



Student Learning Outcomes

University of Wisconsin
Eau Claire

Students at UW-Eau Claire meet learning outcomes in the Liberal Education Core and in their selected major, minor, and certificate programs. To view the Liberal Education Outcomes or the outcomes of academic programs, please click on the relevant item in the table of contents. The outcomes are organized by college and by department

Table of Contents

Liberal Education Learning Goals and Outcomes	6
Associate of Arts and Sciences Degree	7
Program Learning Outcomes	9
College of Arts and Sciences	9
American Indian Studies	9
Art and Design.....	10
BFA, Ceramics.....	10
BFA, Graphic Design	10
BFA, Illustration	11
BFA, Drawing & Painting	11
BFA, Photography	12
Art, Liberal Arts, Graphic Communications Emphasis, Comprehensive Major	12
Art, Liberal Arts, Studio Art Emphasis, Comprehensive Major	12
Art, Studio Emphasis, Major	13
Art History, Minor	13
Art, Liberal Arts, Art History Emphasis.....	13
Biology.....	13
Biology, Comprehensive Major, Ecology and Environmental Biology Emphasis.....	13
Biology, Comprehensive Major, Microbiology Emphasis	14
Biology, Liberal Arts; Biology, Teaching	14
Neuroscience.....	15
Chemistry	15
Chemistry, Liberal Arts.....	15
Chemistry, Comprehensive Major	16
Chemistry, ACS, Biochemistry Emphasis.....	16
Chemistry, ACS, General	17
Communication and Journalism	18
Communication, Communication Studies	18
Communication, Organizational Communication Major and Minor	18
Integrated Strategic Communication—Advertising, Public Relations Emphases	19
Journalism	19
Computer Science	20
Computer Science, Comprehensive Major	20
Computer Science, Software Engineering Emphasis	20

Economics	21
Economics, Liberal Arts; Economics, Business Economics.....	21
English	21
English, Liberal Arts, Critical Studies in Literatures, Cultures, and Film Major; Minor; Certificate	21
English, Liberal Arts, Teaching-Standard Major; English, Liberal Arts, Teaching-Comprehensive Major; English, Liberal Arts, Early Adolescence/Adolescence Minor	22
English, Liberal Arts, Rhetorics of Science, Technology, and Culture, Major; Minor; Certificate	22
English, Liberal Arts, Creative Writing Major and Minor	22
English, Liberal Arts, Linguistics	22
College of Arts and Sciences, Interdisciplinary Linguistics Minor and Certificate	23
English, MA, Literature and Textual Interpretation.....	23
English, MA, Writing.....	23
Geography.....	23
Geography, Environmental Comprehensive	23
Geography, Geospatial Analysis and Technology Comprehensive.....	24
Geography, Liberal Arts	25
Geography, Transnational Comprehensive	25
Geology	26
Geology, Liberal Arts Major and Geology Minor	26
Geology, Dual Degree Geological Engineering Emphasis	26
Geology, Comprehensive Major, Geology and Hydrogeology and Water Chemistry Emphasis.....	27
Geology, Comprehensive Major, Geology, General Geology Emphasis.....	27
Geology, Comprehensive Major, Geology, Environmental Science Emphasis; Water Resources Certificate: Responsible Mining Certificate; and Earth Resources Certificate	27
History	27
History, Liberal Arts; History Minor, Liberal Arts; Certificate: Global and Comparative History; Certificate: History of Race, Gender, and Society	27
History, Public History	28
History, Teaching; History Teaching Minor.....	28
History, MA	28
Languages.....	28
French, German, Spanish—Liberal Arts Majors.....	29
French, German, Spanish—Teaching Majors.....	29
Minors (French, German, Spanish) Liberal Arts and emphases.....	29
Teaching minors	30

Japanese Minor	30
Ancient Studies Minor.....	30
Latin American Studies	31
Latin American Studies, Culture and Society Emphasis Major; Language Emphasis Major; LAS minor; LAS certificate	31
Liberal Studies	31
Materials Science and Materials Science and Engineering.....	31
Materials Science, Comprehensive.....	31
Materials Science and Engineering	32
Mathematics	32
Mathematics, Actuarial Science, Comprehensive	32
Mathematics, Liberal Arts; Mathematics, Teaching	33
Mathematics, Research, Comprehensive Major.....	33
Mathematics, Statistics and Applied Math Emphasis.....	33
Mathematics, MS, Data Science	33
Music and Theatre Arts.....	34
Applied Instrumental; Applied Voice; Applied Piano; Collaborative Piano; Piano Pedagogy	34
Music Composition	34
Music-Instrumental and General Music Teaching; Choral and General Music	35
Music-Liberal Arts	35
Music Minor	35
Theatre Arts, Major-Liberal; Theatre Arts, Minor-Liberal Arts	36
Theatre Arts, Comprehensive; Musical Theatre, Comprehensive.....	36
Theatre Arts-Teaching; Theatre Arts, Minor, Teaching, EA-A; Theatre Arts, Minor, Teaching, MC-EA.....	36
Arts Administration Certificate	37
Dance Activities, Certificate	37
Philosophy and Religious Studies.....	37
Philosophy, Major and Minor	37
Religious Studies Major and Minor (*)	37
Physics and Astronomy	38
Physics, Liberal Arts, Applied Emphasis	38
Physics, Liberal Arts, Liberal Arts Emphasis	38
Physics, Teaching	39
Physics, Liberal Arts, Dual Degree Engineering Emphasis	39
Physical Science (Teaching).....	39

Physics-Mathematics (Teaching)	40
Political Science.....	41
Political Science, World Politics Emphasis, Comprehensive Major; Political Science, International Affairs Certificate.....	41
Political Science, Legal Studies Emphasis, Comprehensive Major; Political Science, Legal Studies Certificate	41
Political Science, Major - Liberal Arts; Political Science, Minor - Liberal Arts	42
Criminal Justice, Comprehensive Major	42
Psychology.....	43
Psychology, Liberal Arts and Psychology, Behavior Analysis	43
Psychology, Educational Specialist in School Psychology	43
Sociology	44
Sociology, Liberal Arts	44
Social Studies Teaching (Interdisciplinary Program).....	44
Watershed Institute	46
Environmental Public Health Comprehensive Major	46
Environmental Science Minor	46
Environment, Society, and Culture Minor	46
Public Health Minor	46
Women’s, Gender, and Sexuality Studies	47
Women’s, Gender, and Sexuality Studies, major and minor	47
LGBTQ Certificate.....	47
College of Business.....	47
Accounting and Finance	47
Accounting	47
Finance	47
Business Communication	48
Advanced Business Communication Certificate	48
Information Systems	48
Management and Marketing	49
Health Care Administration Major.....	49
Management Major/Minor.....	50
Management, Operations/Materials Management Emphasis	50
Management Entrepreneurship Emphasis - Major/Minor/Certificate	50
Management/Human Resources Emphasis Outcomes	51

Marketing Analytics Emphasis, Certificate	51
Marketing Sales Emphasis.....	52
International Business Major/Minor/Certificate	52
Business Administration Major/Minor	52
Master of Business Administration.....	53
College of Education and Human Sciences	53
Communication Sciences and Disorders.....	53
Communication Sciences and Disorders, Comprehensive Major.....	53
Communication Sciences and Disorders, MS.....	54
Education Studies.....	54
Kinesiology	55
Rehabilitation Science.....	55
Exercise Science	55
Physical Education, Teaching, Comprehensive.....	55
Social Work	56
Social Work, Comprehensive Major	56
Special Education	56
College of Nursing and Health Sciences.....	58
Nursing	58
Traditional BS Nursing Program.....	58
BS Nursing Completion	58
MS in Nursing	59
Doctor of Nursing Practice	59

Liberal Education Learning Goals and Outcomes

Students who complete the Liberal Education Core at the University of Wisconsin-Eau Claire will meet the following outcomes.

Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

Knowledge Outcome 1. Natural Sciences. Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical or computational methods.

Knowledge Outcome 2. Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Knowledge Outcome 3. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

Knowledge Outcome 4. Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

Skills Outcome 1. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.

Skills Outcome 2. Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims.

Skills Outcome 3. Create original work, perform original work, or interpret the work of others.

Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

Responsibility Outcome 1. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Responsibility Outcome 2. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

Responsibility Outcome 3. Use critical and creative thinking to address civic, social, and environmental challenges.

Integrate learning across courses and disciplines within and beyond campus.

Integration Learning Outcome 1. Apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts.

Service Learning:

Students will serve their community by applying knowledge gained through coursework.

Service Learning Outcome 1. Student applies coursework knowledge and/or experience to service learning.

Service Learning Outcome 2. Student recognizes a personal sense of responsibility to community through the service experience.

Service Learning Outcome 3. Students identify ways in which the community can be strengthened through service learning.

Associate of Arts and Sciences Degree

Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

Knowledge Outcome 1. Natural Sciences. Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical or computational methods.

Knowledge Outcome 2. Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Knowledge Outcome 3. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

Knowledge Outcome 4. Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

Skills Outcome 1. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.

Skills Outcome 2. Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims.

Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

Responsibility Outcome 1. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Responsibility Outcome 2. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

OR

Responsibility Outcome 3. Use critical and creative thinking to address civic, social, and environmental challenges.

Service Learning:

Students will serve their community by applying knowledge gained through coursework.

Service Learning Outcome 1. Student applies coursework knowledge and/or experience to service learning.

Service Learning Outcome 2. Student recognizes a personal sense of responsibility to community through the service experience.

Service Learning Outcome 3. Students identify ways in which the community can be strengthened through service learning.

Program Learning Outcomes

College of Arts and Sciences

American Indian Studies

1. Students will demonstrate an understanding of the inherent diversity of U.S. American Indian nations and how that has transformed throughout time.
 - A. Students explain the importance of place and culture for American Indian peoples.
 - B. Students analyze the impact of change throughout the history of American Indian peoples and communities.
 - C. Students explain how music, literature, and/or art are products and expressions of cultural and historical processes.
2. Students will be able to explain the status of federally recognized tribes in relation to federal, state, and local government, as well as private enterprises.
 - A. Students explain the historical and political background of American Indian communities.
 - B. Students define and apply the concept of tribal sovereignty in contemporary America.
 - C. Students define and apply the concept of treaties, historically and contemporarily.
3. Students will exhibit an understanding of the critical issues within American Indian Studies and gain an awareness of social justice issues within Indian Country.
 - A. Students describe examples of identity, colonialism, stereotypes, resistance, survivance, and/or issues of cultural appropriation/exploitation of Indigenous people.
 - B. Students analyze the impact of systems, institutions and issues in historical and contemporary times.
 - C. Students apply the ability to interact respectfully with others and suspend judgment, understanding that judgments may be culturally biased and exclusive.
4. Students will learn to apply skills, knowledge, or methodologies gained in one academic or experiential context to a new context to solve problems or address complex issues with sufficient support.
 - A. Students develop the ability to work effectively in and around tribal and urban Native communities.
 - B. Students practice culturally-sensitive dispositions as they engage with American Indians in the university community as well as tribal and urban communities within and around Wisconsin.
 - C. Students develop research skills with a special emphasis on interdisciplinary studies.

Art and Design

BFA, Ceramics

1. Apply the Elements and Principles of Design to visually communicate through Ceramics.
2. Show practical and technical command of materials, tools, processes and technologies to produce images, objects and/or experiences while demonstrating safe practices.
3. Develop perceptual skills to recognize, analyze, and critically evaluate form and content of art.
4. Apply and utilize oral and written communication (reading, writing, speaking, and listening) to clearly establish personal and professional voice.
5. Develop and apply knowledge and understanding of the major art periods (styles, iconography, terminology, essential questions, issues and contexts) globally across history and cultures.
6. Recognize diversity of peer and professional work and engage in critical discussion and critique through analysis and with respect for aesthetic and conceptual diversity.
7. Engage in self-directed and collaborative problem analysis, problem solving, and critical/creative thinking.
8. Engage in research and ideation that transmits specific intent, personal insight, attitude or expression.
9. Recognize and embrace risk taking and openness to process as it transcends intent.
10. Reflect on professional commitment and integrity.
11. Produce ceramic works both functional and/or sculptural while applying an understanding of tools specific to the material such as pottery wheels, kilns, hand tools, and glaze chemistry
12. Show knowledge of historical ceramics while keeping abreast of contemporary movements in the field of Ceramics.

