **Objective 1:** The student will identify and define the use of the basic components of a computer.
   - **Objective 2:** The student will identify and define the use of computer peripheral devices.
   - **Objective 3:** The student will define hardware and software and the differences between them.

Goal 5. The student will demonstrate the ability to use computer presentation software.
   - **Objective 1:** The student will demonstrate the ability to import objects.
   - **Objective 2:** The student will demonstrate the ability to create text and bulleted lists.
   - **Objective 3:** The student will demonstrate the ability to draw pictures.
Information Technology Literacy II

Goal 1. The student will appreciate and use computers as tools for learning and productivity.
- **Objective 1**: The student will use the computer to complete college homework assignments.
- **Objective 2**: The student will use computers as aids in learning through the use of tutorials and other software products.

Goal 2. The student will be able to use productivity software.
- **Objective 1**: The student will demonstrate the creation and printing of a spreadsheet.
- **Objective 2**: The student will demonstrate the ability to format a spreadsheet.
- **Objective 3**: The student will demonstrate the use of formulas and functions in a spreadsheet.
- **Objective 4**: The student will demonstrate the creation of a chart from spreadsheet data.
- **Objective 5**: The student will demonstrate the creation of a database.
- **Objective 6**: The student will demonstrate the ability to define the elements of field, records and files in a database.
- **Objective 7**: The student will demonstrate the ability to query a database.
- **Objective 8**: The student will demonstrate the ability to generate reports from a database.

Goal 3. The student will be able to use the Internet.
- **Objective 1**: The student will demonstrate the ability to use a browser to search on the Internet, and to refine searches.
- **Objective 2**: The student will demonstrate the ability to locate and extract data and other information by searching on the Internet, for inclusion in spreadsheets, charts, databases, or other documents.
- **Objective 3**: The student will begin learning to judge the appropriateness of internet resources.
Core Requirements

Natural Sciences (15 April 2009)

Goal 1. Students will demonstrate knowledge of facts and theories concerning the physical and biological world.
   - Objective 1: Students will demonstrate knowledge of basic theories appropriate to one or more natural sciences. Students will be able to articulate the major concepts presented in the course and support them with relevant evidence and arguments.
   - Objective 2: Students will demonstrate understanding of accepted facts and principles of scientific knowledge.

Goal 2. Students will understand the methods of analysis appropriate to the natural sciences, and demonstrate the process of science in action, including hands-on experience when appropriate.
   - Objective 1: Students will formulate hypotheses, based on accepted scientific knowledge, and be able to construct a research design to test their hypothesis.
   - Objective 2: Students will demonstrate a basic understanding of the proper uses of the observation and measurement of empirical data in a discipline.
   - Objective 3: Students will demonstrate understanding of the difference between observation and inference.
   - Objective 4: Students will demonstrate understanding of the difference between personal beliefs and scientific conclusions.

Goal 3. Students will consider science as a way of thinking, not only as the product of thought.
   - Objective 1: Students will demonstrate understanding of how bodies of knowledge emerge in science.
   - Objective 2: Students will demonstrate understanding of the impact of new knowledge on scientific paradigms.

Goal 4. Students will understand the interdependency of mathematics and science.
   - Objective 1: Students will accurately apply mathematics such as scientific notation, algebra, and percentages to the solution of scientific problems.
   - Objective 2: Students will correctly interpret scientific graphs.

Goal 5. Students will demonstrate analytic reading and writing skills specifically appropriate to scientific processes and conclusions.
   - Objective 1: Students will read and comprehend material in the natural sciences consistent with an introductory college-learning level.
Social Sciences (22 February 2009)

Goal 1. Students will have a general knowledge of concepts, methods of analysis, and facts concerning society as interpreted by the social sciences.
  * Objective 1: Students will demonstrate knowledge of basic theories appropriate to a social science.
  * Objective 2: Students will be able to answer correctly questions on the accepted facts and principles of a social or behavioral science.
  * Objective 3: Students will be able to describe some of the dynamics among groups, institutions and individual persons.

Goal 2. Students will understand the methods for analysis appropriate to a social science.
  * Objective 1: Students will demonstrate a basic understanding of the uses of empirical data in a discipline.
  * Objective 2: Students will distinguish valid and invalid conclusions and arguments based on the methods appropriate to a social science.
  * Objective 3: Students will delineate the scope of a field of study and the objects of study appropriate to that social science. These objects of study may include empirical data, textual analysis, historical research, cultural analysis, linguistic analysis, or other forms appropriate to a specific social science.
  * Objective 4: Students will demonstrate that differing interpretations of information are possible and that different and valid conclusions may be reached using the same data.

Goal 3. Students will engage in critical thinking.
  * Objective 1: Students will identify the differences among facts, theories, assumptions, and models.
  * Objective 2: Students will apply what they have learned from the discipline to issues outside of the classroom.
  * Objective 3: Students will describe models in the discipline and explain the basic assumptions and applications of these models.

Goal 4. Students will develop analytic writing and reading skills appropriate to an introductory level in a discipline.
  * Objective 1: Students will read and comprehend professional literature, which may include primary as well as secondary sources, consistent with an introductory learning level.
  * Objective 2: Students will utilize the skills acquired in the course to produce written material consistent with introductory learning levels.

