DIALOGUES OF SELF AND SOCIETY

Goals
1. Demonstrate an informed understanding of the major concepts of the self and society from an historical, cross-cultural and multi-disciplinary perspectives;
2. Demonstrate knowledge of the systemic nature of self and the process of identity formation and self-knowledge and be able to articulate an understanding of his/her own identity and purpose;
3. Demonstrate knowledge of the process of social change, the development of human societies, and the interrelationships between the individual and society;
4. Demonstrate an understanding of and appreciation for the universal nature of being human and humane.

Student Learning Outcomes

Students will be able to:

100 level courses
a. Identify and define the most significant theories and definitions of self from a historical, interdisciplinary and cross cultural perspective;
b. Identify and define the self as a construct in relationship to others;
c. Identify and define how representations of self reflect and determine identity.

200 level courses
a. Identify and define the most significant theories and perspectives on what is a society from a historical, interdisciplinary and cross cultural perspective;
b. Identify and define the major forces that shape the development of societies and social change;
c. Identify and explain how concepts of the self are interpreted in the context of society.

300 level courses
a. Thoroughly compare and contrast multiple theories and perspectives on self and society.
b. Critically evaluate the relationship between the individual and society and its relevance to a specific topic, era, or field of study.
c. Analyze the dynamics between social forces and the individual.

400 level courses
a. Critically evaluate the most significant historical and contemporary theories of self and society as they relate to his/her self-knowledge.
b. Thoroughly analyze and synthesize the fundamental qualities that define all human societies.
c. Recognize and evaluate the social construction of the individual as reflected in texts and/or literary works, the arts, and the media.
DIALOGUES OF BELIEF AND REASON

Goals

1. Demonstrate an understanding of the concepts of belief and reason from an historical, cross-cultural, and multi-disciplinary perspective;
2. Demonstrate the ability to understand and apply concepts of both belief and reason to the human experience and natural phenomena;
3. Demonstrate knowledge of and the ability to examine, evaluate, and articulate an understanding of the perennial “big questions;” including, what is the nature of humankind? What is the basis of knowledge and belief and what are the limits of both? What is my relationship to the world and my role in it? What does it mean and require being a good citizen, neighbor, friend, family member?
4. Demonstrate critical reflection upon and informed acquisition of an ethical system of belief and reason that informs conduct in professional and personal affairs.

Student Learning Outcomes

Students will be able to:

100 level courses

a. Identify and define the concepts of belief and reason from a historical, cross-cultural and multidisciplinary perspective;
b. Identify, classify, and examine the major ideas, thinkers, and intellectual and religious traditions in relationship to the perennial questions that have defined the relationship between belief and reason;
c. Identity and demonstrate knowledge of and information about the contexts in which belief and reasoning systems serve himself/herself and wider communities and contexts.

200 level courses

a. Understand and apply concepts from belief and reasoning systems to specific examples and situations;
b. Apply knowledge of belief and reasoning systems to examine his or her own life, social and historical issues, and questions of faith and spirituality;
c. Compare, contrast and evaluate belief and reasoning systems.

300 level courses

a. Synthesize systems of belief and reason demonstrating an understanding of the diversity of human thought, expression, and perspectives.
b. Evaluate and articulate his/her own belief system and demonstrate a critical and reflective understanding of the role of belief and reason in the construct of their own ethical and moral values, beliefs, and principles.
c. Explicate the limits of both belief and reason and demonstrate tolerance for ambiguity and uncertainty.

400 level courses

a. Synthesize systems of belief and reason demonstrating an understanding of the diversity of human thought, expression, and perspectives.
b. Evaluate and articulate his/her own belief system and demonstrate a critical and reflective understanding of the role of belief and reason in the construct of their own ethical and moral values, beliefs, and principles.
c. Explicate the limits of both belief and reason and demonstrate tolerance for ambiguity and uncertainty.
DIALOGUES OF JUSTICE AND CIVIC LIFE

Goals
1. Demonstrate an informed understanding of the principles, values and institutions that have defined American democracy and civic life;
2. Demonstrate an informed understanding of civic life and concepts of justice from an historical and contemporary perspective from a global and cross-cultural perspective;
3. Demonstrate an informed position on the concepts of freedom, equality, and justice;
4. Demonstrate an informed understanding of their responsibilities as citizens both in a national and in global context.