BFA, Graphic Design

1. Apply the Elements and Principles of Design to visually communicate through Graphic Design.
2. Show practical and technical command of materials, tools, processes and technologies to produce images, objects and/or experiences while demonstrating safe practices.
3. Develop perceptual skills to recognize, analyze, and critically evaluate form and content of art.
4. Apply and utilize oral and written communication (reading, writing, speaking, and listening) to clearly establish personal and professional voice.
5. Develop and apply knowledge and understanding of the major art periods (styles, iconography, terminology, essential questions, issues and contexts) globally across history and cultures.
6. Recognize diversity of peer and professional work and engage in critical discussion and critique through analysis and with respect for aesthetic and conceptual diversity.
7. Engage in self-directed and collaborative problem analysis, problem solving, and critical/creative thinking.
8. Engage in research and ideation that transmits specific intent, personal insight, attitude or expression.
9. Recognize and embrace risk taking and openness to process as it transcends intent.

10. Reflect on professional commitment and integrity.
11. Research diverse social and cultural contexts in depth and breadth to create unique solutions that effectively and aesthetically solve a public communication problem.

BFA, Illustration

1. Apply the Elements and Principles of Design to visually communicate.
2. Show practical and technical command of materials, tools, processes and technologies to produce images, objects and/or experiences while demonstrating safe practices.
3. Develop perceptual skills to recognize, analyze, and critically evaluate form and content of art.
4. Apply and utilize oral and written communication (reading, writing, speaking, and listening) to clearly establish personal and professional voice.
5. Develop and apply knowledge and understanding of the major art periods (styles, iconography, terminology, essential questions, issues and contexts) globally across history and cultures.
6. Recognize diversity of peer and professional work and engage in critical discussion and critique through analysis and with respect for aesthetic and conceptual diversity.
7. Engage in self-directed and collaborative problem analysis, problem solving, and critical/creative thinking.
8. Engage in research and ideation that transmits specific intent, personal insight, attitude or expression.
9. Recognize and embrace risk taking and openness to process as it transcends intent.
10. Reflect on professional commitment and integrity.
11. Identify and apply unique visual metaphors, narratives, and representational vocabularies within a contemporary visual context.
12. Exhibit knowledge of the history of Illustration and the contemporary field of Illustration.

BFA, Drawing & Painting

1. Apply color and mark-making in the pursuit of an expressive personal vocabulary.
2. Create deliberate spatial relationships with consideration of the 2-dimensional picture plane in both representational and abstract imagery.
3. Show practical and technical command of materials, tools, processes and technologies to produce images, objects and/or experiences while demonstrating safe practices.
4. Develop perceptual skills to recognize, analyze, and critically evaluate form and content of art.
5. Apply and utilize oral and written communication (reading, writing, speaking, and listening) to clearly establish personal and professional voice.
6. Develop and apply knowledge and understanding of the major art periods (styles, iconography, terminology, essential questions, issues and contexts) globally across history and cultures.
7. Recognize diversity of peer and professional work and engage in critical discussion and critique through analysis and with respect for aesthetic and conceptual diversity.
8. Engage in self-directed and collaborative problem analysis, problem solving, and critical/creative thinking.
9. Engage in research and ideation that transmits specific intent, personal insight, attitude or expression.

10. Recognize and embrace risk taking and openness to process as it transcends intent.
11. Reflect on professional commitment and integrity.

BFA, Photography

1. Apply the Elements and Principles of Design to visually communicate.
2. Show practical and technical command of materials, tools, processes and technologies to produce images, objects and/or experiences while demonstrating safe practices.
3. Develop perceptual skills to recognize, analyze, and critically evaluate form and content of art.
4. Apply and utilize oral and written communication (reading, writing, speaking, and listening) to clearly establish personal and professional voice.
5. Develop and apply knowledge and understanding of the major art periods (styles, iconography, terminology, essential questions, issues and contexts) globally across history and cultures.
6. Recognize diversity of peer and professional work and engage in critical discussion and critique through analysis and with respect for aesthetic and conceptual diversity.
7. Engage in self-directed and collaborative problem analysis, problem solving, and critical/creative thinking.
8. Engage in research and ideation that transmits specific intent, personal insight, attitude or expression.
9. Recognize and embrace risk taking and openness to process as it transcends intent.
10. Reflect on professional commitment and integrity.
11. Apply photographic history and theory to photography as a social, cultural, and/or fine art medium.
12. Apply basic technologies and processes in photography to work from concept to finished product.

Art, Liberal Arts, Graphic Communications Emphasis, Comprehensive Major (020-007)

1. Implement the Principles of Design.
2. Create design concepts that demonstrate critical and analytical thinking.
3. Develop creative solutions to artistic and intellectual problems.
4. Demonstrate an understanding of design history.
5. Conduct research about the contexts of design.
6. Demonstrate awareness of diverse audiences.

Art, Liberal Arts, Studio Art Emphasis, Comprehensive Major (020-006)

1. Implement the Principles of Art.
2. Create art concepts that demonstrate critical and analytical thinking.
3. Develop creative solutions to artistic and intellectual problems.
4. Demonstrate an understanding of art history.
5. Conduct research about the contexts of art.
6. Demonstrate awareness of diverse audiences.

Art, Studio Emphasis, Major (020-208)

1. Implement the Principles of Art or Design.
2. Create art or design concepts that demonstrate critical and analytical thinking.
3. Develop creative solutions to artistic and intellectual problems.
4. Demonstrate an understanding of art or design history.
5. Demonstrate awareness of diverse audiences.

Art History, Minor (030-401)

1. Analyze the form of art.
2. Use knowledge about historical context to explain art.
3. Apply an appropriate methodology or critical theory to an art historical research topic.

Art, Liberal Arts, Art History Emphasis (020-209) *(Eliminated effective AY 19-20)*

1. Develop perceptual skills to recognize, analyze, and critically evaluate form and content of art.
2. Apply and utilize oral and written communication to establish clear personal and professional voice.
3. Develop and apply knowledge and understanding of the major art periods globally across history and cultures.
4. Recognize diversity of peer and professional work and engage in critical discussion and critique through analysis and with respect.
5. Engage in self-directed and collaborative problem analysis, problem solving, and critical/creative thinking.
6. Engage in research and ideation that transmits specific intent, personal insight, attitude or expression.
7. Select and apply methodologies and critical theory appropriate for their research topics.

Biology

Biology, Comprehensive Major, Ecology and Environmental Biology Emphasis

1. Students will demonstrate an understanding of foundational biological principles in the areas of: cell/molecular biology, genetics, evolution, ecology, diversity of life, and structure & function of organisms.
2. Students will understand and apply basic research methods in biology including research design, data analysis, and communication.
3. Students will work collaboratively to explore and solve problems.
4. Students will apply theories, concepts, findings, and methods of biology to problems/issues in society.
5. Students will understand how biological theories, concepts, findings, and methods relate to other disciplines.
6. Students will demonstrate competence in mathematics, statistics, and computer technology as tools for revealing and characterizing complex patterns in biological systems

7. Students will understand and apply scientific reasoning and methods in learning science and/or in conducting biological research.
8. Students will communicate scientific ideas and results in a variety of formats.
9. Students will understand how to organize and evaluate data/information related to measuring diversity using field-specific recommended structures and criteria.

Biology, Comprehensive Major, Microbiology Emphasis

1. Students will demonstrate an understanding of foundational biological principles in the areas of: cell/molecular biology, genetics, evolution, ecology, diversity of life, and structure & function of organisms.
2. Students will understand and apply basic research methods in biology including research design, data analysis, and communication.
3. Students will work collaboratively to explore and solve problems.
4. Students will apply theories, concepts, findings, and methods of biology to problems/issues in society.
5. Students will understand how biological theories, concepts, findings, and methods relate to other disciplines.
6. Students will demonstrate competence in mathematics, statistics, and computer technology as tools for revealing and characterizing complex patterns in biological systems
7. Students will understand and apply scientific reasoning and methods in learning science and/or in conducting biological research.
8. Students will communicate scientific ideas and results in a variety of formats.
9. Students will understand how to organize and evaluate data/information related to microbes using field-specific recommended structures and criteria.

Biology, Liberal Arts; Biology, Teaching

1. Students will demonstrate an understanding of foundational biological principles in the areas of: cell/molecular biology, genetics, evolution, ecology, diversity of life, and structure & function of organisms.
2. Students will understand and apply basic research methods in biology including research design, data analysis, and communication.
3. Students will work collaboratively to explore and solve problems.
4. Students will apply theories, concepts, findings, and methods of biology to problems/issues in society.
5. Students will understand how biological theories, concepts, findings, and methods relate to other disciplines.
6. Students will demonstrate competence in mathematics, statistics, and computer technology as tools for revealing and characterizing complex patterns in biological systems
7. Students will understand and apply scientific reasoning and methods in learning science and/or in conducting biological research.
8. Students will communicate scientific ideas and results in a variety of formats.

Neuroscience

Student Learning Outcomes

The comprehensive major in neuroscience has established specific domain learning outcomes.

The core learning outcomes for the comprehensive neuroscience major are as follows:

1. Apply neuroscience perspectives to understand brain-behavior relationships.
2. Demonstrate the skills necessary to perform neuroscience research.
3. Demonstrate proficiency in standard neuroscience research procedures.
4. Integrate relevant knowledge from a wide variety of fields to better understand the relationships between brain, mind, and behavior.
5. Organize, manipulate, and analyze neuroscience datasets via computational and statistical methods.

Chemistry

Chemistry, Liberal Arts

1. Knowledge and Understanding: Students will develop a rigorous understanding of chemical principles, and apply them to predict and rationalize chemical properties.
 - A. Structure and Bonding: Students can describe the structural properties of matter, as well as rationalize and predict chemical stability or physical properties on the basis of structure.
 - B. Reactivity and Stability: Students can classify and rationalize chemical transformations, and predict and quantify products.
 - C. Instrumentation Theory: Students can describe the underlying physical principles of various instruments and measurement techniques.
2. Skills: Students will develop the skills need to be effective practitioners of the field by devolving laboratory proficiency, the capacity to think critically and creatively, and the ability to communicate effectively.
 - A. Laboratory Skills: Students will develop proficient laboratory technique.
 - B. Chemical Reasoning: Students will develop critical and creative thinking skills, use them within the context of the field.
 - C. Communication Skills: Students will develop effective oral and written
 - D. Literature Skills: Students will become proficient with the chemical literature.
3. Responsibility: Students will become responsible practitioners of the field, by practicing laboratory safety, recognizing the societal impacts of chemistry, and identifying contributions made by individuals with a variety of social identities.
 - A. Chemical Safety: Students will function safely in a chemical laboratory, and will manage waste effectively.
 - B. Ethical and Professional Conduct: Students will conduct themselves ethically and professionally, cultivate awareness of the impact of chemistry on society, and recognize contributions from a diverse population.

4. Distinction: Students in each specific Chemistry program will develop some degree of specialization that distinguishes them from their peers in adjacent tracks.
4. Distinction–Chemistry, Liberal Arts: Students in the Chemistry, Liberal Arts major will develop some degree of specialization in an adjacent and/or complimentary field of study

Chemistry, Comprehensive Major

1. Knowledge and Understanding: Students will develop a rigorous understanding of chemical principles, and apply them to predict and rationalize chemical properties.
 - A. Structure and Bonding: Students can describe the structural properties of matter, as well as rationalize and predict chemical stability or physical properties on the basis of structure.
 - B. Reactivity and Stability: Students can classify and rationalize chemical transformations, and predict and quantify products.
 - C. Instrumentation Theory: Students can describe the underlying physical principles of various instruments and measurement techniques.
2. Skills: Students will develop the skills need to be effective practitioners of the field by devolving laboratory proficiency, the capacity to think critically and creatively, and the ability to communicate effectively.
 - A. Laboratory Skills: Students will develop proficient laboratory technique.
 - B. Chemical Reasoning: Students will develop critical and creative thinking skills, use them within the context of the field.
 - C. Communication Skills: Students will develop effective oral and written communication skills.
 - D. Literature Skills: Students will become proficient with the chemical literature.
3. Responsibility: Students will become responsible practitioners of the field, by practicing laboratory safety, recognizing the societal impacts of chemistry, and identifying contributions made by individuals with a variety of social identities.
 - A. Chemical Safety: Students will function safely in a chemical laboratory, and will manage waste effectively.
 - B. Ethical and Professional Conduct: Students will conduct themselves ethically and professionally, cultivate awareness of the impact of chemistry on society, and recognize contributions from a diverse population.
4. Distinction: Students in each specific Chemistry program will develop some degree of specialization that distinguishes them from their peers in adjacent tracks.
4. Distinction–Chemistry with Business Emphasis: Students in the Chemistry with Business Emphasis will develop a deeper comprehension of how the principles of commerce (e.g., Marketing, Accounting, Finance) function within the chemical industry.