Goal 5. Students will distinguish among values and beliefs held by individual persons and the cultural, linguistic, technological and institutional forms that both create and reflect these.
  * Objective 1: Students will use social analysis the salient theories describing the articulation of personal beliefs and values with institutions.
  * Objective 2: Students will be able to recognize their own beliefs and values as well as social values of others and will be able to discuss differences and similarities between these systems.
  * Objective 3: Students will write critically and reflectively about some of the moral, political, and/or philosophical implications of a social science within a culturally diverse society.
Objective 4: Students describe how different value systems influence policies and decision making in societies.
Humanities and Fine Arts

Goal 1. Students should become familiar with the basic forms of expression in philosophy, literature, and at least one of the arts, and they should understand the social and environmental contexts of the artists and writers.

- **Objective 1:** Students should be able to read a variety of materials (discursive and artistic) at the conceptual as well as factual levels.
- **Objective 2:** They should be able to distinguish basic forms and ideas of philosophy, literature, and of one of the arts among examples they have not studied previously.
- **Objective 3:** Students should be familiar with significant steps in the development of Western Civilization, not only with how values have developed internally, but also with the ways in which new values have entered the culture from other civilizations.
- **Objective 4:** Students should be able to describe the context of at least one philosophical, artistic, or literary example from a non-Western civilization. (Asian, African, East Indian).
Gender & Cultural Diversity (19 May 2009)

Goal 1. For students to become knowledgeable about the cultural and historical experience of at least one of the minority groups* that comprise modern U.S. society, including, for example peoples of African, Asian, Latin-American, Native American origin or descent, gay and lesbian populations, people with physical disabilities, etc.
  • Objective: Students will know about the contributions of the minority group to modern U.S. society and culture.

*Minority groups are defined as groups of people who, because of their physical or cultural characteristics, have been historically differentiated from others in their society and treated disadvantageously.

Goal 2. For students to increase their awareness of the heterogeneous nature of U.S. society.
  • Objective: Students will know about the impact of social differences in relation to social stratification and the effects on minority groups in the U.S.

Goal 3. For students to better understand the relationship between at least one minority group and the dominant culture and society in the U.S.
  • Objective 1: Students will know about some of the social structures and institutions within which the minority group and the dominant culture interact.
  • Objective 2: Students will analyze existing social structures and institutions as they condition the relationship between a minority group and the dominant society and culture in the U.S.

Goal 4. For students to become knowledgeable about the way language and images represent and perpetuates cultural attitudes.
  • Objective: Students will analyze the role of language and images in socially constructing majority-minority group and individual interactions, such as perpetuating stereotypes, reproducing prejudiced attitudes, and reinforcing unexamined assumptions.

Goal 5. For students to recognize and understand a diversity of opinions and perspectives, in written and spoken discourse, concerning the course content.
  • Objective: Students will analyze multiple perspectives on a given issue related to the course content.
Goal 1. For students to understand at least one modern problem or topic linking societies within the global community. (For example such problems or topics as nationalism and ethnic conflict, global communications and technology, modern war, global hunger, comparative world revolutions, comparative world economic systems, the City, etc.)

- Objective: Students will have a thorough knowledge of a broad problem or topic related to the global community.

Goal 2. For students to understand dimensions of a modern international problem or topic from a non-U.S. perspective.

- Objective: Students will know the relevant aspects of a region or culture outside of the U.S. sufficient for analyzing its approach to a global problem or topic.

Goal 3. For students to gain the skills to find, use, and critically assess information about a foreign culture or international problem or topic.

- Objective 1: Students will evaluate published sources based upon editorial policy and readership, and perceive cues to authorial, political, national, or other preconceptions.
- Objective 2: Students will critically compare and synthesize the information and perspectives presented in multiple sources.

Goal 4. For students to recognize and understand a diversity of opinions and perspectives, in written and spoken discourse, concerning the course content.

- Objective 1: Students will form and support an opinion on a modern international problem or topic.
- Objective 2: Students will analyze multiple perspectives on a given issue related to the course content.
Department Capstone Goals and Objectives

**Goal 1.** For students to employ their integrative and problem-solving skills both within and beyond the discipline.
- **Objective:** Demonstrate ability to synthesize and apply discipline-specific skills and knowledge to work-world and civic issues.

**Goal 2.** For students to work effectively in collaborative venues on shared issues and concerns.
- **Objective:** Demonstrate team-working skills in formulating inquiries and proposing solutions for real, concrete problems.

**Goal 3.** For students to synthesize program-specific knowledge, methods, and skills.
- **Objective:** Prepare a capstone project (in groups or individually) that showcases disciplinary knowledge, methods and skills.

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Multiple-disciplinary Capstone Goals and Objectives

**Goal 1.** For students to employ their integrative and problem-solving skills interdisciplinary.
- **Objective:** Demonstrate ability to synthesize and apply skills and knowledge from multiple disciplines to work-world and civic issues.

**Goal 2.** For students to work effectively in collaborative venues on shared issues and concerns.
- **Objective:** Demonstrate team-working skills in formulating inquiries and proposing solutions for real, concrete problems.

**Goal 3.** For students to synthesize knowledge, methods, and skills from multiple disciplines.
- **Objective:** Prepare a capstone project (in groups or individually) that showcases multiple disciplinary knowledge, methods, and skills.