

## APPENDIX

### Outcomes and Assessments for

### Domains of the Springfield College General Education Program

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# General Education Outcomes and Assessment

## LITERARY STUDIES

Courses that meet the Literary Studies domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcome</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>Demonstrate the skills to read critically, interpretively, and emphatically.</b>		
Outcome	Analyze a literary text methodically (by summarizing the plot; by identifying character and point-of-view; by describing tone, imagery, and symbolism; and by deciding on a central theme).	Written essays In-class
Outcome	Support literary analysis with a discussion of relevant quotations from the text.	Written papers that utilize appropriate interpretive strategies
Outcome	Compose a thesis-driven critical essay on a literary work.	Written papers
Outcome	Format an essay according to the conventions of the Modern Language Association or American Psychological Association.	Essays
<b>Understanding and Appreciation of aesthetic, imaginative, and creative expression</b>		
Outcome	Interpret literary works utilizing selected strategies such as: feminism, formalism, Marxism and other materialist criticism, masculinities, myth criticism, new criticism, new historicism, psychoanalytic criticism, reader-response theory and queer theory.	
Outcome	Formulate responses to individual texts specific to the course.	Papers
Outcome	Evaluate literature in, and classify literature according to, its relevant historical and cultural context.	Papers
Outcome	Explain the dialogic relationship between text and their context.	Group presentations and discussions
Outcome	Analyze the coherent components of a literary text not discussed in class.	Essays Papers
Outcome	Define literary terms used in contemporary interpretive strategies for reading literature.	Tests and quizzes

# General Education Outcomes and Assessment

## VISUAL AND PERFORMING ARTS

Courses that meet the Visual and Performing Arts domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>Understanding and appreciation of aesthetic, imaginative, and creative expression.</b>		
Outcome	Demonstrate understanding of how the disciplines of the arts stimulate and promote critical thinking, problem solving, imagination and creativity.	Creative projects Critical review of attendance at arts events Critique papers Concept mapping Discussions Self-reflective writing Journals
<b>The ability to reflect critically on personal, spiritual, and cultural values in order to live an effective life.</b>		
Outcome	Apply the disciplines of the arts to analyze evaluate, and integrate their comprehension of human experience, history and cultures, and to reflect critically on personal, spiritual, and cultural values.	Concept mapping Meaning making Self-reflective writing Creative projects Discussions Research Papers Exams
<b>An understanding and appreciation of the opportunities and challenges inherent in a world that is increasingly diverse, multicultural, and international.</b>		
Outcome	Develop an aesthetic appreciation of how the arts serve and express an increasingly diverse, multicultural, and international society; and support lifelong enjoyment of the arts as participants, patrons, and audiences.	Demonstration in critical papers Interpretations Reflective writing Exam essays Use of language Tradition and vocabulary of art Understanding of historical and cultural context of a work of art or performance

**Communicate effectively in both written and oral form.**

Outcome

Develop and expand their ability to communicate effectively in written and oral forms and/or to create expression through practice in the skills and processes of recognized forms of art (dance, music, theater, digital media, creative writing, film and the visual arts).

Creative work  
Papers  
Presentations  
Self-assessments of student work  
Peer assessment of student work  
Critique and evaluation by professional artist/instructors

**An understanding and appreciation of aesthetic, imaginative, and creative expression.**

Outcome

Deepen an understanding and demonstrate an awareness of aesthetic traditions in the arts and strengthen the ability to interpret the arts through the analysis of how structure, form, content and style of specific works interact to create meaning.

Use of analytic tools  
Use of vocabulary specific to disciplines of art in interpretations of works and/or performances in concept mapping  
Mind-mapping  
Self-reflective writing  
Critical papers  
Essays  
Discussions