Chemistry, ACS, Biochemistry Emphasis

1. Knowledge and Understanding: Students will develop a rigorous understanding of chemical principles, and apply them to predict and rationalize chemical properties.
 - A. Structure and Bonding: Students can describe the structural properties of matter, as well as rationalize and predict chemical stability or physical properties on the basis of structure.

- B. Reactivity and Stability: Students can classify and rationalize chemical transformations, and predict and quantify products.
 - C. Instrumentation Theory: Students can describe the underlying physical principles of various instruments and measurement techniques.
2. Skills: Students will develop the skills need to be effective practitioners of the field by devolving laboratory proficiency, the capacity to think critically and creatively, and the ability to communicate effectively.
 - A. Laboratory Skills: Students will develop proficient laboratory technique.
 - B. Chemical Reasoning: Students will develop critical and creative thinking skills, use them within the context of the field.
 - C. Communication Skills: Students will develop effective oral and written communication skills.
 - D. Literature Skills: Students will become proficient with the chemical literature.
 3. Responsibility: Students will become responsible practitioners of the field, by practicing laboratory safety, recognizing the societal impacts of chemistry, and identifying contributions made by individuals with a variety of social identities.
 - A. Chemical Safety: Students will function safely in a chemical laboratory, and will manage waste effectively.
 - B. Ethical and Professional Conduct: Students will conduct themselves ethically and professionally, cultivate awareness of the impact of chemistry on society, and recognize contributions from a diverse population.
 4. Distinction: Students in each specific Chemistry program will develop some degree of specialization that distinguishes them from their peers in adjacent tracks.
 4. Distinction: Students in the Chemistry, ACS, Biochemistry Emphasis will develop a deeper comprehension of how chemical principles underlie biological functions.

Chemistry, ACS, General

1. Knowledge and Understanding: Students will develop a rigorous understanding of chemical principles, and apply them to predict and rationalize chemical properties.
 - A. Structure and Bonding: Students can describe the structural properties of matter, as well as rationalize and predict chemical stability or physical properties on the basis of structure.
 - B. Reactivity and Stability: Students can classify and rationalize chemical transformations, and predict and quantify products.
 - C. Instrumentation Theory: Students can describe the underlying physical principles of various instruments and measurement techniques.
2. Skills: Students will develop the skills need to be effective practitioners of the field by devolving laboratory proficiency, the capacity to think critically and creatively, and the ability to communicate effectively.
 - A. Laboratory Skills: Students will develop proficient laboratory technique.
 - B. Chemical Reasoning: Students will develop critical and creative thinking skills, use them within the context of the field.
 - C. Communication Skills: Students will develop effective oral and written communication skills.
 - D. Literature Skills: Students will become proficient with the chemical literature.

3. Responsibility: Students will become responsible practitioners of the field, by practicing laboratory safety, recognizing the societal impacts of chemistry, and identifying contributions made by individuals with a variety of social identities.
 - A. Chemical Safety: Students will function safely in a chemical laboratory, and will manage waste effectively.
 - B. Ethical and Professional Conduct: Students will conduct themselves ethically and professionally, cultivate awareness of the impact of chemistry on society, and recognize contributions from a diverse population.
4. Distinction: Students in each specific Chemistry program will develop some degree of specialization that distinguishes them from their peers in adjacent tracks.
4. Distinction: Students in the Chemistry, ACS, General Emphasis major will develop a deeper comprehension of how physical principles manifest chemical behavior.

Communication and Journalism

Communication, Communication Studies

1. Students will explain what it means to communicate ethically
2. Students will describe the role of communication in a variety of contexts
3. Students will make and support claims about communication artifacts
4. Students will apply discipline-specific theories in order to explain human communication/behavior and make suggestions for corrective actions where needed
5. Students will conduct a communication research project using recognized quantitative, qualitative, or critical methodologies
6. Students will explain the relationship between research and theory in the study of communication
7. Students will prepare and deliver oral presentations
8. Students will utilize communication to embrace difference

Communication, Organizational Communication Major and Minor

1. Students will explain how organizations are created and maintained through communication
2. Students will use communication theories and constructs to identify and analyze communication problems and develop ethical solutions
3. Students will access and analyze communication research to identify knowledge gaps and develop questions
4. Students will draw conclusions from data and articulate implications
5. Students will utilize communication to embrace difference
6. Students will orally present ideas using appropriate visual, verbal, and nonverbal communication behaviors

Integrated Strategic Communication—Advertising, Public Relations Emphases

Students will be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
 2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
 3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
 4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
 5. Understand concepts and apply theories in the use and presentation of images and information;
 6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
 7. Think critically, creatively and independently;
 8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
 9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
 10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
 11. Apply basic numerical and statistical concepts;
- (Outcomes from Accrediting Council on Education in Journalism and Mass Communication)*

Journalism

Students will be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply tools and technologies appropriate for the communications professions in which they work.

(Outcomes from Accrediting Council on Education in Journalism and Mass Communication)

Computer Science

Computer Science, Comprehensive Major

1. Graduates will be able to apply the foundational elements of mathematics, logic, critical thinking and problem-solving skills to develop the algorithms and data structures necessary to solve a wide variety of computing problems.
2. Graduates will be able to analyze a problem, identify and define the computing requirements appropriate to its solution and demonstrate comprehension of the tradeoffs involved in design choices.
3. Graduates will be able to design, implement and evaluate a computing system or component to meet desired needs.
4. Graduates will be able to apply and use concepts from computer architecture and operating systems in computing system design, implementation and performance analysis.
5. Graduates will be able to use and evaluate a wide variety of modern tools and languages used in the practical construction of computing systems.
6. Graduates will be able to collaborate effectively in a team environment.
7. Graduates will be able to recognize social, ethical, and legal issues that surround the production and use of technology.
8. Graduates will be able to communicate effectively, both orally and in writing, to technical and non-technical audiences.

Computer Science, Software Engineering Emphasis

1. Graduates will be able to apply the foundational elements of mathematics, logic, critical thinking and problem-solving skills to develop the algorithms and data structures necessary to solve a wide variety of computing problems.
2. Graduates will be able to analyze a problem, identify and define the computing requirements appropriate to its solution and demonstrate comprehension of the tradeoffs involved in design choices.
3. Graduates will be able to design, implement and evaluate a computing system or component to meet desired needs.
4. Graduates will be able to apply and use concepts from computer architecture and operating systems in computing system design, implementation and performance analysis.

5. Graduates will be able to use and evaluate a wide variety of modern tools and languages used in the practical construction of computing systems.
6. Graduates will be able to collaborate effectively in a team environment.
7. Graduates will be able to recognize social, ethical, and legal issues that surround the production and use of technology.
8. Graduates will be able to communicate effectively, both orally and in writing, to technical and non-technical audiences.

Economics

Economics, Liberal Arts; Economics, Business Economics

1. Students use economic models (including supply and demand, models of the behavior of competitive and monopolistic firms, consumer optimization models, and macroeconomic models such as the Solow growth model, AS/AD model, and IS/LM model) to analyze economic behavior, social issues, and policy problems.
2. Students assemble and analyze economic data to test economic hypotheses.
3. Students effectively present their economic reasoning in concise written statements, extended research papers, or oral presentations.
4. Students describe and explain the wide differences in economic outcomes by race, gender, and across countries.

English

English, Liberal Arts, Critical Studies in Literatures, Cultures, and Film Major (540-212); Minor (540-409); Certificate (570-601)

Outcomes for all English Programs

1. Read and interpret text from a variety of critical perspectives.
2. Write effectively for different purposes and audiences.
3. Plan, conduct, and document research using appropriate sources.
4. Describe the dynamic nature, diversity, and structure of the English language.

Outcomes for Critical Studies Emphasis

5. Read and interpret literatures, cultures, and film from a variety of historical periods and genres.
6. Critique literatures, cultures, and film from a variety of theoretical perspectives.
7. Intervene and judge where power is constructed and mobilized.

English, Liberal Arts, Teaching-Standard Major (540-210); English, Liberal Arts, Teaching-Comprehensive Major (540-006); English, Liberal Arts, Early Adolescence/Adolescence Minor (540-408)

Outcomes for all English Programs

1. Read and interpret text from a variety of critical perspectives.
2. Write effectively for different purposes and audiences.
3. Plan, conduct, and document research using appropriate sources.
4. Describe the dynamic nature, diversity, and structure of the English language.

Outcomes for Teaching Emphasis

5. Apply knowledge of subject area, student learning, educational research, and pedagogical theory to instructional design.

English, Liberal Arts, Rhetorics of Science, Technology, and Culture, Major (540-211); Minor (540-414); Certificate (540-602)

Outcomes for all English Programs

1. Read and interpret text from a variety of critical perspectives.
2. Write effectively for different purposes and audiences.
3. Plan, conduct, and document research using appropriate sources.
4. Describe the dynamic nature, diversity, and structure of the English language.

Outcomes for Rhetorics of Science, Technology, and Culture Emphasis

5. Rhetorically analyze complex scientific, technological, and cultural texts and contexts.
6. Produce texts that effectively address scientific, technological, and cultural issues.

English, Liberal Arts, Creative Writing Major (540-204) and Minor (540-412)

Outcomes for all English Programs

1. Read and interpret text from a variety of critical perspectives.
2. Write effectively for different purposes and audiences.
3. Plan, conduct, and document research using appropriate sources.
4. Describe the dynamic nature, diversity, and structure of the English language.

Outcomes for Creative Writing Emphasis

5. Create original, effective poetry.
6. Create original, effective fiction or creative non-fiction.

English, Liberal Arts, Linguistics (540-205)

Outcomes for all English Majors

1. Read and interpret text from a variety of critical perspectives.
2. Write effectively for different purposes and audiences.
3. Plan, conduct, and document research using appropriate sources.
4. Describe the dynamic nature, diversity, and structure of the English language.

Outcomes for Linguistics Emphasis

5. Analyze linguistic data to form and test hypotheses in one or more of the following areas of linguistic structure: Sounds (phonology), Words (morphology), Sentences (syntax), Meanings (semantics)
6. Apply knowledge of linguistics (broadly defined) to issues relating to the use of language.

College of Arts and Sciences, Interdisciplinary Linguistics Minor (570-402) and Certificate (570-601)

1. Analyze linguistic data to form and test hypotheses in one or more of the following areas of linguistic structure: Sounds (phonology), Words (morphology), Sentences (syntax), Meanings (semantics)
2. Apply knowledge of linguistics (broadly defined) to issues relating to the use of language.
3. Plan, conduct, and document linguistic (broadly defined) research using appropriate sources.

English, MA, Literature and Textual Interpretation

1. Read and interpret texts from a variety of critical perspectives, making use of contemporary theories and sources.
2. Write creatively and critically for chosen audiences.
3. Create original scholarship using appropriate sources.
4. Contribute to and situate one's work within critical conversations.

English, MA, Writing

1. Read and interpret texts from a variety of critical perspectives, making use of contemporary theories and sources.
2. Write creatively and critically for chosen audiences.
3. Create and revise original poetry, prose or drama that is publishable or performable in contemporary venues.
4. Articulate useful, editorial critiques of creative works-in-progress.
5. Situate creative work within fields and genres.

Geography

Geography, Environmental Comprehensive

1. Content: *Geographic Foundation*: Demonstrate geographical knowledge, understanding, and significance through analysis, explanation, and critique (Explain where things are located, why they are located where they are, what difference that location makes, and to whom).
2. Skills:
 - A. *Geographic Techniques*: Effectively use and apply the tools of geographic inquiry (e.g., field and laboratory to gather quantitative and qualitative geographic data; GIS to acquire, manage, display, and analyze spatial data in digital form; cartography to display spatial information effectively; and spatial statistical methods to model and make inferences about spatial relationships and patterns).

- B. *Communication*: Effectively explain how geographic approaches and perspectives are used to address socially/environmentally relevant questions and problems and why identifying the underlying spatial relationships is significant.
3. Responsibility:
 - A. *Equity, Diversity, and Inclusion (EDI)*: Use geographic knowledge and skills to evaluate assumptions, representations, and institutions in order to challenge existing structures in ways that respect diversity and foster social/environmental equity and inclusivity.
 - B. *Ethics*: Use geographic knowledge and skills to address social and environmental challenges in ways that maximize the benefits and minimize the harm to others.
 4. Dispositions:
 - A. *Interdisciplinary perspective*: Synthesize the information, concepts, and methods of natural and social sciences for geographic research and applications.
 - B. *Relational perspective*: Explain how people, places, and regions are linked by networks and processes across space and scale (such as local-global, within regions, globalization, trade, immigration, internet technology, climate).
 5. Comprehensive:
 - A. *Environmental*: Recognizes the geography of environmental issues, events, or problems and uses geographic knowledge and skills to properly understand and respond to them.