Student Learning Outcomes

Students will be able to:

100 level courses
a. Identify and define the concepts of freedom, equality, justice and civic life in the context of the American experience and from a cross-cultural and historical perspective;
b. Identify and define the utility, virtues, responsibilities and values of justice;
c. Classify, categorize, and summarize the structure and function of government in both democratic and non-democratic societies.
d. Classify, categorize, and summarize the forms of civic life, political institutions and concepts of justice from the origins of human societies to the present.

200 level courses
a. Compare and contrast the concepts of freedom, justice and equality in the United States with those of other cultures and societies;
b. Examine and evaluate the challenges of equality and inequality, freedom and oppression, justice and discrimination from a historical, American and global context;
c. Assess through critical reflection their own values and responsibilities in terms of civic engagement and citizenship.

300 level courses
a. Articulate and support with well-reasoned arguments a personal concept of justice, related to a field of study/profession and an understanding of citizenship
b. Demonstrate, articulate and practice the principles of civil discourse and respect for diverse cultures and perspectives.
c. Synthesize varying perspectives and theories relating to social justice as evidenced in the 21st century.

400 level courses
a. Analyze and evaluate from a critical perspective specific forces that shape civic life
b. Critically analyze and understand how issues of justice and civic life impact contemporary domestic and international affairs
c. Apply a conceptual understanding of justice and civil life to a complex problem in the field.
SCIENTIFIC LITERACY

Goals

1. Demonstrate knowledge of the Scientific Method, its utility and its application;
2. Demonstrate the ability to evaluate the use of the scientific theories, and data in multiple disciplines and to make informed judgments regarding the personal, social, and ethical issues arising from the scientific community;
3. Demonstrate an understanding of the relationship between science and technology and the impact of technology on society;
4. Demonstrate an understanding of the relationship between living things and their biological and physical environments;
5. Demonstrate an understanding of the responsibilities of ethical stewardship of the natural and physical environment.

Student Learning Outcomes

Students will be able to:

100 level courses

a. Describe and explain the scientific method as a process of induction/deduction and distinguishing fact from fiction;
b. Describe and comprehend the differences between science and technology;
c. Describe and understand the nature of the physical environment;
d. Identify and understand the historical development of science and understand the major discoveries and periods in the history of science;
e. Recognize and assess the major issues in the relationship between science and ethics;
f. Identify and understand the tools and measurement utilized in the construction of scientific data.

200 level courses

a. Apply the scientific method to solve problems, form hypothesis, and design tests;
b. Understand and evaluate the application of technology in science;
c. Understand and explain life processes in relationship to the natural world;
d. Identify and define the major scientific theories and laws;
e. Understand the impact of ethical issues in science;
f. Understand and apply methods of data collection.

300 level courses

a. Identify, collect, and analyze quantitative data related to the course topic
b. Critically analyze and evaluate how science drives innovation in the course topic area

400 level courses

a. Evaluate the role of science in addressing contemporary issues in the course subject area
b. Assess and articulate the utility of forming and testing hypotheses in relation to DSL 400 SLO #1
QUANTITATIVE REASONING

Goals
1. Demonstrate the ability to use and apply quantitative data;
2. Demonstrate the ability to analyze problems and evaluate information using the mathematical theories and methods;
3. Demonstrate the ability to explain and evaluate real-world issues, problems, and information with logical, reason and accuracy from a quantitative perspective.

Student Learning Outcomes

Students will be able to:

100 level courses
a. Demonstrate competency in fundamental arithmetic and algebra; emphasizing direct applications with fractions, percentages, decimals, ratios, proportions, unit conversions, scientific notation, exponents, solving equations and linear modeling;
b. Demonstrate critical thinking and problem solving skills in the context of financial literacy; emphasizing index numbers, personal budgeting, compound interest, savings plans, investments, credit cards, installment loans and income taxes;
c. Articulate in both written and oral form the ability to apply quantitative reasoning skills to problems and issues encountered in today’s society and develop increased confidence in the ability to utilize quantitative reasoning to enhance decision-making.

200 level courses
a. Understand and interpret the concepts of descriptive statistics to specific issues, topics, and real world problems;
b. Apply graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
c. Discriminate between association and causation and identify the types of evidence used to establish causation;
d. Apply the fundamental concepts of probability theory to real world phenomena;
e. Articulate in both written and oral form the ability to apply quantitative reasoning skills to problems and issues encountered in today’s society and develop increased confidence in the ability to utilize quantitative reasoning to enhance decision-making.