# General Education Outcomes and Assessment

## SPIRITUAL & ETHICAL DIMENSIONS

Courses that meet the Spiritual and Ethical Dimensions domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>The ability to reflect critically on personal, spiritual, and cultural values in order to live an effective and fulfilling life;</b>		
Outcome	Demonstrate knowledge of the ways in which spiritual concerns have been expressed in religious concepts, texts, and movements, and of how lack of such knowledge can result in superficiality, prejudice, and manipulation. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Reflect thoughtfully and critically on the personal, spiritual, and cultural values expressed in religious concepts, texts, and movements and the ways in which religion has influenced society. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Explore the foundations of spiritual values that contribute to leadership in improving the human condition and transforming human society. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Examine the contemporary and historical roles of faith and spiritual values in relation to leadership and the human condition. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Draw upon the methodologies and theories of classical and contemporary philosophers to demonstrate the depth of understanding of the civic, moral, cultural, and economic dimensions of the world in which they live that is necessary for active participation and leadership in that world, and for personal flourishing (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Demonstrate openness, intellectual humility, and a spirit of collaborative inquiry in discursive interactions involving a conflict of views. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Identify, explain, interpret, and critique cultural values, norms, beliefs, and ideas, using philosophical methodologies. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation

<b>The ability to think critically within and across disciplines, to interpret information, and to develop well-reasoned conclusions</b>		
Outcome	Demonstrate knowledge of the ways in which spiritual concerns have been expressed in religious concepts, texts, and movements, and of how lack of such knowledge can result in superficiality, prejudice, and manipulation. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Reflect thoughtfully and critically on the personal, spiritual, and cultural values expressed in religious concepts, texts, and movements and the ways in which religion has influenced society. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Explore the foundations of spiritual values that contribute to leadership in improving the human condition and transforming human society. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Examine the contemporary and historical roles of faith and spiritual values in relation to leadership and the human condition. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Draw upon the methodologies and theories of classical and contemporary philosophers to demonstrate the depth of understanding of the civic, moral, cultural, and economic dimensions of the world in which they live that is necessary for active participation and leadership in that world, and for personal flourishing. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Demonstrate openness, intellectual humility, and a spirit of collaborative inquiry in discursive interactions involving a conflict of views. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Identify, explain, interpret, and critique cultural values, norms, beliefs, and ideas, using philosophical methodologies. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation

<b>The ability to provide leadership in service to humanity.</b>		
Outcome	Demonstrate knowledge of the ways in which spiritual concerns have been expressed in religious concepts, texts, and movements, and of how lack of such knowledge can result in superficiality, prejudice, and manipulation. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Reflect thoughtfully and critically on the personal, spiritual, and cultural values expressed in religious concepts, texts, and movements and the ways in which religion has influenced society. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Explore the foundations of spiritual values that contribute to leadership in improving the human condition and transforming human society. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Examine the contemporary and historical roles of faith and spiritual values in relation to leadership and the human condition. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Draw upon the methodologies and theories of classical and contemporary philosophers to demonstrate the depth of understanding of the civic, moral, cultural, and economic dimensions of the world in which they live that is necessary for active participation and leadership in that world, and for personal flourishing. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Demonstrate openness, intellectual humility, and a spirit of collaborative inquiry in discursive interactions involving a conflict of views. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Identify, explain, interpret, and critique cultural values, norms, beliefs, and ideas, using philosophical methodologies. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation

<b>The ability to communicate effectively in both written and oral form.</b>		
Outcome	Demonstrate knowledge of the ways in which spiritual concerns have been expressed in religious concepts, texts, and movements, and of how lack of such knowledge can result in superficiality, prejudice, and manipulation. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Reflect thoughtfully and critically on the personal, spiritual, and cultural values expressed in religious concepts, texts, and movements and the ways in which religion has influenced society. (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Draw upon the methodologies and theories of classical and contemporary philosophers to demonstrate the depth of understanding of the civic, moral, cultural, and economic dimensions of the world in which they live that is necessary for active participation and leadership in that world, and for personal flourishing. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Demonstrate openness, intellectual humility, and a spirit of collaborative inquiry in discursive interactions involving a conflict of views. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
<b>The ability to read critically, interpretatively, and empathetically.</b>		
Outcome	Demonstrate knowledge of the ways in which spiritual concerns have been expressed in religious concepts, texts, and movements, and of how lack of such knowledge can result in superficiality, prejudice, and manipulation (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Reflect thoughtfully and critically on the personal, spiritual, and cultural values expressed in religious concepts, texts, and movements and the ways in which religion has influenced society (Spiritual)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Draw upon the methodologies and theories of classical and contemporary philosophers to demonstrate the depth of understanding of the civic, moral, cultural, and economic dimensions of the world in which they live that is necessary for active participation and leadership in that world, and for personal flourishing. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation
Outcome	Demonstrate openness, intellectual humility, and a spirit of collaborative inquiry in discursive interactions involving a conflict of views. (Ethical)	Essays, Exams, Group Project, Research Project, and/or Oral Participation