Geography, Geospatial Analysis and Technology Comprehensive

1. Content: *Geographic Foundation*: Demonstrate geographical knowledge, understanding, and significance through analysis, explanation, and critique (Explain where things are located, why they are located where they are, what difference that location makes, and to whom).
2. Skills:
 - A. *Geographic Techniques*: Effectively use and apply the tools of geographic inquiry (e.g., field and laboratory to gather quantitative and qualitative geographic data; GIS to acquire, manage, display, and analyze spatial data in digital form; cartography to display spatial information effectively; and spatial statistical methods to model and make inferences about spatial relationships and patterns).
 - B. *Communication*: Effectively explain how geographic approaches and perspectives are used to address socially/environmentally relevant questions and problems and why identifying the underlying spatial relationships is significant.
3. Responsibility:
 - A. *Equity, Diversity, and Inclusion (EDI)*: Use geographic knowledge and skills to evaluate assumptions, representations, and institutions in order to challenge existing structures in ways that respect diversity and foster social/environmental equity and inclusivity.
 - B. *Ethics*: Use geographic knowledge and skills to address social and environmental challenges in ways that maximize the benefits and minimize the harm to others.
4. Dispositions:
 - A. *Interdisciplinary perspective*: Synthesize the information, concepts, and methods of the humanities and the natural and social sciences for geographic research and applications.

- B. *Relational perspective*: Explain how people, places, and regions are linked by networks and processes across space and scale (such as local-global, within regions, globalization, trade, immigration, internet technology, climate).
- 5. Comprehensive:
 - A. *Geospatial*: Expertly use geospatial information/data and technologies to address geographical issues.

Geography, Liberal Arts

1. Content: *Geographic Foundation*: Demonstrate geographical knowledge, understanding, and significance through analysis, explanation, and critique (Explain where things are located, why they are located where they are, what difference that location makes, and to whom).
2. Skills:
 - A. *Geographic Techniques*: Effectively use and apply the tools of geographic inquiry (e.g., field and laboratory to gather quantitative and qualitative geographic data; GIS to acquire, manage, display, and analyze spatial data in digital form; cartography to display spatial information effectively; and spatial statistical methods to model and make inferences about spatial relationships and patterns).
 - B. *Communication*: Effectively explain how geographic approaches and perspectives are used to address socially/environmentally relevant questions and problems and why identifying the underlying spatial relationships is significant.
3. Responsibility:
 - A. *Equity, Diversity, and Inclusion (EDI)*: Use geographic knowledge and skills to evaluate assumptions, representations, and institutions in order to challenge existing structures in ways that respect diversity and foster social/environmental equity and inclusivity.
 - B. *Ethics*: Use geographic knowledge and skills to address social and environmental challenges in ways that maximize the benefits and minimize the harm to others.
4. Dispositions:
 - A. *Interdisciplinary perspective*: Synthesize the information, concepts, and methods of the humanities and the natural and social sciences for geographic research and applications.
 - B. *Relational perspective*: Explain how people, places, and regions are linked by networks and processes across space and scale (such as local-global, within regions, globalization, trade, immigration, internet technology, climate).

Geography, Transnational Comprehensive

1. Content: *Geographic Foundation*: Demonstrate geographical knowledge, understanding, and significance through analysis, explanation, and critique (Explain where things are located, why they are located where they are, what difference that location makes, and to whom).
2. Skills:
 - A. *Geographic Techniques*: Effectively use and apply the tools of geographic inquiry (e.g., field and laboratory to gather quantitative and qualitative geographic data; GIS to acquire, manage, display, and analyze spatial data in digital form; cartography to display spatial information effectively; and spatial statistical methods to model and make inferences about spatial relationships and patterns).

- B. *Communication*: Effectively explain how geographic approaches and perspectives are used to address socially/environmentally relevant questions and problems and why identifying the underlying spatial relationships is significant.
3. Responsibility:
 - A. *Equity, Diversity, and Inclusion (EDI)*: Use geographic knowledge and skills to evaluate assumptions, representations, and institutions in order to challenge existing structures in ways that respect diversity and foster social/environmental equity and inclusivity.
 - B. *Ethics*: Use geographic knowledge and skills to address social and environmental challenges in ways that maximize the benefits and minimize the harm to others.
 4. Dispositions:
 - A. *Interdisciplinary perspective*: Synthesize the information, concepts, and methods of natural and social sciences for geographic research and applications
 - B. *Relational perspective*: Explain how people, places, and regions are linked by networks and processes across space and scale (such as local-global, within regions, globalization, trade, immigration, internet technology, climate).
 5. Comprehensive:
 - A. *Transnational*: Recognizes the geography of cross-boundary connections and interactions of people and institutions and uses geographic knowledge and skills to critically understand and respond to them.

Geology

Geology, Liberal Arts Major and Geology Minor

1. Explain Earth processes.
2. Use mathematics and computational methods to analyze scientific and geological data.
3. Read, write, and critically evaluate geological papers.
4. Construct an internally consistent geological map utilizing field data, topographic maps, geological maps, air photos, geographic information systems (GIS) data, and geological cross sections.
5. Evaluate a geological field site and produce a professional report.

Geology, Dual Degree Geological Engineering Emphasis

1. Explain Earth processes.
2. Use mathematics and computational methods to analyze scientific and geological data.
3. Read, write, and critically evaluate geological papers.
4. Construct an internally consistent geological map utilizing field data, topographic maps, geological maps, air photos, geographic information systems (GIS) data, and geological cross sections.
5. Develop geologic models and effectively communicate an applied geology interpretation based on observations.

Geology, Comprehensive Major, Geology and Hydrogeology and Water Chemistry Emphasis

1. Explain Earth processes.
2. Use mathematics and computational methods to analyze scientific and geological data.
3. Read, write, and critically evaluate geological papers.
4. Construct an internally consistent geological map utilizing field data, topographic maps, geological maps, air photos, geographic information systems (GIS) data, and geological cross sections.
5. Develop geologic models and effectively communicate a hydrogeologic interpretation based on observations.

Geology, Comprehensive Major, Geology, General Geology Emphasis

1. Explain Earth processes.
2. Use mathematics and computational methods to analyze scientific and geological data.
3. Read, write, and critically evaluate geological papers.
4. Construct an internally consistent geological map utilizing field data, topographic maps, geological maps, air photos, geographic information systems (GIS) data, and geological cross sections.
5. Describe and identify common rocks, minerals, and fossils

Geology, Comprehensive Major, Geology, Environmental Science Emphasis; Water Resources Certificate: Responsible Mining Certificate; and Earth Resources Certificate

1. Explain Earth processes.
2. Use mathematics and computational methods to analyze scientific and geological data.
3. Read, write, and critically evaluate geological papers.
4. Construct an internally consistent geological map utilizing field data, topographic maps, geological maps, air photos, geographic information systems (GIS) data, and geological cross sections.
5. Use analytical and quantitative methods to evaluate an environmental problem.

History

History, Liberal Arts (380-201); History Minor, Liberal Arts (380-401); Certificate: Global and Comparative History (380-627); Certificate: History of Race, Gender, and Society (380-628)

Students should be able to:

1. Analyze diverse experiences of or viewpoints on past events or historical developments.
2. Recognize both continuity and change over time and describe their consequences.
3. Identify and interpret primary and secondary sources in order to effectively construct historical narratives orally and in writing.
4. Construct arguments that explain how history can inform the present.
5. Evaluate credibility, position, or perspective of various forms of historical evidence.
6. Compare and connect local and global histories.

History, Public History (380-205)

Students should be able to:

1. Analyze diverse experiences of or viewpoints on past events or historical developments.
2. Recognize both continuity and change over time and describe their consequences.
3. Identify and interpret primary and secondary sources in order to effectively construct historical narratives orally and in writing.
4. Construct arguments that explain how history can inform the present.
5. Evaluate credibility, position, or perspective of various forms of historical evidence
6. Compare and connect local and global histories.
7. Create Complex interpretations of the past collaboratively with public audiences.

History, Teaching (380-206); History Teaching Minor (380-404)

Students should be able to:

1. Analyze diverse experiences of or viewpoints on past events or historical developments.
2. Recognize both continuity and change over time and describe their consequences.
3. Identify and interpret primary and secondary sources in order to effectively construct historical narratives orally and in writing.
4. Construct arguments that explain how history can inform the present.
5. Evaluate credibility, position, or perspective of various forms of historical evidence.
6. Compare and connect local and global histories.
7. Engage K-12 students in historical analysis.

History, MA

1. The student demonstrates a broad knowledge and understanding of history.
2. The student demonstrates an understanding of theoretical approaches to history and historiography.
3. The student analyzes and interprets historical developments through research, writing, and oral presentations.
4. The student applies an understanding of the historical complexity of the people, institutions, events, and ideas that shape the world today.
5. The student demonstrates the foundations of a professional identity as an historian.
6. The student demonstrates an understanding of the theory and ethics of public history (for public history students).

Languages

NB: For each of the learning outcomes listed below for modern languages, the desired benchmark for linguistic proficiency in the target language is the Intermediate/High level or above according to ACTFL proficiency guidelines.

French, German, Spanish—Liberal Arts Majors

By the end of the program, our graduates will be able to

1. engage in interpersonal communication on a variety of topics of a personal, public, and professional nature.
2. understand and interpret written and spoken language and visual images on a variety of topics of a personal, public, and professional nature.
3. present information, concepts, and ideas to an audience of listeners or readers on a variety of topics of a personal, public, and professional nature.
4. demonstrate an awareness and knowledge of practices, products and perspectives related to the target culture(s) in spoken, written, and visual forms.
5. connect and integrate their language study with other disciplines and communities for academic and social purposes.
6. use critical and creative thinking to evaluate and address issues in local and global contexts.

French, German, Spanish—Teaching Majors

By the end of the program, our graduates will be able to

1. engage in interpersonal communication on a variety of topics of a personal, public, and professional nature.
2. understand and interpret written and spoken language and visual images on a variety of topics of a personal, public, and professional nature.
3. present information, concepts, and ideas to an audience of listeners or readers on a variety of topics of a personal, public, and professional nature.
4. demonstrate an awareness and knowledge of practices, products and perspectives related to the target culture(s) in spoken, written, and visual forms.
5. connect and integrate their language study with other disciplines and communities for academic and social purposes.
6. use critical and creative thinking to evaluate and address issues in local and global contexts.
7. demonstrate knowledge and appropriate use of current pedagogical issues and practices that are pertinent to the field of second language acquisition.

Outcome A: Licensure to teach Spanish in grades K-12.

Performance Indicator

1. meets the assessment guidelines for the teaching of world languages defined by the Department of Public Instruction.

Minors (French, German, Spanish) Liberal Arts and emphases

By the end of the program, our graduates will be able to

1. engage in interpersonal communication on a variety of topics of a personal, public, and professional nature.
2. understand and interpret written and spoken language and visual images on a variety of topics of a personal, public, and professional nature.
3. present information, concepts, and ideas to an audience of listeners or readers on a variety of topics of a personal, public, and professional nature.

4. demonstrate an awareness and knowledge of practices, products and perspectives related to the target culture(s) in spoken, written, and visual forms.
5. connect and integrate their language study with other disciplines and communities for academic and social purposes.

Teaching minors

By the end of the program, our graduates will be able to

1. engage in interpersonal communication on a variety of topics of a personal, public, and professional nature.
2. understand and interpret written and spoken language and visual images on a variety of topics of a personal, public, and professional nature.
3. present information, concepts, and ideas to an audience of listeners or readers on a variety of topics of a personal, public, and professional nature.
4. demonstrate an awareness and knowledge of practices, products and perspectives related to the target culture(s) in spoken, written, and visual forms.
5. connect and integrate their language study with other disciplines and communities for academic and social purposes.
6. demonstrate knowledge and appropriate use of current pedagogical issues and practices that are pertinent to the field of second language acquisition.

Outcome A: Licensure to teach Spanish in grades K-12.

Performance Indicator

1. meets the assessment guidelines for the teaching of world languages defined by the Department of Public Instruction.

Japanese Minor

By the end of the program, our graduates will be able to

1. engage in interpersonal communication on topics of a personal nature.
2. understand and interpret spoken language on familiar or everyday topics.
3. understand and interpret written language on familiar topics conveyed in non-complex and predictable pattern of presentation.
4. write simple messages and letters, requests for information and notes.
5. present information to an audience of listeners on topics of a personal nature.