300 level courses
a. Use quantitative reasoning to analyze and formulate arguments in a specific discipline, field or area of study.
b. Assimilate information from different sources, methodologies, and studies.
c. Estimate and check answers to mathematical problems in order to determine their reasonableness, identify alternatives, and select optimal results.
d. Evaluate and critique research with quantitative information.

400 level courses
a. Evaluate information, draw conclusions and construct logical arguments based upon quantitative data.
b. Recognize and seek appropriate solutions when data are incomplete, flawed or atypical.
c. Recognize the limits of quantitative models, choose appropriate models, and be able to explain limitations in context.
d. Express quantitative evidence in a manner which meets professional standards in oral and written communication.
CRITICAL THINKING AND REASONING

Goals

1. Demonstrate the ability to evaluate the quality and relevance of evidence;
2. Demonstrate the ability to create and recognize reasoned arguments and perspectives;
3. Demonstrate the ability to effectively use both qualitative and quantitative evidence to construct reasoned arguments;
4. Demonstrate the ability to utilize accepted standards of analysis and reflection in both the presentation of ideas and in response to ideas and arguments from other individuals and sources of information.

Student Learning Outcomes

Students will be able to:

100 level courses

a. Identify and summarize a topic/problem/question or issue;

b. Identify and evaluate evidence for relevance and quality;

c. Compare and contrast, assumptions, arguments, evidence and positions;

200 Level courses

a. Clearly distinguish between fact, opinion, and acknowledge value judgments;

b. Identify one’s own position, perspective or position drawing on evidence rather than simply presenting a relativist position.

c. Evaluate the utility of qualitative vs. quantitative evidence in particular research situations.

300 level courses

a. Analyze and evaluate an issue and the logic and reason of a presented argument;

b. Identify and evaluate bias when present in an argument or position;

c. Accurately interpret evidence, statements and graphics.

400 level courses

a. Analyze and synthesize data and information and formulate a cogent and well-reasoned argument using multiple sources of information;

b. Create an original position or argument synthesizing multiple sources of data and information;

c. Formulate a conclusion based on the evaluation of multiple sources of evidence, statements and graphics;

d. Synthesize information and formulate a connection to disciplines or perspectives.
WRITTEN COMMUNICATION

Goals
1. Demonstrate skills in integrating critical thinking with the written expression of ideas and arguments;
2. Demonstrate knowledge of rhetorical situations and conventions;
3. Demonstrate the ability to write with logic and clarity and in a well-reasoned and effective manner consistent with academic and professional standards.

Specific Learning Outcomes

Students will be able to:
100 level courses
a. Engage in writing strategies for effective descriptive, expository, analytical and persuasive writing;
b. Compose an essay which demonstrates a strong introduction, clear thesis, appropriate supporting detail, and memorable conclusion;
c. Demonstrate an understanding of audience awareness;
d. Organize and write a grammatically competent composition.

200 level courses
a. Demonstrate in written form the ability to synthesize various and competing concepts, ideas, arguments, points of view from a range of text/media;
b. Construct in a written format, a relevant, and well-reasoned position, argument or point of view;
c. Continue to develop a distinct academic voice consistent with the standards of the intellectual community.

300 Level Courses
Overarching SLO: Create a research project by choosing a research strategy, formulating a topic appropriate to genre and discipline, developing a position in a systematic way through critically evaluating and selecting data / evidence that is organized into an argument that is clear, ordered and scholarly in style and format.

a. Choose a research strategy by formulating a topic appropriate to genre and discipline that is complex yet limited to the appropriate focus.
b. Develop and defend a position / thesis that leads to a significant conclusion.
c. Critically evaluate data / evidence and ideas that support a thesis / argument, while considering the opposing argument.
d. Present and organize ideas in a style that follows scholarly conventions appropriate to genre and discipline and is free of errors in grammar, spelling and usage.

400 Level Courses
Overarching SLO: Produce a research project that is appropriate to genre and discipline and presents persuasive and creative reasoning in a justifiable, logical, and creative fashion that is within a scholarly context and presented in a style that meets professional standards.

a. Provide a persuasive research strategy that is justified, logical, appropriate to genre and discipline, and creative.
b. Demonstrate awareness of the nature of individual research within a scholarly context appropriate to genre and discipline.
c. Synthesize data and ideas into ordered, creative, and insightful research structures appropriate to genre and discipline.
ORAL COMMUNICATION

Goals

1. Demonstrate the ability to speak effectively in both formal and informal public settings with clarity and effectiveness;
2. Demonstrate the ability to integrate technology and other modalities with oral presentations;
3. Demonstrate the ability to communicate effectively utilizing multiple forms of expression and employing audience appropriate topics and presentational formats and rhetorical styles consistent with academic and professional standards.