# General Education Outcomes and Assessment

## QUANTITATIVE REASONING

Courses that meet the Quantitative Reasoning domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>The ability to reason quantitatively and to use mathematical and technological tools for problem solving and analysis</b>		
Outcome	Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.	Exams, Papers, and/or Oral Participation
Outcome	Represent mathematical information symbolically, visually, numerically, and verbally.	Exams, Papers, and/or Oral Participation
Outcome	Use arithmetical, algebraic, geometric and statistical methods to solve problems in applied mathematics, statistics, and other disciplines.	Exams, Papers, and/or Oral Participation
Outcome	Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.	Exams, Papers, and/or Oral Participation
Outcome	Use appropriate technological tools for problem solving and analysis.	Exams, Papers, Oral Participation, and/or Information Literacy Project
<b>The ability to think critically within and across disciplines, to interpret information, and to develop well-reasoned conclusions</b>		
Outcome	Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.	Exams, Papers, and/or Oral Participation
Outcome	Recognize that mathematical and statistical methods have limits.	Exams, Papers, Oral Participation, and/or Information Literacy Project

# General Education Outcomes and Assessment

## NATURAL SCIENCES

Courses that meet the Natural Sciences domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>The ability to think critically within and across disciplines, to interpret information, and to develop well-reasoned conclusions.</b>		
<b>Outcome</b>	<b>Demonstrate an understanding of the scientific method/inquiry in one or more disciplines in the natural sciences.</b>	<b>Development of a research proposal including detailed account of the design and execution of the experiment.</b>
Goal	Use observational techniques and develop hypotheses related to phenomena in one or more disciplines in natural science.	In a laboratory setting, in media presentations and/or in submitted written reports students will provide evidence of investigating natural phenomena.
Goal	Measure and collect data, analyze results, and evaluate evidence in one or more disciplines in the natural sciences.	Written reports of labs or field experiments including all necessary calculations and error analysis (quantitative and qualitative)
Goal	Apply the method of science and technology to investigate and solve problems in one or more disciplines in the natural sciences.	Completion of lab or field experiments, individual or collaborative projects to address specific problems.
Area	Domain <b>Outcome</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>An understanding of the scientific process of discovery, critical thinking, and analysis.</b>		
<b>Outcome</b>	<b>Demonstrate an understanding of fundamental processes and principles in one or more branches of natural science.</b>	<b>Written exams and quizzes. Written, oral or poster presentations.</b>
Goal	Apply scientific data, content, concepts, and models in one or more branches of the natural sciences.	Completion of problem sets assigned in lectures and/or labs. Collaborative projects designed to address specific problems or topics.
Goal	Demonstrate oral and written mastery of relevant terminology in one or more branches of the natural sciences.	Written exams and quizzes. Individual or group presentations on specific topics.

Area	Domain <b>Outcome</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>The ability to provide leadership in service to humanity.</b>		
<b>Outcome</b>	<b>Demonstrate the ability to evaluate and participate in making societal decisions regarding science and technology.</b>	<b>Individual projects Risk/benefit analyses Debates</b>
Goal	Use observational techniques and develop hypotheses related to phenomena in one or more disciplines in natural science.	In a laboratory setting, in media presentations and/or in submitted written reports students will provide evidence of investigating natural phenomena.
Goal	Ask questions appropriate to the modes of inquiry in the natural sciences in academic and non-academic contexts.	Individual or collaborative projects that identify and develop solutions for current problems, e.g. community health issues, environmental concerns.
Goal	Analyze the impact of past technologies and apply the technology lessons learned to current and future technological and scientific decisions.	Perform risk/benefit analyses of past and current technologies.