Ancient Studies Minor

By the end of the program, AS Minor graduates will be able to

1. analyze diverse experiences of, or viewpoints from, past events or historical developments.
2. recognize continuity and change over time and describe their consequences.
3. construct argumentation that explains how the culture and traditions of ancient civilizations can inform the present.
4. evaluate credibility, position, or perspective from various types of sources: text, image, and form.
5. compare and connect regional and global civilizations, past to present.

6. connect and integrate study of ancient civilizations with other disciplines for both academic and social purposes.

Latin American Studies

Latin American Studies, Culture and Society Emphasis Major; Language Emphasis Major; LAS minor; LAS certificate

1. Demonstrate knowledge about the diverse cultures, modes of communication, environments, and/or systems of knowledge and values as they pertain to Latin America, the Caribbean, and/or Latinos/Hispanics in the United States.
2. Explain global relationships of power, acknowledging multiple perspectives as they pertain to Latin America, the Caribbean, and/or Latinos/Hispanics in the United States.
3. Demonstrate an understanding that individual and/or collective decisions have global implications and/or appraise the need for personal and/or collective responsibility in creating more just global practices.
4. Communicate with proficiency in a non-English target language of Latin America, the Caribbean, or Latinos/Hispanics in the United States (proficiency level differs between Culture and Society Emphasis (Intermediate Mid) and Language Emphasis (Intermediate High Level)).
5. Complete a research and/or creative project.

Liberal Studies

1. Students will develop and implement a research, scholarly, or creative project.
2. Students will be able to combine examples, facts, or theories from more than one field of study or perspective to solve problems or answer questions.
3. Students will be able to discuss the differences and commonalities that characterize the disciplines within the liberal studies.
4. Students will be able to evaluate changes in their own learning by building upon past experiences that have occurred over multiple and diverse contexts.

Materials Science and Materials Science and Engineering

Materials Science, Comprehensive

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Materials Science and Engineering

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Mathematics

Mathematics, Actuarial Science, Comprehensive

1. Students will be able to apply a broad range of perspectives, including numerical, graphical, algebraic, analytical and verbal, to effectively connect and communicate mathematical ideas.
2. Students will be able to use mathematics to model and solve appropriate problems.
3. Students will be able to write mathematical proofs.
4. Students will be able to work independently and collaboratively on mathematical problems.
5. Students will be able to apply probability methods to describe random behavior.
6. Students will be able to use interest theory techniques to value deterministic cash flows.
7. Students will be able to apply both probability and theory of interest concepts to model and solve actuarial problems involving contingent cash flows.

Mathematics, Liberal Arts; Mathematics, Teaching

1. Students will be able to apply a broad range of perspectives, including numerical, graphical, algebraic, analytical and verbal, to effectively connect and communicate mathematical ideas.
2. Students will be able to use mathematics to model and solve appropriate problems.
3. Students will be able to write mathematical proofs.
4. Students will be able to work independently and collaboratively on mathematical problems.
5. Students will be able to read and synthesize mathematical literature.
6. Students will be able to combine multiple techniques of proof to establish the truth of a mathematical statement.

Mathematics, Research, Comprehensive Major

1. Students will be able to apply a broad range of perspectives, including numerical, graphical, algebraic, analytical and verbal, to effectively connect and communicate mathematical ideas.
2. Students will be able to use mathematics to model and solve appropriate problems.
3. Students will be able to write mathematical proofs.
4. Students will be able to work independently and collaboratively on mathematical problems.
5. Students will be able to communicate mathematical concepts effectively with speech and writing skills.
6. Students will be able to identify and formulate open research problems and implement proper proof techniques to answer open problems.

Mathematics, Statistics and Applied Math Emphasis

1. Students will be able to apply a broad range of perspectives, including numerical, graphical, algebraic, analytical and verbal, to effectively connect and communicate mathematical ideas.
2. Students will be able to use mathematics to model and solve appropriate problems.
3. Students will be able to write mathematical proofs.
4. Students will be able to work independently and collaboratively on mathematical problems.
5. Students will be able to use mathematics to solve problems for the natural, social, or actuarial sciences.
6. Students will be able to select appropriate methods and apply them using technology to solve problems.

Mathematics, MS, Data Science

1. Students will be able to collect and manage data to devise solutions to data science tasks.
2. Students will be able to select, apply, and evaluate models to devise solutions to data science tasks.
3. Students will be able to interpret data science analysis outcomes.
4. Students will be able to effectively communicate data science related information in various formats to appropriate audiences.

5. Students will be able to value and safeguard the ethical use of data in all aspects of their profession.
6. Students will be able to transform findings from data resources into actionable organizational strategies.

Music and Theatre Arts

Applied Instrumental; Applied Voice; Applied Piano; Collaborative Piano; Piano Pedagogy

1. Students will demonstrate artistic expression through musicianship, technical expertise and skill as appropriate to discipline.
2. Students will develop the ability to create historically and culturally appropriate interpretations through the performance of varied repertoire in collaborative and solo performances as appropriate to discipline.
3. Students will demonstrate the ability to apply culturally specific analytical techniques and approaches to musical compositions.
4. Students will demonstrate the ability to make comparative written statements about aesthetics and function for multiple compositional styles.
5. Students will demonstrate a diverse and inclusive perspective of music, as well as identify systems of privilege in music.
6. Students will demonstrate knowledge of diverse pedagogical techniques for their applicable performance medium.

Music Composition

1. Students will demonstrate artistic expression through musicianship, technical expertise and skill as appropriate to discipline.
2. Students will develop the ability to create historically and culturally appropriate interpretations through the performance of varied repertoire in collaborative and solo performances as appropriate to discipline.
3. Students will demonstrate the ability to apply culturally specific analytical techniques and approaches to musical compositions.
4. Students will demonstrate the ability to make comparative written statements about aesthetics and function for multiple compositional styles.
5. Students will demonstrate a diverse and inclusive perspective of music, as well as identify systems of privilege in music.
6. Students will demonstrate mastery of a range of traditional and current compositional styles.
7. Students will demonstrate mastery of composing idiomatically as appropriate for the selected media.

Music-Instrumental and General Music Teaching (Code 060-057); Choral and General Music

1. Students will demonstrate artistic expression through musicianship, technical expertise and skill as appropriate to discipline.
2. Students will develop the ability to create historically and culturally appropriate interpretations through the performance of varied repertoire in collaborative and solo performances as appropriate to discipline.
3. Students will demonstrate the ability to apply culturally specific analytical techniques and approaches to musical compositions.
4. Students will demonstrate the ability to make comparative written statements about aesthetics and function for multiple compositional styles.
5. Students will demonstrate a diverse and inclusive perspective of music, as well as identify systems of privilege in music.
6. Design and teach lessons that facilitate student achievement while acting as a collaborative leader.
7. Design instruction that utilizes Comprehensive Musicianship through Performance (CMP) as a pedagogical approach in the classroom and rehearsal settings.
8. Analyze and evaluate written and aural musical representations and performances by using effective musical academic language.
9. Analyze and apply the connections of musical expressions to human experience and other fine and healing arts in a culturally relevant and sensitive manner with accessibility for all.

Music-Liberal Arts

1. Students will demonstrate artistic expression through musicianship, technical expertise and skill as appropriate to discipline.
2. Students will develop the ability to create historically and culturally appropriate interpretations through the performance of varied repertoire in collaborative and solo performances as appropriate to discipline.
3. Students will demonstrate the ability to apply culturally specific analytical techniques and approaches to musical compositions.
4. Students will demonstrate the ability to make comparative written statements about aesthetics and function for multiple compositional styles.
5. Students will demonstrate a diverse and inclusive perspective of music, as well as identify systems of privilege in music.

Music Minor

1. Students will demonstrate artistic expression through musicianship, technical expertise and skill as appropriate to discipline.
2. Students will develop the ability to create historically and culturally appropriate interpretations through the performance of varied repertoire in collaborative and solo performances as appropriate to discipline.
3. Students will demonstrate the ability to apply culturally specific analytical techniques and approaches to musical compositions.

4. Students will demonstrate the ability to make comparative written statements about aesthetics and function for multiple compositional styles.
5. Students will demonstrate a diverse and inclusive perspective of music, as well as identify systems of privilege in music.

Theatre Arts, Major-Liberal; Theatre Arts, Minor-Liberal Arts

1. Develop an understanding of theatre's diverse genres, styles, and forms within their cultural, theoretical, and historical contexts.
2. Demonstrate competency as an actor, director, technician, and/or stage manager in a realized production.
3. Demonstrate competency in all stage crafts.
4. Demonstrate an ability to explain, critique, and evaluate one's own creative work and the creative work of others.
5. Demonstrate competency in the principles of design.

Theatre Arts, Comprehensive; Musical Theatre, Comprehensive

1. Develop an understanding of theatre's diverse genres, styles, and forms within their cultural, theoretical, and historical contexts.
2. Demonstrate competency as an actor, director, technician, and/or stage manager in a realized production.
3. Demonstrate competency in all stage crafts.
4. Demonstrate an ability to explain, critique, and evaluate one's own creative work and the creative work of others.
5. Demonstrate competency in the principles of design.
6. Demonstrate advanced competence in one or more theatre specializations in design, performance, scholarship (history, literature, criticism, performance), and musical theatre.

Theatre Arts-Teaching; Theatre Arts, Minor, Teaching, EA-A; Theatre Arts, Minor, Teaching, MC-EA

1. Develop an understanding of theatre's diverse genres, styles, and forms within their cultural, theoretical, and historical contexts.
2. Demonstrate competency as an actor, director, technician, and/or stage manager in a realized production.
3. Demonstrate competency in all stage crafts.
4. Demonstrate an ability to explain, critique, and evaluate one's own creative work and the creative work of others.
5. Demonstrate competency in the principles of design.
6. Demonstrated knowledge needed to teach theatre grades k-12 in Wisconsin.

Arts Administration Certificate

1. Students will demonstrate an understanding of the arts and their relevance in society today.
2. Students will demonstrate an understanding of the managerial issues and techniques for arts organizations today.
3. Students will demonstrate critical-thinking skills and communicate clearly when analyzing issues facing arts organizations today.

Dance Activities, Certificate

1. Develop an understanding of dance as a creative art form within its cultural, historical, and theoretical context.
2. Increase movement ability, musicality, and accuracy through practice of the basic elements of dance: space time and energy
3. Demonstrate basic dance technique in more than one genre of dance
4. Create original work, perform original work, or interpret work of others
5. Develop a vocabulary for discussing dance history, dance performances, and choreography

Philosophy and Religious Studies

Philosophy, Major and Minor

1. Students will demonstrate knowledge of the major questions, central methods, issues, figures, and arguments in the core areas of philosophy and its history.
2. Students will employ the tools of formal and informal logic to identify, construct, analyze, evaluate, and respond to arguments.
3. Students will approach questions of value with clarity, balance, open-mindedness, and rational rigor.
4. Students will make connections across texts and philosophical traditions and/or between philosophy and everyday life.
5. Students will read and interpret texts in accurate and philosophically sophisticated ways.
6. Students will clearly articulate ideas and arguments in writing and speech.
7. Students will engage in self-reflection and achieve greater self-understanding, exhibiting openness to alternative possibilities and conceptual frameworks.

Religious Studies Major and Minor (*)

1. Students will demonstrate basic knowledge of the history, beliefs, practices, and values of the major western and non-western religious traditions.*
2. Students will apply a variety of methodological approaches to the student of religions and incorporate in research and writing.
3. Students will analyze the complex interrelation between religions and cultures.
4. Students will deconstruct uniform conceptions of religious traditions through familiarity with the diversity of religious expression.*
5. Students will display empathetic non-judgmental engagement with alternative religious viewpoints.*

Physics and Astronomy

Physics, Liberal Arts, Applied Emphasis

1. Students will be able to qualitatively describe natural phenomena and man-made devices in terms of the basic laws of physics in areas of classical mechanics, thermodynamics, electromagnetism, optics, electronic circuits, quantum physics, and special relativity.
2. Students will be able to convert a physical situation described in English into a mathematical model.
3. Students will be able to apply the mathematical tools commonly used in physics to obtain analytical and numerical solutions to problems modeling physical situations.
4. Students will be able to design experiments and demonstrate the ability to use measurement technology, computational tools, and statistical techniques to collect and analyze data.
5. Students will be able to communicate verbally, graphically, and in writing the results of theoretical analysis, numerical computations, and laboratory experiments in a clear and concise manner that incorporates the stylistic conventions used by physicists worldwide.
6. Students will be able to synthesize appropriate concepts and methods from different courses in the solutions of problems and apply physical and mathematical principles across disciplinary boundaries.
7. Students will be able to use microcontrollers and electronic sensors to build devices to perform specific tasks.

