**Catalog Descriptions for Learning Domains (& QS) with Proposed Learning Goals**

**Expressive Arts (EA)**

Throughout history, humans have used the arts to explore and express ideas and feelings in a uniquely symbolic and expressive way, endowing the arts with qualities that are significantly different from those embodied in other ways of knowing. To understand any culture, a person must be able to grasp, interpret, and respond to its artistic creations and symbols. Given the broad spectrum of cultural production, a study of the expressive arts introduces students to ways of interpreting and understanding art content, as well as understanding the forms through which this content is produced and communicated. Courses in this domain emphasize either the creative process through the making and performing of works of art or the place of such works of art within a particular historical, cultural, or aesthetic context.

EA (first draft approved by Assessment committee, not yet tested)

Either through the creation and performance of works of art or through the study of artistic creations within a context of time, culture, or style, students are able to:

- Understand and respond to works of art in an informed manner
- Recognize the manner in which artistic content communicates ideas and feelings
- Comprehend the formal processes which go into the creation of selected works of art

**Historical Perspectives (HP)**

History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Through the examination of contemporary issues from a historical perspective, we gain insight into the richness of human experience and gain insight into our own convictions and actions. Courses in this domain study the development of societies and cultures over time.

HP (adopted and tested by a previous curriculum committee):

- Students are able to relate a chronological sequence of the subject matter.
- Students are able to identify evidence that demonstrates change over time.
- Students can identify historical antecedents to contemporary issues.
- Students demonstrate a basic understanding of how single or multiple cultures change over time.
- Students are able to analyze the significance of those changes.

**Literary Studies (LS)**

Literature has been a central form of expression for many societies. Literature provides a medium through which students gain insight into the minds and lives of other human beings and the process whereby human experience is imaginatively transformed into art. Critical reading/interpretation of a literary text provides understanding into what meanings that text holds, how those meanings are produced, what purposes they serve, and what effects they have. Literary studies also facilitate a student's ability to articulate responses both orally and in writing.

LS (first draft not yet approved by the assessment committee):

- Students will engage in the practice of written and oral expression.
- Students will be able to read a text critically to determine what meanings it holds, how and why the author produced these meanings, and the effects these choices have on the text.
- Students will examine how literary works provide insight into the human experience.

For reference, these are the goals that were discussed but not adopted by a previous curriculum committee but which the assessment committee found were not an accurate representation of the catalog copy.

- Students will interpret works of literature using one or more critical approaches.
- Students will evaluate and assess the literary form(s) of the works being studied.
- Students will study literary works and research the body of criticism associated with them.
- Students will engage in the practice of written and oral expression.

**Natural Science Inquiry (NS, NS-L)**

Science and technology are playing an ever-increasing role in our society. In order to navigate this information students must know and understand how science does and does not work, the application of scientific and mathematical principles, and the distinction between science and dogma. This requires the coupling of basic scientific principles with systematic, critical analysis. Emphasis is on the methods used to model, gather, interpret, and evaluate data critically and the placement of this information into a larger context. In the face of our rapidly evolving understanding of the natural world, application of the scientific method is an enduring skill for assessing the validity of observations related to the natural world. This mode of inquiry inextricably links course content and the analysis process.

NS (adopted and tested by a previous curriculum committee):

- Students are able to develop hypotheses based on observations and design experiments to test the hypotheses.
- Students are able to evaluate data critically in order to support or refute a hypothesis.

- Students demonstrate a basic understanding of major theories in the discipline and their scientific foundations.
- Students are able to model the mechanisms of natural events using scientific theories.

NS-L (adopted and tested by a previous curriculum committee):

- Students are able to conduct experiments, collect data, interpret results, and refine hypotheses.
- Students demonstrate a basic mastery of appropriate laboratory and/or field methods and technologies.

**Social and Behavioral Analysis (SB)**

Human experience always takes place in the context of larger social forces, organizations, and institutions: families, organizations, communities, governments, and economics. Courses in this domain study the myriad dimensions of human behavior and the human relationships from a variety of disciplinary and interdisciplinary perspectives. Through this study we begin to comprehend individual and social life and to develop policies and other means of intervention.

SB (approved by the assessment committee, not yet tested)

- Students are able to use appropriate disciplinary techniques to better comprehend human and social behavior.
- Students can use their understanding of human behavior and relationships to discuss and evaluate policy and/or other interventions.
- Students grasp how human experience is shaped by the social and institutional landscape.

**Values, Beliefs and Ethics (VA)**

A perennial feature of humanity is the ability and need to raise fundamental questions about the ultimate meaning of our existence, our common origins and destiny, the nature of reason, and what constitutes a good life. Our efforts to deal with these questions reflect basic values and beliefs that shape perception of the world, give order and purpose to our existence, and inform our moral judgment. Courses in this domain seek to explore critically and to understand different value and belief systems, to examine commonalities of these systems across historical, philosophical, religious, and/or cultural boundaries, and to introduce ways of making reasoned value judgments.

VA (approved by the assessment committee, not yet tested)

Upon completion of a course in this learning domain, students will be able to:

- Articulate an understanding of different value and belief systems that follows upon critical exploration of those systems.
- Express the commonalities discovered in value and belief systems across historical, philosophical, religious, and /or cultural boundaries.
- Demonstrate familiarity with ways of making reasoned value judgments.

**Quantitative Skills Capacity (QS)**

As our society becomes more technologically and analytically based, it is important that students develop quantitative skills that are necessary in a large and growing number of careers. Mathematical models form the basis for many fundamental concepts and modes of analysis in a diverse number of disciplines. Students need to possess sufficient quantitative skills in order to understand, manipulate, and interpret these models. It is, therefore, important that students possess a base level of mathematical/computing skills necessary for the development of those quantitative skills they will need in their chosen disciplines and in their lives.

QS (discussed but not adopted by a previous curriculum committee, modified by the assessment committee):

- Students will be able to use mathematical techniques and calculations to analyze and solve models.
- Students will be able quantitatively to interpret results of analysis as they apply to real world problems.
- Students understand and can apply mathematical and logical models.