# General Education Outcomes and Assessment

## HISTORICAL AND CULTURAL STUDIES

Courses that meet the Historical and Cultural Studies domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>An understanding and appreciation of the social sciences and historical perspective in comprehending the modern world.</b>		
Outcome	Analyze historical events and competing interpretations.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Analyze and compare political, diplomatic, social, economic, religious, scientific, cultural, and environmental structures and processes across a wide variety of historical periods and cultures.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Recognize and articulate the diversity of human experience throughout history and the complexities of a global culture and society.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Describe the primary characteristics--such as historical culture, language, politics, religions, size, population, economy, transportation, and communication systems--of several peoples and their cultures.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Identify important historical and cultural roots of the contemporary world.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Analyze the impact of chronology and geography in history.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Identify and explain the roots of contemporary ideas, values, and beliefs	Informal Journal Writing; Reaction Papers; Presentations;

		Exams, Research Project, and/or Oral Participation
Outcome	Analyze the bases of current problems and conflicts by making analogies and reference to specific past events in detail.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral
Outcome	Articulate possible future trends using historical reference.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral
Outcome	Describe the historical interaction of cultures	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral

**An understanding and appreciation of the opportunities and challenges inherent in a world that is increasingly diverse, multicultural and international.**

Outcome	Analyze and compare political, diplomatic, social, economic, religious, scientific, cultural, and environmental structures and processes across a wide variety of historical periods and cultures.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral
Outcome	Recognize and articulate the diversity of human experience throughout history and the complexities of a global culture and society.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral
Outcome	Describe the primary characteristics--such as historical culture, language, politics, religions, size, population, economy, transportation, and communication systems--of several peoples and their cultures.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral
Outcome	Identify important historical and cultural roots of the contemporary world.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral

Outcome	Identify and explain the roots of contemporary ideas, values, and beliefs	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral
Outcome	Analyze the bases of current problems and conflicts by making analogies and reference to specific past events in detail.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral
Outcome	Describe the historical interaction of cultures	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral

**The ability to think critically within and across disciplines, to interpret information, and to develop well- reasoned conclusions**

Outcome	Analyze and compare political, diplomatic, social, economic, religious, scientific, cultural, and environmental structures and processes across a wide variety of historical periods and cultures.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research
Outcome	Recognize and articulate the diversity of human experience throughout history and the complexities of a global culture and society.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research
Outcome	Analyze the bases of current problems and conflicts by making analogies and reference to specific past events in detail.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research
Outcome	Articulate possible future trends using historical reference.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research

<b>An understanding and appreciation of the scientific process of discovery, critical thinking and analysis.</b>		
Outcome	Analyze historical events and competing interpretations.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Analyze and compare political, diplomatic, social, economic, religious, scientific, cultural, and environmental structures and processes across a wide variety of historical periods and cultures.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Analyze the impact of chronology and geography in history.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation
Outcome	Analyze the bases of current problems and conflicts by making analogies and reference to specific past events in detail.	Informal Journal Writing; Reaction Papers; Presentations; Exams, Research Project, and/or Oral Participation

# General Education Outcomes and Assessment

## BEHAVIORAL AND SOCIAL SCIENCES

Courses that meet the Behavioral and Social Sciences domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>The ability to provide leadership in service to humanity.</b>		
Outcome	Students will be able to explain the basic principles of ethical scientific research in behavioral/social science, and describe the value of this research to society.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to identify and define the central concepts of at least one discipline of behavioral or social science, and describe numerous examples of these concepts in the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to explain the basic tenets of multiple theoretical frameworks from at least one discipline of behavioral or social science, and apply these theoretical frameworks to the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to identify and define elements of culture, and describe numerous examples of each of these elements in the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe the characteristics of a variety of levels of social interaction (i.e., dyads, small groups, formal organizations, communities, institutions, societies, and the world), and explain some ways these levels shape human thought and behavior.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe a variety of spheres of social life (e.g., family, religion, economy, politics, education, media, health care, and leisure), and explain some ways these spheres shape human thought and behavior.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe a variety of demographic categories in society, and discuss numerous ways that the social world (e.g., cultures & social structures) affects these categories and these categories affect the social world.	Exams, Papers, and/or Oral Participation