Physics, Liberal Arts, Liberal Arts Emphasis

1. Students will be able to qualitatively describe natural phenomena and man-made devices in terms of the basic laws of physics in areas of classical mechanics, thermodynamics, electromagnetism, optics, electronic circuits, quantum physics, and special relativity.
2. Students will be able to convert a physical situation described in English into a mathematical model.
3. Students will be able to apply the mathematical tools commonly used in physics to obtain analytical and numerical solutions to problems modeling physical situations.
4. Students will be able to design experiments and demonstrate the ability to use measurement technology, computational tools, and statistical techniques to collect and analyze data.
5. Students will be able to communicate verbally, graphically, and in writing the results of theoretical analysis, numerical computations, and laboratory experiments in a clear and concise manner that incorporates the stylistic conventions used by physicists worldwide.
6. Students will be able to synthesize appropriate concepts and methods from different courses in the solutions of problems and apply physical and mathematical principles across disciplinary boundaries.
7. Students will be able to solve Schrödinger's equation for a number of physically important problems.
8. Students will be able to solve a number of physically important problems using noninertial reference frames.

Physics, Teaching

1. Students will be able to qualitatively describe natural phenomena and man-made devices in terms of the basic laws of physics in areas of classical mechanics, thermodynamics, electromagnetism, optics, electronic circuits, quantum physics, and special relativity.
2. Students will be able to convert a physical situation described in English into a mathematical model.
3. Students will be able to apply the mathematical tools commonly used in physics to obtain analytical and numerical solutions to problems modeling physical situations.
4. Students will be able to synthesize appropriate concepts and methods from different courses in the solutions of problems and apply physical and mathematical principles across disciplinary boundaries.
5. Students will acquire sufficient content knowledge by earning a minimum GPA in the major of 3.0 or by passing the appropriate Praxis II content exam
6. Students will be able to communicate verbally, graphically, and in writing the concepts of physics to adolescent learners.

Physics, Liberal Arts, Dual Degree Engineering Emphasis

1. Students will be able to qualitatively describe natural phenomena and man-made devices in terms of the basic laws of physics in areas of classical mechanics, thermodynamics, electromagnetism, optics, electronic circuits, quantum physics, and special relativity.
2. Students will be able to convert a physical situation described in English into a mathematical model.
3. Students will be able to apply the mathematical tools commonly used in physics to obtain analytical and numerical solutions to problems modeling physical situations.
4. Students will be able to design experiments and demonstrate the ability to use measurement technology, computational tools, and statistical techniques to collect and analyze data.
5. Students will be able to communicate verbally, graphically, and in writing the results of theoretical analysis, numerical computations, and laboratory experiments in a clear and concise manner that incorporates the stylistic conventions used by physicists worldwide.
6. Students will be able to synthesize appropriate concepts and methods from different courses in the solutions of problems and apply physical and mathematical principles across disciplinary boundaries.
7. Students will be able to model mechanical systems and solve problems using differential quantities.
8. Students will demonstrate basic engineering abilities by completing an ABET accredited bachelor's degree in an engineering discipline.

Physical Science (Teaching)

1. Students will be able to qualitatively describe natural phenomena and man-made devices in terms of the basic laws of physics in areas of classical mechanics, thermodynamics, electromagnetism, optics, electronic circuits, quantum physics, and special relativity.
2. Students will be able to convert a physical situation described in English into a mathematical model.

3. Students will be able to apply the mathematical tools commonly used in physics to obtain analytical and numerical solutions to problems modeling physical situations.
4. Students will be able to synthesize appropriate concepts and methods from different courses in the solutions of problems and apply physical and mathematical principles across disciplinary boundaries.
5. Students will acquire sufficient content knowledge by earning a minimum GPA in the major of 3.0 or by passing the appropriate Praxis II content exam.
6. Students will be able to visualize and describe the particle nature of matter and use it to rationalize observations and account for chemical mass balance.
7. Students will be able to describe the structural properties of matter, predict stability from both intuitive and quantitative considerations, and make connections between physical properties and chemical structure.
8. Students will be able to classify and predict chemical transformations, describe and rationalize reactivity via both intuitive and quantitative considerations.
9. Students will be able to make observations/measurements and interpret them, prepare/synthesize compounds, and characterize chemical samples and their transformations.
10. Students will be able to communicate verbally, graphically, and in writing the concepts of physics and chemistry to adolescent learners.

Physics-Mathematics (Teaching)

1. Students will be able to qualitatively describe natural phenomena and man-made devices in terms of the basic laws of physics in areas of classical mechanics, thermodynamics, electromagnetism, optics, electronic circuits, quantum physics, and special relativity.
2. Students will be able to convert a physical situation described in English into a mathematical model.
3. Students will be able to apply the mathematical tools commonly used in physics to obtain analytical and numerical solutions to problems modeling physical situations.
4. Students will be able to synthesize appropriate concepts and methods from different courses in the solutions of problems and apply physical and mathematical principles across disciplinary boundaries.
5. Students will acquire sufficient content knowledge by earning a minimum GPA in the major of 3.0 or by passing the appropriate Praxis II content exam
6. Students will be able to write mathematical proofs.
7. Students will be able to work independently and collaboratively on mathematical problems.
8. Students will be able to communicate verbally, graphically, and in writing the concepts of physics and mathematics to adolescent learners.

Political Science

Political Science, World Politics Emphasis, Comprehensive Major; Political Science, International Affairs Certificate

1. Communication Skills: Political Science students will be able to write and speak effectively.
2. Research Skills: Political Science students will be able to construct research questions and use appropriate sources and methods to answer them.
3. Knowledge of American Politics: Political Science students will analyze political behavior, institutions, and law or policy.
4. Knowledge of Political Theory: Political Science students will analyze core intellectual traditions in political thought and apply to political issues.
5. Knowledge of International Relations: Political Science students will analyze the behavior of international actors and the nature of their interactions.
6. Knowledge of Comparative Politics: Political Science students will analyze the political systems of states.
7. Civic Responsibility: Political Science students will demonstrate sense of responsibility necessary to become constructive global citizens.
8. Integration: Political Science students will connect academic knowledge to their own experiences and make connections across disciplines.
9. Knowledge of World Politics Theory: Political Science World Politics students will analyze the contending theoretical explanations for state and non- state actor behavior, international conflict, and international cooperation.
10. Knowledge of World Political Economy: Political Science World Politics students will analyze the contending theoretical explanations for global political–economic relations and the principal causes and solutions for global economic inequalities and underdevelopment.

Political Science, Legal Studies Emphasis, Comprehensive Major; Political Science, Legal Studies Certificate

1. Communication Skills: Political Science students will be able to write and speak effectively.
2. Research Skills: Political Science students will be able to construct research questions and use appropriate sources and methods to answer them.
3. Knowledge of American Politics: Political Science students will analyze political behavior, institutions, and law or policy.
4. Knowledge of Political Theory: Political Science students will analyze core intellectual traditions in political thought and apply to political issues.
5. Knowledge of International Relations: Political Science students will analyze the behavior of international actors and the nature of their interactions.
6. Knowledge of Comparative Politics: Political Science students will analyze the political systems of states.
7. Civic Responsibility: Political Science students will demonstrate sense of responsibility necessary to become constructive global citizens.

8. Integration: Political Science students will connect academic knowledge to their own experiences and make connections across disciplines.
9. Knowledge of Constitutional Law and Legal Arguments: Political Science, Legal Studies students will analyze U.S. Supreme Court cases and contending legal arguments.

Political Science, Major - Liberal Arts; Political Science, Minor - Liberal Arts

1. Communication Skills: Political Science students will be able to write and speak effectively.
2. Research Skills: Political Science students will be able to construct research questions and use appropriate sources and methods to answer them.
3. Knowledge of American Politics: Political Science students will analyze political behavior, institutions, and law or policy.
4. Knowledge of Political Theory: Political Science students will analyze core intellectual traditions in political thought and apply to political issues.
5. Knowledge of International Relations: Political Science students will analyze the behavior of international actors and the nature of their interactions.
6. Knowledge of Comparative Politics: Political Science students will analyze the political systems of states.
7. Civic Responsibility: Political Science students will demonstrate sense of responsibility necessary to become constructive global citizens.
8. Integration: Political Science students will connect academic knowledge to their own experiences and make connections across disciplines

Criminal Justice, Comprehensive Major (430-001)

1. Research & Analysis: CRMJ students will be able to develop hypotheses, construct research questions, and use appropriate methods to answer them and analyze findings.
2. Criminological Theory: CRMJ students will analyze core criminological theories of criminal and deviant behavior and apply them to policy and practice.
3. Law Enforcement: CRMJ students will demonstrate knowledge of roles, function, and effectiveness of law enforcement agencies and practices at each level of government.
4. Law & the Courts: CRMJ students will demonstrate knowledge of the nature and rule of law as well as its limits and applications in the United States as related to the functioning of state and federal court systems.
5. Corrections: CRMJ students will demonstrate knowledge of roles, function, and effectiveness of correctional agencies and practices at each level of government.
6. Evidence-Based Prevention: CRMJ students will analyze impact and outcome evaluations and demonstrate knowledge of best practices in crime prevention.
7. Juvenile Justice: CRMJ students will demonstrate knowledge of the core tenets of the juvenile justice system in the United States.
8. Oral & Written Communication: CRMJ students will be able to speak and write effectively.

Psychology

Psychology, Liberal Arts and Psychology, Behavior Analysis

Students will be able to:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Apply psychological principles to personal, social, and organizational issues.
5. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
6. Communicate effectively in a variety of formats (oral, written, technological).
7. Recognize, understand, and respect the complexity of sociocultural and international diversity.
8. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
9. Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Psychology, Educational Specialist in School Psychology

1. To prepare specialist level school psychologists who incorporate data-based decision making in all aspects of practice. (NASP Standards 1, 9) (DPI Pupil Services Standard 3)
2. To prepare specialist level school psychologists who are effective, collaborative problem solvers. (NASP Standards 2, 7) (DPI Pupil Services Standard 7)
3. To prepare specialist level school psychologists with foundational professional knowledge in psychology and education. (NASP Standards 3, 4) (DPI Pupil Services Standard 1, 2, 5)
4. To prepare specialist level school psychologists who understand, consider, and respect human diversity in all aspects of service delivery. (NASP Standard 8) (DPI Pupil Services Standard 2)
5. To prepare specialist level school psychologists to provide services consistent with professional, ethical and legal standards. (NASP Standard 10) (DPI Pupil Services Standard 4)
6. To prepare specialist level school psychologists who engage in reflective professional practice. (NASP Standard 10)
7. To prepare specialist level school psychologists who demonstrate a positive impact on the academic, cognitive, social, emotional, behavioral, and adaptive functioning of students. (NASP Standards 3, 4, 5, 6) (DPI Pupil Services Standard 6)

Sociology

Sociology, Liberal Arts

1. Students will be able to apply the sociological perspective to the social world
2. Students will be able to construct theoretically grounded sociological arguments
3. Students will be able to evaluate empirically based arguments about individuals and society
4. Students will be able to relate their sociological knowledge to social change and globalization
5. Students will be able to explain how social structures and institutions create and sustain systems of oppression and privilege
6. Students will be able to synthesize their sociological interests and skills with their own professional goals and career aspirations.

Social Studies Teaching (Interdisciplinary Program)

Upon completion of the Comprehensive Major: Social Studies in all Emphases, candidates in this program will be able to do the following: (These learning outcomes are based on the National Council for the Social Studies)

1. Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tool; structures of inquiry; and forms of representation.

Element 1a: Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history and the social/behavioral sciences.

Element 1b: Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences/

Element 1c. Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences

2. Application of Content Through Planning

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Element 2a Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

Element 2b Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

Element 2c Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

Element 2d Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

Element 2e Candidates plan learning sequences that use technology to foster civic competence.

3. Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Element 3a Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.

Element 3b Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

Element 3c Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

Element 3d Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Element 3e Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

4. Social Studies Learners and Learning

Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Element 4a Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

Element 4b Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

Element 4c Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

5. Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 5a Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

Element 5b Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

Element 5c Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

Watershed Institute

Environmental Public Health Comprehensive Major

Students will be able to:

1. Identify environmental health hazards and risks
2. Communicate health risks to the public
3. Apply interventions to protect the public's health
4. Demonstrate professional ethics, values, and responsibility

Environmental Science Minor

Students will be able to:

1. Demonstrate ecological and physical science knowledge related to the conservation of biological diversity and natural resources
2. Use computational and technological skills to analyze environmental systems
3. Evaluate relationships between environmental science and society
4. Apply knowledge, skills, and values of environmental science to examine issues in a field setting

Environment, Society, and Culture Minor

Students will be able to:

1. Examine the human impacts on environmental systems using scientific inquiry
2. Describe political, economic, and social dimensions of environmental problems
3. Recognize the spiritual and philosophical interconnections between humans and the environment
4. Integrate scientific, socioeconomic, and ethical perspectives to address environmental issues

Public Health Minor

Students will be able to:

1. Explain the role of political, cultural and socioeconomic factors contributing to health disparities within populations.
2. Describe the current U.S. health care system and the role of public health in addressing policies and delivery systems that affect population health.
3. Explain the role of quantitative and epidemiologic methods used in addressing public health issues.
4. Analyze the influence social, economic/political, physical and behavioral circumstances have on global public health.

