

## Program Learning Goals – an overview

The overarching [vision](#) for undergraduate education of the [School of Arts and Sciences](#) is to “offer a liberal arts education of the highest quality to a student body that uniquely combines academic excellence and social, economic, and cultural diversity.” In addition to the [Core Curriculum learning goals](#), SAS students will achieve:

- rigorous disciplinary learning goals in major and minor fields of study (or a single credit-intensive major field of study),
- an advanced level of achievement on those Core Curriculum learning goals of particular relevance to the individual student’s major, minor, and areas of elective interest.

The following table presents the rigorous disciplinary student learning goals developed by each SAS department or program for its respective majors, minors, and in many cases, for non-majors who take these courses as electives.

Each set of goals is unique to the particular program of study, though the key questions addressed in each case are the same:

- In what way will a student who completes this major or minor (or elective courses in this subject) be transformed in the process?
- What are the critical skills, capabilities, and knowledge associated with expertise in this area of study, and how would a student demonstrate mastery of those? In short, what will the successful student be able to *do*?

All these specific program learning outcomes are grounded in the knowledge and competencies that students develop through mastery of the Core Curriculum learning goals. These are goals that the SAS faculty have identified as forming the core of a modern liberal arts and sciences education at a leading comprehensive public research university.

Further, as each major or minor has a distinct set of learning goals, the assessment plan for each program will be distinctive as well, though many common assessment methods and tools are in use across the School of Arts & Sciences. Assessment reports from each department are reviewed annually by the SAS Assessment Committee.