Student Learning Outcomes

Students will be able to:

100 level courses

a. Identify and classify the various purposes of discourse, broadly defined as informative, persuasive and commemorative
b. Construct speech that is appropriate to a topic and audience;
c. Use appropriate verbal and non-verbal communication delivery techniques;

200 level courses

a. Utilize appropriate organizational structures for developing arguments and presenting evidence throughout the speech.
b. Recognize, use and evaluate information and forms of speech in accordance with standards of cultural sensitivity and appropriateness.

300 level courses

a. Present oral arguments and positions with clarity, reason, and with documentation appropriate to the audience and format;
b. Adapt oral presentations to diverse audiences and mediums;
c. Engage and interact with the audience using techniques that establish the speaker as an authority in his/her subject area.

400 level courses

a. Demonstrate mastery of public speaking conventions (i.e. speech structure, nonverbal behaviors, preparation techniques);
b. Create and deliver highly persuasive oral arguments in defense of the speaker’s position;
c. Frame and present original arguments in a manner consistent with professional and/or academic standards in a specific discipline.
INFORMATION LITERACY

Goals

1. Students will recognize their need for information to understand a subject.
2. Students will know how to locate information needed.
3. Students will be able to access information quickly.
4. Students will be able to evaluate the reliability and relevancy of the information found.
5. Students will use the information gathered in an effective manner.
6. Students will use the information gathered in an ethical manner.

Student Learning Outcomes

Students will be able to:

100 level courses
a. Explore general information sources to increase familiarity with the topic;
b. Know the types of information sources that are available in the library;
c. Evaluate the reliability, validity, accuracy, authority, timeliness, and point of view or bias of various sources, as well as, differentiate between primary and secondary information sources;
d. Understand what constitutes plagiarism and how to avoid it.

200 Level courses
a. Identify and/or modify keywords and information so that it is manageable for research requirements
b. Identify the purpose and audience of potential information sources (e.g., popular vs. scholarly, current vs. historical);
c. Understand the MLA style and use it consistently to cite sources;
d. Draw well-substantiated conclusions from the information gathered;

300 level courses
a. Develops a focused research question and defines a realistic research timeline to acquire the needed information from a variety of types and formats and sources.
b. Examines and compares information from a various sources in order to evaluate reliability, validity, accuracy, authority, and point of view or bias.
c. Understands and applies the ethical and legal issues surrounding information and information technology, including intellectual property, copyright and fair use of copyrighted material.

400 level courses
a. Evaluates information and its sources critically and incorporates selected information with prior knowledge to and applies both new and prior information to the planning and creation of research project
b. Differentiates between primary and secondary sources, recognizing how their use and importance vary within a discipline.
c. Selects vocabulary specific to the discipline or terminology information research process and accesses needed information effectively and efficiently using specific vocabulary.
TECHNOLOGICAL LITERACY

Goals

1. Demonstrate skills by applying fundamental computer skills and utilizing core office and business applications;
2. Demonstrate skills in integrating digital communication and collaborative technological tools;
3. Demonstrate the ability to identify and use new media as well as effectively participate in digital learning environments.

Student Learning Outcomes

Students will be able to:

100/200 level courses

a. Demonstrate basic competency using word processing software, operating systems and web browser skills;
b. Evaluate and assess the authorship and authenticity of websites and identify basic copyright and property laws;
c. Effectively use presentation software packages, including the Integration of various types of multimedia;
d. Participate in social networking environments via a learning management system or from independent sources; i.e. blogs, wikis, podcasts;

300 level courses

a. Discuss professional uses and implications of social networks, explaining privacy and security issues regarding the use of social networking.
b. Conduct online research using keywords and advanced search techniques.
c. Create professional looking documents or presentations, combining elements from standard computer applications (i.e. incorporating hyperlinks or Excel graphs into Word documents).

400 level courses

a. Discuss and participate in a variety of common collaborative learning platforms typically encountered in professional settings (WebX, NetMeeting, etc).
b. Explain and demonstrate reasonable procedures for maintaining and protecting personal information and sensitive content on individual computers and mobile devices.
c. Identify, evaluate, select, and effectively integrate an appropriate technology into an aesthetic and original project, suitable to the intended audience.