Women's, Gender, and Sexuality Studies

Women's, Gender, and Sexuality Studies, major (485-201) and minor (485-401)

1. Students will explain the social workings of power, privilege and oppression across a range of cultures and experiences.
2. Students will demonstrate knowledge of a range of feminist, queer, and critical race theories and methodologies.
3. Students demonstrate understanding that transnational frames unsettle U.S.-centric approaches to feminism, and use these to critically analyze power and systems of oppression in a globalizing world.
4. Students will effect change that promotes social justice.

LGBTQ Certificate (486-602)

1. Students will develop an understanding of theories regarding gender and sexual formation, LGBTQ liberation movements (1952-2015), and contemporary issues (2002-to the present)
2. Students will effectively articulate queer theories and perspectives.

College of Business

Accounting and Finance

Accounting

As an accounting student, you will learn to...

1. compile financial statements according to GAAP.
2. analyze financial statements and related qualitative information.
3. evaluate a company's internal controls.
4. produce professional communications on technical accounting issues, including regulatory reporting.
5. evaluate business analytics.

Finance

As a finance student, you will learn to...

1. Analyze a security's risk in light of its return.
2. Apply criteria for accepting or rejecting an investment based on discounted cash flow analysis.
3. Compute the value of securities.
4. Compute the value of derivative securities.
5. Identify and explain appropriate measure of risk.

Business Communication

Advanced Business Communication Certificate

1. Students will be able to write common business documents (e.g., emails, memos, letters, reports, proposals, manuals, instructions), individually and in teams, using standard business document formats and organizational patterns (e.g., direct, indirect, persuasive).
2. Students will be able to use oral communication skills to communicate effectively, individually and in teams, in presentations, meetings, roundtable discussions, interviews, and interpersonal communication settings
3. Students will be able to use technologies and software to present quantitative and qualitative data in written communication and oral presentations
4. Students will be able to use standard business-English grammar, mechanics, and punctuation in written and oral communication.

Information Systems

Program-level Learning Goals.

1. Effectively write and speak to both technical and business audiences. (Aligned with College of Business goal)
2. Develop team skills. (Aligned with College of Business goal)
3. Solve information systems problems. (Aligned with College of Business goal)
4. Using appropriate technical skills, create solutions to information systems problems.

Program-level Student Learning Outcomes (SLO). Student-centered outcomes stated in terms of what the student should know and be able to do upon graduation.

1. *Effectively write and speak to both technical and business audiences:* Students will be able to read, write, speak and listen effectively with both technical and non-technical audiences. *Inherits from COB 1a. Students will write business documents that contain appropriate content, are organized effectively, demonstrate professionalism, and follow conventions for standard business English.*
2. *Develop team skills:* Students will be able to collaborate in and lead teams in diverse environments. *Inherits from COB 2.*
 - A. Team members will demonstrate effective interpersonal communication. (Teamwork 1)
 - B. Team members will demonstrate constructive behaviors. (Teamwork 2)
 - C. Teams will maintain effective team processes. (Teamwork 3)
 - D. Students will be able to self-assess their effectiveness as a team member. (Teamwork 4)
 - E. Students will understand the team development process (Teamwork 5, MGMT 2.1)
 - F. Students will understand how teams should function for effective decision making (Teamwork 6, MGMT 2.2)

3. *Solve information systems problems*: Students will be able to use appropriate technical skills and methodologies to derive effective and efficient solutions. *Inherits from COB 3.*
 - A. Solve IS problems by
 - i. analyzing the problem,
 - ii. generating alternative solutions,
 - iii. evaluating the alternatives and communicating that evaluation to decision maker/s,
 - iv. creating a plan to implement the selected solution and evaluating the implementation.
4. *Using appropriate technical skills, create solutions to information systems problems*: Students will be able to use Information Systems tools and techniques correctly.
 - A. *Programming skill*: Students will create well-designed coded instructions that effectively solve business problems
 - B. *Analysis and design skill*: Students will create technical models to assist in solving information systems problems
5. *Inherit from COB BBA Common Body of Knowledge*
 - A. Information Systems
 - i. Students will create an Excel workbook incorporating formulas, formatting, and data manipulation between worksheets. (CBK IS 1)
 - ii. Apply personal computer security skills in a Windows operating system. (CBK IS 2)

Management and Marketing

Health Care Administration Major (660054)

1. Resident Centered Care and Quality of Life: Students will possess the knowledge and skills necessary to ensure that resident rights, quality of care, and quality of life can be maximized by assessing, planning, implementing and evaluating resident services.
2. Human Resources: Students will possess the knowledge and skills necessary to ensure they can facilitate a comprehensive human resources program that recognizes the need for effective engaged employees to successfully deliver resident centered care.
3. Finance: Students will possess the knowledge and skills necessary to ensure they can facilitate a comprehensive fiscal management program to achieve the organization's financial performance objectives and to provide ongoing resident services.
4. Environment: Students will possess the knowledge and skills necessary to ensure they are providing an environment and atmosphere that promotes, protects, and provides resident centered care and quality of life.
5. Leadership and Management: Students will possess the knowledge and skills necessary to ensure innovation and strategic direction in alignment with organizational mission, vision, values, and purpose; effectively managing resources to ensure maximum performance and impact; integrating skills needed for daily management of the facility; implementing systems and nurturing relationships to ensure success in a complex and dynamic industry.

Management Major/Minor (820000, 820401)

1. Management Ethics: Students will be able to provide multiple factors that go into creating and promoting an ethical organizational culture.
2. Management Change: Students will be able to identify common reasons why employees often resist organizational change and recommend specific methods / options for managing change.
3. Management Leadership: Students will demonstrate an understanding of key elements of the vision process.
4. Management Team Definition: Students will identify differences between groups and teams in terms of interdependency of members and reward structures
5. Management Team Process: Students will identify group decision making processes, including decision-making failures (e.g., groupthink) and outcomes.
6. Management Strategy: Apply knowledge and skills learned across all functional business areas when developing firm strategy.
7. Management Process Alignment: Students will address the role of distinctive competencies and product/process alignment in formulating a strategic response to changes in the external strategic planning environment.

Management, Operations/Materials Management Emphasis (820001)

1. Product/Process Strategic Alignment: Students will critically evaluate the strategic implications of alternative process designs.
2. Production Planning Hierarchy: Students will Identify the purpose of each element of the production planning hierarchy.
3. Supply chain capstone level outcome: Students will apply optimization modeling and solution techniques to make supply chain management decisions.
4. Production planning capstone level outcome: Students will compose appropriate production plans for all levels of the priority planning process including sales and operations, master scheduling and materials requirements planning.
5. Lean Systems: Students will apply lean system concepts in an applied process improvement project

Management Entrepreneurship Emphasis - Major/Minor/Certificate (820002, 820402, 820603)

1. Management Ethics: Students will be able to provide multiple factors that go into creating and promoting an ethical organizational culture.
2. Management Change: Students will be able to identify common reasons why employees often resist organizational change and recommend specific methods / options for managing change.
3. Management Leadership: Students will demonstrate an understanding of key elements of the vision process.
4. Management Team Definition: Students will identify differences between groups and teams in terms of interdependency of members and reward structures
5. Management Team Process: Students will identify group decision making processes, including decision-making failures (e.g., groupthink) and outcomes.
6. Management Strategy: Apply knowledge and skills learned across all functional business areas when developing firm strategy.

7. Management Process Alignment: Students will address the role of distinctive competencies and product/process alignment in formulating a strategic response to changes in the external strategic planning environment.
8. Entrepreneurship I: Students will be able to identify new business opportunities and begin search for a business model to determine potential viability
9. Entrepreneurship II: Students will be able to complete all aspects of a business plan.

Management/Human Resources Emphasis Outcomes (820003)

1. Management Ethics: Students will be able to provide multiple factors that go into creating and promoting an ethical organizational culture.
2. Management Change: Students will be able to identify common reasons why employees often resist organizational change and recommend specific methods / options for managing change.
3. Management Leadership: Students will demonstrate an understanding of key elements of the vision process.
4. Management Team Definition: Students will identify differences between groups and teams in terms of interdependency of members and reward structures
5. Management Team Process: Students will identify group decision making processes, including decision-making failures (e.g., groupthink) and outcomes.
6. Management Strategy: Apply knowledge and skills learned across all functional business areas when developing firm strategy.
7. Management Process Alignment: Students will address the role of distinctive competencies and product/process alignment in formulating a strategic response to changes in the external strategic planning environment.
8. Human Resources Emphasis: Students will demonstrate knowledge and competency in the core areas of HR.

Marketing Major/Minor (840000, 840401)

1. Students can identify multiple market opportunities using environmental scanning variables.
2. Students can conduct market research to make better decisions regarding marketing problems and opportunities.
3. Students are knowledgeable in creating successful marketing strategies.
4. Students will be able to identify the marketing mix and its associated components.
5. Students will be able to identify what is marketing segmentation and the common bases used to segment consumer markets

Marketing Analytics Emphasis, Certificate (840002, 840601)

1. Students can identify multiple market opportunities using environmental scanning variables.
2. Students can conduct market research to make better decisions regarding marketing problems and opportunities.
3. Students are knowledgeable in creating successful marketing strategies.
4. Students will be able to identify the marketing mix and its associated components.

5. Students will be able to identify what is marketing segmentation and the common bases used to segment consumer markets
6. Marketing analytics emphasis majors will be able to utilize the application of various software technologies to solve marketing problems and administer ongoing marketing programs.

Marketing Sales Emphasis (8400010)

1. Students can identify multiple market opportunities using environmental scanning variables.
2. Students can conduct market research to make better decisions regarding marketing problems and opportunities.
3. Students are knowledgeable in creating successful marketing strategies.
4. Students will be able to identify the marketing mix and its associated components.
5. Students will be able to identify what is marketing segmentation and the common bases used to segment consumer markets
6. Students can demonstrate a professional sales presentation in a classroom setting and in an outside field setting.
7. Students can describe the duties and interactions required of an entry-level sales person and the role of the sales manager.
8. Students can describe and assess a field sales force in terms of how it is organized, motivated, evaluated and compensated.

International Business Major/Minor/Certificate (850001, 740411, 740610)

1. International Business Cultures: Students will be able to adapt and apply knowledge about the world's diverse cultures to the international business environment.
2. International Business Communication: Students will be able to adapt and apply knowledge about the world's diverse communication styles to the international business environment.
3. International Business Values: Students will be able to adapt and apply knowledge about the world's diverse values to the international business environment.

Business Administration Major/Minor (740200, 740405)

(Uses COB Outcomes)

1. *COB Ethics BBA: Students will be able to provide multiple factors that go into creating and promoting an ethical organizational culture.*
2. *COB Ops BBA: Critically evaluate the strategic implications of alternative process designs*
3. *COB Ops BBA: Identify the purpose of each element of the production planning hierarchy*
4. *COB Strategy BBA: Apply knowledge and skills learned across all functional business areas when developing firm strategy.*
5. *COB Communication 1: Students will write business documents that contain appropriate content, are organized effectively, demonstrate professionalism, and follow conventions for standard business English.*
6. *COB Communication 2: Students will demonstrate effective oral and nonverbal communication skills in business presentations, teams, meetings, interviews, and interpersonal contexts.*
7. *COB Teamwork 1: Team members will demonstrate effective interpersonal communication.*

8. *COB Teamwork 2: Team members will demonstrate constructive behaviors.*
9. *COB Teamwork 3: Teams will maintain effective team processes.*
10. *COB Teamwork 4: Students will be able to self-assess their effectiveness as a team member.*
11. *COB Teamwork 5: Students will understand the team development process*
12. *COB Teamwork 6: Students will understand how teams should function for effective decision making*
13. *COB Problem Solving 1: Students will understand and apply a structured process for solving problems.*
14. *COB Problem Solving 2: Students will identify and prioritize objectives when solving problems.*
15. *COB Problem Solving 3: Students will identify and address primary and secondary stakeholders when framing problems.*
16. *COB Problem Solving 4: Students will identify and question constraints when solving problems.*
17. *COB Problem Solving 5: Students will apply structured processes for exploring root causes of problems.*
18. *COB Problem Solving 6: Students will align decision criteria applied to evaluating alternatives with original objectives.*

Master of Business Administration

Master of Business Administration

Upon completion of the program, students will be able to demonstrate the knowledge and skills necessary to be effective leaders who can do the following in a global and domestic context:

1. Lead a diverse and inclusive organization.
2. Demonstrate a sense of social and ethical responsibility.
3. Identify and evaluate market opportunity.
4. Create and sustain competitive advantages.
5. Communicate effectively in organizations.
6. Use critical thinking and analytical reasoning to make informed business decisions.
7. Create and maintain a dynamic vision for personal and professional development.