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<p><a href="#"><u>African, Middle Eastern, &amp; South Asian Languages &amp; Literature (AMESALL)</u></a></p>	<p><i>Majors in the Regional Option</i> will demonstrate familiarity with a cross-section of the classical literatures of Africa, the Middle East &amp; South Asia, &amp; critical understanding of the modern literatures of 1 of the 3 regions. They will be able to identify &amp; explain the major historical, theoretical &amp; methodological issues related to study &amp; analysis of the modern literatures of [that region]. <i>Majors</i> will develop listening, speaking, writing &amp; reading skills in one of the languages of their chosen region ...at a proficiency level of Intermediate-Mid or higher, based on the guidelines of the ACTFL. They will demonstrate the ability to employ these communicative skills in culturally relevant contexts.</p> <p><i>Majors in the Comparative Option</i> will demonstrate familiarity with a cross-section of the classical literatures of Africa, the Middle East &amp; South Asia, &amp; critical comparative understanding of the modern literatures of the 3 regions &amp; their inter-relationships. They will be able to identify &amp; explain major historical, theoretical &amp; methodological issues related to the comparative study &amp; analysis of the modern literatures of [the 3 regions]. <i>Majors</i> will also demonstrate listening, speaking, writing &amp; reading skills in at least 2 languages from different regions ...at a proficiency level of Intermediate-Mid or higher in at least 2 languages, based on the guidelines of the ACTFL. They will also have the ability to employ these communicative skills in culturally relevant contexts.</p> <p><i>Minors</i> will demonstrate familiarity with a cross-section of the classical literatures of Africa, the Middle East, &amp; South Asia, &amp; a broad understanding of the modern literatures of 1 of the 3 regions. They will also develop listening, speaking, writing, &amp; reading skills in one of the languages of their chosen region of study ...at a proficiency level of intermediate-low or higher, based on the guidelines of the ACTFL.</p> <p><i>AMESALL - Regional Option / AMESALL - Comparative Option / SEE South Asian Studies (Minor)</i></p>
<p><a href="#"><u>Africana Studies</u></a></p>	<p><i>Majors</i> will be able to demonstrate knowledge of the interrelated experiences of African people in Africa, America, and in other parts of the African diaspora, including their history, philosophy, cultures, and contemporary issues; apply the research methodologies appropriate to Africana studies; and employ critical and analytical skills with respect to Africa and its diaspora.</p>
<p><a href="#"><u>African Area Studies</u></a> (Minor)</p>	<p>Students (<i>Minors</i>) will demonstrate linguistic exposure to one of the African languages offered in the program; they will demonstrate an interdisciplinary awareness of the diversity of African countries, cultures, histories, geography, economics, public health, and environmental and sociocultural issues.</p>
<p><a href="#"><u>Aging</u></a> (Minor)</p>	<p>Students (<i>Minors</i>) will...</p> <ul style="list-style-type: none"> <li>▪ understand the aging perspective, a distinctly interdisciplinary approach to the graying of America.</li> <li>▪ understand how key questions involving older adults can be better analyzed using a variety of social science and biological sciences concepts.</li> <li>▪ develop the skills necessary to read and evaluate aging research in an intelligent and critical manner.</li> </ul> <p><i>SEE Sociology</i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<a href="#"><u>American Studies</u></a>	<p><i>Majors will...</i></p> <ol style="list-style-type: none"> <li>1) Develop a breadth and depth of knowledge in American cultures, histories, and populations</li> <li>2) Teach students to research and write using interdisciplinary methods</li> <li>3) Train students to develop proper research tools and methods to approach research questions</li> <li>4) Develop critical thinking in multi-platform environments</li> <li>5) Hone writing skills for print and digital environments</li> </ol> <p><i>Comparative and Critical Race and Ethnic Studies (Minor)</i></p>
<a href="#"><u>Anthropology</u></a>	<ol style="list-style-type: none"> <li>1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and will be able to demonstrate proficiency in their use of this knowledge.</li> <li>2. Students are able to demonstrate proficiency in the use critical thinking skills.</li> <li>3. Students are able to demonstrate proficiency using current methods in their major fields, including library research skills.</li> <li>4. Students are able to express themselves knowledgably and proficiently in writing about central issues in their major field.</li> <li>5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.</li> </ol> <p><i>Anthropology - Cultural Option / Anthropology - Evolutionary Option / Anthropology - General Option</i></p> <p style="text-align: right;"><i>updated AY2014-15</i></p>
<a href="#"><u>Art History</u></a>	<p>Students who major in Art History will develop...</p> <ol style="list-style-type: none"> <li>1. the ability to interpret the formal attributes, discuss the historical contexts, and assess the social functions of artworks and objects of material and visual culture from a broad chronologic and geographic span and from diverse media;</li> <li>2. the visual literacy necessary to analyze and critically evaluate the images that comprise our increasingly media rich and technologically driven world; the ability to write and speak about images with clarity and rigor;</li> <li>3. the ability to construct historical and theoretical arguments that demonstrate an awareness of the relevant critical terms and interpretive approaches of the discipline of art history, engage the appropriate methods for conducting research, and practice proper conventions of citation.</li> </ol> <p style="text-align: right;"><i>updated AY 2016-17</i></p>
<a href="#"><u>Asian Languages &amp; Cultures</u></a>	<p><i>Majors</i> concentrating on Chinese, Japanese, or Korean studies will acquire in-depth knowledge of one East Asian language ...as well as the literature and culture of one or more of these countries. <i>Majors</i> will be able to demonstrate oral, reading, and written proficiency in the language and develop critical skills in analyzing and interpreting literary, historical, and cultural texts. Students will acquire the literary, cultural and linguistic competency necessary for continuing onto post-graduate study or employment requiring such cultural knowledge and/or linguistic skill. Students will learn the cultural heritage of East Asia through a wide and coherent curriculum, which includes courses in...: literature, visual culture, history, religion, language and linguistics.</p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
