

Baccalaureate Core Student Learning Outcomes by Category

For all Bacc Core courses, category learning outcomes for the appropriate category must appear on the course syllabus and be assessed.

Students taking a class in the designated category will:

Skills

Writing I

1. Be able to use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.
2. Demonstrate an understanding of language, form, and style.
3. Incorporate critical thinking at all steps in their writing process.

Writing II

1. Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
2. Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
3. Apply critical thinking to writing and writing process, including revision.

Speech

1. Demonstrate ethical and competent communication.
2. Articulate theories of communication and/or rhetoric.
3. Apply critical thinking to communication and/or rhetoric.

Mathematics

1. Identify situations that can be modeled mathematically.
2. Calculate and/or estimate the relevant variables and relations in a mathematical setting.
3. Critique the applicability of a mathematical approach or the validity of a mathematical conclusion.

Fitness

1. Identify and explain scientific principles and concepts of physical fitness, nutrition, and positive health behaviors.
2. Develop a personally appropriate fitness and health program, including, for example, realistic physical activity, behavior-change strategies, stress management, and nutrition.

3. Through regular and sustained engagement, demonstrate the knowledge, skill, and ability to participate in a selected physical activity for health, fitness, sport, or recreation.

Perspectives

Biological and Physical Sciences

1. Recognize and apply concepts and theories of basic physical or biological sciences.
2. Apply scientific methodology and demonstrate the ability to draw conclusions based on observation, analysis, and synthesis.
3. Demonstrate connections with other subject areas.

Cultural Diversity

1. Identify and analyze characteristics of a cultural tradition outside of European /American culture.
2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

Literature and the Arts

1. Recognize literary and artistic forms/styles, techniques, and the cultural/historical contexts in which they evolve.
2. Analyze how literature/the arts reflect, shape, and influence culture.
3. Reflect critically on the characteristics and effects of literary and artistic works.

Social Processes and Institutions

1. Use theoretical frameworks to interpret the role of the individual within social process and institutions
2. Analyze current social issues and place them in historical context(s)
3. Critique the nature, value, and limitations of the basic methods of the social sciences

Western Culture

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.

2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

Synthesis

Contemporary Global Issues

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

Science, Technology, and Society

1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

Difference, Power, and Discrimination (DPD)

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Writing Intensive Courses (WIC)

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.