College of Education and Human Sciences

Communication Sciences and Disorders

Communication Sciences and Disorders, Comprehensive Major

1. Students will demonstrate knowledge of the biological bases of human communication
2. Students will demonstrate knowledge of the developmental and linguistic bases of human communication
3. Students will demonstrate beginning knowledge of prevention, assessment, and intervention for hearing disorders
4. Students will demonstrate beginning knowledge of prevention, assessment and intervention for language disorders

5. Students will communicate effectively in the oral modality in professional formats and contexts
6. Students will communication effectively in the written modality in professional formats and contexts
7. Students will demonstrate understanding of diverse cultures

Communication Sciences and Disorders, MS

1. Students will develop a comprehensive, integrated knowledge base of normal and disordered communication and swallowing.
 - A. Students will demonstrate comprehensive knowledge of the spectrum of communication and swallowing disorders within the context of normal development and behavior
2. Students will develop competent clinical skills with a broad range of communication and swallowing disorders.
 - A. Students will demonstrate comprehensive knowledge of the intervention processes of evaluation, treatment, and prevention of communication and swallowing disorders
 - B. Will obtain employment and function satisfactorily in the workplace
3. Students will be eligible for speech and language certification and licensing
 - A. Will be eligible for certification by the American Speech-Language-Hearing Association
 - B. Will be eligible for licensure by the Wisconsin Department of Public Instruction in speech-language pathology (if choosing to seek eligibility)

Education Studies

Upon completion of the Elementary Education program, students will be able to:

1. Have an understanding of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) he/she teaches;
2. Have an understanding how children with broad ranges of ability learn and will be able to provide instruction that supports their intellectual, social, and personal development;
3. Have an understanding of how pupils differ in their approaches to learning and the barriers that impede learning and adapt instruction to meet the diverse needs of pupils, including those with disabilities exceptionalities;
4. Have an understanding of and be able to use a variety of instructional strategies, including using technology, and will encourage children's development of critical thinking, problem solving, and performance skills;
5. Utilize an understanding of individual and group motivation and behavior in creating learning environments that encourage positive social interaction, active engagement in learning, and self-motivation;
6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom;
7. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals;

8. Have an understanding and use formal and informal assessment strategies in evaluating and ensuring the continuous intellectual, social, and physical development of children;
9. Become practitioners who reflect upon and continuously evaluate the effect of their choices and actions on children, parents, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally; and
10. Foster relationships with school colleagues, parents, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically.

Kinesiology

Rehabilitation Science

Upon completion of the Rehabilitation Science program, the student will be able to:

1. Effectively communicate in a discipline specific manner
2. Effectively assess physical fitness, function, and health/disability related parameters and utilize data to enhance individual fitness, health and functional capacity
3. Demonstrate scholarly learning, evidence-based practice, and critical thinking skills
4. Provide evidence of appropriate professional development

Exercise Science

Upon completion of the Exercise Science program, the student will be able to:

1. Demonstrate knowledge in scientific foundation as applied to the study of human movement
2. Identify and discuss research in Exercise Science and develop skills to critically analyze research literature
3. Develop basic assessment, technology, and exercise programming skills specific to Exercise Science
4. Communicate effectively within a discipline-specific context

Physical Education, Teaching, Comprehensive

Upon completion of the Physical Education Teaching Program, students will be able to:

1. Content Knowledge: Articulate basic physical education knowledge, central physical education concepts, and pedagogical practices within the field of physical education.
2. Philosophy: Develop a professional philosophy consistent with current National Association for Sport and Physical Education (NASPE) and state physical education standards, developmentally appropriate curriculum and instructional design, assessment and professional development.
3. Roles and Responsibilities: Identify the role, function, and responsibility of a physical education teacher and physical education program coordinator as part of the K-12 physical education program.
4. Informal Needs Assessment: Assess informally student physical education needs based on a student's prior physical education experiences, physical fitness level, interests and needs in order to implement quality physical education instruction.
5. Physical Education Standards: Identify and articulate the concepts and skills contained in the current state and NASPE physical education standards in the development of curriculum and instruction.

6. Physical Education Instruction: Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and NASPE standards.
7. Multicultural Perspectives: Analyze and articulate the social, cultural, economic and political factors that affect physical education engagement, home-school relations, and classroom strategies in physical education.
8. Evaluation of Physical Education Programs: Evaluate commercial physical education programs as well as state, national, and international resources utilizing research-based principles in physical education curriculum, instruction and assessment.
9. Multiple Instructional Strategies: Implement effective developmentally appropriate instructional approaches including the use of media and technology, multiple intelligences, differentiated instruction and brain-based learning that will create learning experiences that will meet the diverse needs of pupils, the community and curricular goals.
10. Authentic Assessment: Apply formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the pupil.
11. Reflection: Reflect and evaluate the impact of his or her instructional capacity on others (e.g. learners, parents/guardians, and other professionals) as well as his/her classroom management skills and seek opportunities to grow professionally (i.e. Wisconsin Association for Health, Physical Education, Recreation, and Dance).

Social Work

Social Work, Comprehensive Major

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Special Education

1. Candidates are able to identify the individualization/accommodations/modifications needed to meet learning needs of the PK-12 student
 - A. Early Childhood: Candidates understand learning occurs across multiple routines and environments and is unique to the individual
 - B. Intellectual Disabilities/Specific Learning Disabilities: The methods to determine instructional priorities and assist students with disabilities to develop and attain life goals utilizing the school and community resources.

2. Candidates Know and honor the psycho-social characteristics of the learner (abilities, interests, developmental levels, culture, primary language, SES, family structure, etc.)
 - A. Early Childhood: Candidates understand the communicative intent of the young learner (spoken, non-verbal, gestural, picture exchanges, or challenging behavior).
 - B. Intellectual Disabilities/Specific Learning Disabilities: Candidates selecting, adapt and use assessment tools/methods to accommodate the unique abilities and needs of students (may include: ecological inventories, portfolio assessments, functional assessments and future-based assessments)
3. Plans and delivers specialized and differentiated instruction
 - A. Early Childhood: Candidates possess the foundational skills to improve independence, social competence, and academics through play and intentional planning of instruction
 - B. Intellectual Disabilities/Specific Learning Disabilities: Candidates implements effective transitional content and strategies to support 1-12 students with special education needs
4. Possesses foundational skills in all content areas (general education curriculum content), and promotes healthy social/emotional development
 - A. Early Childhood: Candidates possess the skills for effective collaboration with families, colleagues, and agencies to support a balanced integrated, and appropriate curriculum
 - B. Intellectual Disabilities/Specific Learning Disabilities: Candidates possess the foundational knowledge to plan instruction for independent functional life skills, personal living, self-determination, person-centered planning, self-monitoring, sexuality and employment.
5. Candidates effectively bridge content to provide interconnected learning for their students
 - A. Early Childhood: Candidates rely on strengths-based. Routines-based, and Universal Design for Learning (UDL)-based teaching practices within multiple opportunities for students to demonstrate learning
 - B. Intellectual Disabilities/Specific Learning Disabilities: Teaching reflects awareness and sensitivity to culture, religion, gender, and sexual orientation among students, families, and colleagues through effective communication and collaborative relationships
6. Candidates incorporate personal reflection and data-based instruction into teaching and assessment practices
 - A. Candidates employ appropriate applications of behavior interventions of the young child
 - B. Intellectual Disabilities/Specific Learning Disabilities: Teaching relies on reflection and the use of student progress data to meet students' unique needs while maintaining professional ethics

NOTE: Top level outcomes are for all students all programs. Particular programs have additional related outcomes as indicated under the top level outcomes.

College of Nursing and Health Sciences

Nursing

Traditional BS Nursing Program

1. Integration of liberal and nursing education, with particular distinction in: leading change in complex health care environments.
2. Organizational and systems leadership for patient safety and quality care, with particular distinction in: developing effective working relationships for quality improvement and optimizing patient care outcomes.
3. Scholarship for evidence-based practice, with particular distinction in: providing leadership in the synthesis and application of evidence with integration into changing standards of care.
4. Information management and application of patient care technology.
5. Understanding of health care policy, finance and regulatory environments, with particular distinction in: advocacy for individuals, families, and communities.
6. Interprofessional communication and collaboration for improving patient health outcomes, with particular distinction in: delivery of evidence-based, patient-centered care; coordination of care across settings and through the health-illness trajectory.
7. Clinical prevention and population health for optimizing health, with particular distinction in: analysis of population health needs, determinants, and resources, and development of action strategies.
8. Professionalism and professional values, with particular distinction in: ethical practice, social responsibility, a commitment to social justice, and global citizenship; delivery of culturally competent care within diverse settings and/or populations.
9. Beginning competence in baccalaureate generalist nursing practice, with particular distinction in: Holistic, relationship-based care incorporating therapeutic use of self; integration of nursing concepts, human responses, and safe and competent nursing care; use of nursing process to effect highest quality health outcomes.

BS Nursing Completion

1. Integration of liberal and nursing education, with particular distinction in: leading change in complex health care environments.
2. Organizational and systems leadership for patient safety and quality care, with particular distinction in: developing effective working relationships for quality improvement and optimizing patient care outcomes.
3. Scholarship for evidence-based practice, with particular distinction in: providing leadership in the synthesis and application of evidence with integration into changing standards of care.
4. Information management and application of patient care technology.
5. Understanding of health care policy, finance and regulatory environments, with particular distinction in: advocacy for individuals, families, and communities.
6. Interprofessional communication and collaboration for improving patient health outcomes, with particular distinction in: delivery of evidence-based, patient-centered care; coordination of care across settings and through the health-illness trajectory.

7. Clinical prevention and population health for optimizing health, with particular distinction in: analysis of population health needs, determinants, and resources, and development of action strategies.
8. Professionalism and professional values, with particular distinction in: ethical practice, social responsibility, a commitment to social justice, and global citizenship; delivery of culturally competent care within diverse settings and/or populations.
9. Beginning competence in baccalaureate generalist nursing practice, with particular distinction in: Holistic, relationship-based care incorporating therapeutic use of self; integration of nursing concepts, human responses, and safe and competent nursing care; use of nursing process to effect highest quality health outcomes.

MS in Nursing

1. Analyze, synthesize, and apply knowledge from nursing science and other disciplines related to the health of adults, older adults, and families.
2. Synthesize, critique, evaluate, and utilize theory to guide advanced nursing roles.
3. Synthesize, evaluate, and utilize research to improve client outcomes for adults, older adults, and families.
4. Demonstrate expertise in ethically based, advanced clinical decision making of human responses in diverse populations.
5. Integrate leadership and management theories into the advanced nursing roles.
6. Analyze and synthesize current nursing and health care issues and policies within the context of advanced nursing roles.
7. Integrate knowledge and theory of health policy, organizations, and financing of health care as a basis for the provision of quality, cost effective care.
8. Assume beginning advanced nursing roles across health care settings demonstrating effective advocacy for diverse populations.
9. Engage in lifelong learning and scholarship for the advancement of professional nursing.

Doctor of Nursing Practice

1. Expand advanced nursing practice by integrating the art and science of nursing with theory and knowledge from biophysical, psychosocial, political, ethical, technical, analytical, cultural, spiritual, environmental, and organizational realms.
2. Promote culturally sensitive, holistic advanced nursing practice care and services in a global community, with emphasis on disease/illness prevention and health/wellness promotion as well as restoration and maintenance.
3. Synthesize leadership skills, systems analysis, and advocacy expertise.
4. Integrate clinical expertise and competence with population-focused management, evidence-based practice, and health care policy.
5. Analyze health-related information systems and technology for the improvement of health care.
6. Develop, implement and evaluate evidence-based approaches to advanced nursing practice.
7. Evaluate the outcomes of advanced nursing practice.
8. Apply clinical scholarship and leadership skills to advanced nursing practice.
9. Evaluate personal scholarship, professional growth, and excellence in practice.