<b>An understanding and appreciation of the scientific process of discovery, critical thinking and analysis.</b>		
Outcome	Students will be able to explain the basic principles of ethical scientific research in behavioral/social science, and describe the value of this research to society.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to identify and define the central concepts of at least one discipline of behavioral or social science, and describe numerous examples of these concepts in the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to explain the basic tenets of multiple theoretical frameworks from at least one discipline of behavioral or social science, and apply these theoretical frameworks to the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to identify and define elements of culture, and describe numerous examples of each of these elements in the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe the characteristics of a variety of levels of social interaction (i.e., dyads, small groups, formal organizations, communities, institutions, societies, and the world), and explain some ways these levels shape human thought and behavior.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe a variety of spheres of social life (e.g., family, religion, economy, politics, education, media, health care, and leisure), and explain some ways these spheres shape human thought and behavior.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe a variety of demographic categories in society, and discuss numerous ways that the social world (e.g., cultures & social structures) affects these categories and these categories affect the social world.	Exams, Papers, and/or Oral Participation

**An understanding and appreciation of the social sciences and historical perspective in comprehending the modern world.**

Outcome	Students will be able to explain the basic principles of ethical scientific research in behavioral/social science, and describe the value of this research to society.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to identify and define the central concepts of at least one discipline of behavioral or social science, and describe numerous examples of these concepts in the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to explain the basic tenets of multiple theoretical frameworks from at least one discipline of behavioral or social science, and apply these theoretical frameworks to the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to identify and define elements of culture, and describe numerous examples of each of these elements in the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe the characteristics of a variety of levels of social interaction (i.e., dyads, small groups, formal organizations, communities, institutions, societies, and the world), and explain some ways these levels shape human thought and behavior.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe a variety of spheres of social life (e.g., family, religion, economy, politics, education, media, health care, and leisure), and explain some ways these spheres shape human thought and behavior.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe a variety of demographic categories in society, and discuss numerous ways that the social world (e.g., cultures & social structures) affects these categories and these categories affect the social world.	Exams, Papers, and/or Oral Participation

**An understanding and appreciation of the opportunities and challenges inherent in a world that is increasingly diverse, multicultural and international.**

Outcome	Students will be able to identify and define elements of culture, and describe numerous examples of each of these elements in the empirical world.	Exams, Papers, and/or Oral Participation
Outcome	Students will be able to describe a variety of demographic categories in society, and discuss numerous ways that the social world (e.g., cultures & social structures) affects these categories and these categories affect the social world.	Exams, Papers, and/or Oral Participation

# General Education Outcomes and Assessment

## INTERNATIONAL MULTICULTURAL STUDIES

Courses that meet the International / Multicultural Studies domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement
<b>An understanding and appreciation of the opportunities and challenges inherent in a world that is increasingly diverse, multicultural and international.</b>		
Outcome	Demonstrate proficiency in the four language skills: listening, speaking, reading and writing. (Language)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Compare and contrast the linguistic structures in English to the target language. (Language)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Compare and contrast cultural and social practices of the culture/s studied with those in the United States. (Language; Study Abroad)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Demonstrate cultural literacy by showing knowledge of and appreciation for the culture/s and groups studied, including beliefs, values, perspective, practices, products, art, religion, and philosophy. (Language; International/Global Studies; Study Abroad; Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Demonstrate knowledge of multiculturalism as it pertains to skills of inquiry, research, problem-solving, and critical thinking. (International / Global Studies; Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Apply critical thinking skills to examine areas of diversity, cultural pluralism, privilege and inequality. (International / Global Studies; Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation

Outcome	Demonstrate an understanding of the historical context of the social definitions of race, ethnicity in relation to cultural patterns, and how those designations have shaped peoples' beliefs, values, attitudes, and biases. (Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Compare and contrast cultural and social practices of specific multicultural groups within the United States and the world at large. (Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Recognize that each culture is one of many diverse cultures and that alternate perceptions and behaviors may be based on cultural differences (International / Global Studies)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Demonstrate knowledge of global issues, processes, trends and systems (i.e. economic and political) interdependency among nations, environmental-cultural interaction; global governance bodies and non-governmental organizations. (International / Global Studies)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Demonstrate knowledge of other cultures (beliefs, values, perspectives and practices). (International / Global Studies)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
<b>The ability to think critically within and across disciplines, to interpret information, and to develop well- reasoned conclusions</b>		
Outcome	Compare and contrast the linguistic structures in English to the target language. (Language)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Compare and contrast cultural and social practices of the culture/s studied with those in the United States. (Language; Study Abroad)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation

Outcome	Apply critical thinking skills to examine areas of diversity, cultural pluralism, privilege and inequality. (International / Global Studies; Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Compare and contrast cultural and social practices of specific multicultural groups within the United States and the world at large. (Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Recognize that each culture is one of many diverse cultures and that alternate perceptions and behaviors may be based on cultural differences (International / Global Studies)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
<b>An understanding and appreciation of the scientific process of discovery, critical thinking and analysis.</b>		
Outcome	Demonstrate cultural literacy by showing knowledge of and appreciation for the culture/s and groups studied, including beliefs, values, perspective, practices, products, art, religion, and philosophy. (Multicultural)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation
Outcome	Recognize that each culture is one of many diverse cultures and that alternate perceptions and behaviors may be based on cultural differences (International / Global Studies)	Informal Journal Writing; Presentations; Reflection Paper, Exams, Cultural Experience Projects , and/or Oral Participation

# General Education Outcomes and Assessment

## SOCIAL JUSTICE

Courses that meet the Social Justice domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>The ability to provide leadership in service to humanity.</b>		
Outcome	Identify and describe incidents and patterns of domestic or international injustice in two or more of the following categories: ability, age, economic class, ethnicity, gender, race, religion, sexual orientation, or national status. (Initial Awareness)	Research presentation, Reflection Paper, Analysis of Case Study, Exam
Outcome	Explain the complexities of privilege for those who benefit from injustice, as well as the consequences of injustice for those who lack power. (Deeper Understanding)	Reflection Paper, Group Project, Oral Participation
Outcome	Explain causes of injustice on at least two of the following levels: (a) individual attitudes, and behaviors; (b) cultural ideas, values, assumptions, and images; and (c) organizational / institutional practices, and structures. (Deeper Understanding)	Interview Project, Analysis of Case Study, Oral Participation, Collage or Poster Presentation
Outcome	Describe and assess various strategies for action for increasing social justice. Examples might include actions designed to modify interpersonal behaviors, institutional or systemic barriers, and/or cultural ideas and images. (Action for change)	Collage or Poster Presentation, Action Research Project, Community Service Project
<b>The ability to reflect critically on personal, spiritual, and cultural values in order to live an effective and fulfilling life;</b>		
Outcome	Identify and describe incidents and patterns of domestic or international injustice in two or more of the following categories: ability, age, economic class, ethnicity, gender, race, religion, sexual orientation, or national status. (Initial Awareness)	Research presentation, Reflection Paper, Analysis of Case Study, Exam
Outcome	Explain the complexities of privilege for those who benefit from injustice, as well as the consequences of injustice for those who lack power. (Deeper Understanding)	Reflection Paper, Group Project, Oral Participation
Outcome	Explain causes of injustice on at least two of the following levels: (a) individual attitudes, and behaviors; (b) cultural ideas, values, assumptions, and images; and (c) organizational / institutional practices, and structures. (Deeper Understanding)	Interview Project, Analysis of Case Study, Oral Participation, Collage or Poster Presentation

## General Education Outcomes and Assessment

<b>An understanding and appreciation of the opportunities and challenges inherent in a world that is increasingly diverse, multicultural and international.</b>		
Outcome	Identify and describe incidents and patterns of domestic or international injustice in two or more of the following categories: ability, age, economic class, ethnicity, gender, race, religion, sexual orientation, or national status. (Initial Awareness)	Research presentation, Reflection Paper, Analysis of Case Study, Exam
Outcome	Explain the complexities of privilege for those who benefit from injustice, as well as the consequences of injustice for those who lack power. (Deeper Understanding)	Reflection Paper, Group Project, Oral Participation
Outcome	Explain causes of injustice on at least two of the following levels: (a) individual attitudes, and behaviors; (b) cultural ideas, values, assumptions, and images; and (c) organizational / institutional practices, and structures. (Deeper Understanding)	Interview Project, Analysis of Case Study, Oral Participation, Collage or Poster Presentation
Outcome	Describe and assess various strategies for action for increasing social justice. Examples might include actions designed to modify interpersonal behaviors, institutional or systemic barriers, and/or cultural ideas and images. (Action for change)	Collage or Poster Presentation, Action Research Project, Community Service
<b>The ability to think critically within and across disciplines, to interpret information, and to develop well- reasoned conclusions</b>		
Outcome	Describe and assess various strategies for action for increasing social justice. Examples might include actions designed to modify interpersonal behaviors, institutional or systemic barriers, and/or cultural ideas and images. (Action for change)	Collage or Poster Presentation, Action Research Project, Community Service Project

# General Education Outcomes and Assessment

## HEALTH AND WELLNESS

Courses that meet the Health and Wellness domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>An understanding and appreciation of the importance of personal wellness and lifelong physical activity in the enrichment of human life;</b>		
Outcome	Demonstrate knowledge of the fundamental concepts of a wellness lifestyle.	Exams, Papers, and/or Oral Participation
Outcome	Identify resources available to obtain help for yourself or for someone else when dealing with a personal health issue.	Exams, Papers, and/or Oral Participation
<b>The ability to reflect critically on personal, spiritual, and cultural values in order to live an effective and fulfilling life;</b>		
Outcome	Identify behaviors associated with optimum health and wellness.	Exams, Papers, and/or Oral Participation
Outcome	Identify the dimensions, or components of wellness.	Exams, Papers, and/or Oral Participation
<b>The ability to communicate effectively in both written and oral form</b>		
Outcome	Attend and reflect on wellness events.	Participation in Wellness Events and Reflection Papers
<b>The ability to think critically within and across disciplines, to interpret information, and to develop well- reasoned conclusions</b>		
Outcome	Observe and interpret public information relating to health issues.	Reflection Papers, and/or Oral Participation

# General Education Outcomes and Assessment

## PHYSICAL ACTIVITY

Courses that meet the Physical Activity domain should focus their course objectives, content, activities, and assessments primarily on satisfying the following outcomes:

Area	Domain <b>Outcomes</b> and Goals:	Examples of methods of assessment used within courses in this category to demonstrate achievement of objectives:
<b>An understanding and appreciation of the importance of personal wellness and lifelong physical activity in the enrichment of human life;</b>		
<b>Outcome</b>	Demonstrate beginning level skills in a variety of activities that can be refined, combined and varied throughout life.	Basic skill assessment, pre-post class (post class if possible), using progression of skill specific to each activity
<b>Outcome</b>	Demonstrate an understanding of movement concepts as they apply to the learning and performance of physical activities.	
Goal	Identify the skill cues necessary for skill acquisition and performance.	Written assessment of skill acquisition and performance
Goal	Acquire new recreation/sport/leisure skills while continuing to refine existing ones.	Affective Scale or Reflection Paper
Outcome	Participate in a variety of sport and/or recreation & leisure physical activities.	
Goal	Develop personal interests in sport and recreation & leisure physical activities.	Oral Participation or Reflection Paper
Goal	Continue to participate in sport, recreation & leisure physical activities	Affective Scale or Reflection Paper

<b>Outcome</b>	Achieve and maintain lifelong physical fitness through active leisure participation.	
Goal	Identify lifelong physical fitness activities that encourage and maintain active leisure participation	Affective Scale or Reflection Paper
Goal	Demonstrate basic skills in a variety of lifelong physical fitness activities	Post graduation survey, Basic Skill Assessments
Goal	Apply basic concepts of lifelong physical fitness activities to an active leisure participation wellness plan for an individual	Affective Scale or Reflection Paper
Goal	Identify benefits of various lifelong physical activities	Affective Scale or Reflection Paper ,Written Exam or
Goal	Promote active leisure participation	Affective Scale or Reflection Paper
<b>Outcome</b>	Exhibit responsible personal and social behavior that respects self and other in physical activity environments.	
Goal	Demonstrate strategies that encourage others' participation	Observational Rubrics and Assessments
Goal	Demonstrate positive peer interaction skills	Observational Rubrics and Assessments
Goal	Demonstrate honesty and fair play	Observational Rubrics and Assessments
<b>Outcome</b>	Value physical activity for promotion of lifelong participation in sport and recreation & leisure activities.	
Goal	Identify intrinsic benefits from regular participation in physical education.	Written assessment of skill acquisition and performance; Affective Scale or
Goal	Identify extrinsic benefits from regular participation in physical education.	Written assessment of skill acquisition and performance; Affective Scale or