	<p><i>Asian Studies Minors</i> will learn the cultural heritage of East Asia (China, Japan, and Korea) through a wide and coherent curriculum, which includes courses in the following humanities and social science disciplines: literature, visual culture, history, religion, language and linguistics. <i>Minors</i> will learn critical skills in analyzing and interpreting literary, historical, and cultural materials appropriate to the student's area of specialization. Students will be able to relate relevant issues to other areas in the humanities. <span style="float: right;"><i>[revised AY 2012-13]</i></span></p> <p><i>East Asian Languages &amp; Area Studies (Major) / Chinese (Major &amp; Minor) / Asian Studies (Minor) / Japanese (Minor) / Korean (Minor)</i></p>
<a href="#"><u>Astrophysics</u></a>	<p><i>Majors</i> will demonstrate knowledge of fundamental physics principles and their application to astronomy. They will make astronomical observations using optical and radio telescopes, and demonstrate knowledge of how to analyze the data. The top 25% of <i>Majors</i> will demonstrate preparedness for graduate study in astrophysics, conduct frontier astrophysics research with a faculty member, and demonstrate high quality of work.</p> <p><i>SEE Physics and Astronomy</i></p>
<a href="#"><u>Biological Sciences</u></a> (Division of Life Sciences)	<p>Our overarching goal for... students majoring in biological sciences is to inspire them to want to discover and understand the natural world. In the process, we expect our students to acquire not only facts and concepts but also skills and perspectives. ...to both prepare ... for a variety of career objectives and ... become lifelong learners in the ever-evolving world of biological sciences. ...through achieving the following learning goals:</p> <ol style="list-style-type: none"> <li>I. develop academic skills that will provide a foundation for success in advanced courses, gatekeeper standardized tests, graduate or professional school, and lifelong learning.</li> <li>II. acquire the appropriate factual and conceptual knowledge that provides students with a foundation on which they can further their immediate education and manage a career.</li> <li>III. understand and develop an appreciation for research as the basis of scientific study.</li> <li>IV. understand and to appreciate the process of science. To acquire the ability to use scientific reasoning as embodied by the structured process commonly known as the scientific method.</li> </ol>
<a href="#"><u>Biomathematics</u></a>	<p>Biomathematics majors will be able to employ problem-solving skills in a wide range of modern mathematics; solve mathematical problems and apply mathematics, mathematical concepts, and mathematical models to problems in biology; communicate rigorous mathematical ideas and mathematical reasoning effectively; conduct laboratory work in the biological sciences; and pursue graduate study, medical school, or research jobs in government and industry.</p> <p><i>SEE Mathematics</i></p>
<a href="#"><u>Cell Biology &amp; Neuroscience</u></a> (Division of Life Sciences)	<p>Students will master factual and conceptual knowledge in cell biology and neuroscience that will provide a solid foundation for success in advanced training and professional careers; develop an ability to summarize, integrate and organize information; and use scientific reasoning to evaluate the potential for current research and new discoveries to improve our understanding of cell biology and neuroscience and its relevance to human health and to our society.</p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<a href="#"><u>Chemistry &amp; Chemical Biology</u></a>	<p>Students will demonstrate mastery of the body of knowledge specified by the core curriculum. Students at the upper level apply what they have learned to problems that require the evaluation of the scientific literature and the design of studies to test hypotheses. Students will use quantitative methods, both analytical and statistical, for modeling and interpreting the behavior of chemical systems. Students will be familiar with the basic experimental methods of organic, inorganic, analytical, and physical chemistry. Students will communicate clearly, both orally and in writing, the methods used in chemical scholarship and research and the results obtained with them.</p> <p><i>Options: Chemistry – Core / Chemistry - Business/Law / Chemistry - Chemical Physics / Chemistry - Environmental / Chemistry - General ACS</i></p>
<a href="#"><u>Chinese</u></a>	<p><i>Majors</i> will acquire in-depth knowledge of China and its culture. Majors will learn the cultural heritage of China through a wide and coherent curriculum, which includes courses in the following humanities and social science disciplines: literature, visual culture, history, religion, language and linguistics. Majors will be able to communicate effectively (listening, speaking, and writing) in Standard Chinese (Mandarin) and will learn critical skills in analyzing and interpreting literary, historical, and cultural materials appropriate to the student’s area of specialization. Students will acquire the literary, cultural, and linguistic competency necessary for continuing onto post-graduate study or employment requiring such cultural knowledge and/or linguistic skill.</p> <p><i>Minors</i> will be introduced to the cultural heritage of China through courses on literature, history, visual culture, language and linguistics. Minors will be able to communicate effectively (listening, speaking, and writing) in Standard Chinese (Mandarin) and will learn critical skills in analyzing and interpreting literary and cultural materials appropriate to the student’s area of specialization. Students will achieve advanced linguistic competency and be able to demonstrate practical skills in using Chinese for translation and interpretation. Students will be able to relate relevant issues to other areas in the humanities. <span style="float: right;"><i>[revised AY 2012-13]</i></span></p> <p><i>SEE East Asian Languages &amp; Area Studies / Asian Studies (Minor) / Japanese (Minor) / Korean (Minor)</i></p>
<a href="#"><u>Chinese Studies</u></a> Confucius Institute (CIRU)	<p>Students will be able to critically examine various aspects of traditional and modern Chinese culture, thought, literature, and society from an interdisciplinary perspective. They will demonstrate knowledge of the major intellectual and cultural traditions of classical China and be able to identify and discuss continuities and breaks between traditional and modern China. They will be able to analyze contemporary China from a global and comparative perspective. Students will be able to effectively communicate orally and in writing and make use of current technologies to access, evaluate, and properly document information in the creation of new knowledge.</p>
<a href="#"><u>Cinema Studies</u></a> (Minor)	<p><i>Minors</i> will achieve mastery of the close textual analysis of moving image media, a crucial form of visual literacy in the 21st century. They will be able to demonstrate knowledge of the history of the film medium and major international film movements and creative figures, and will gain familiarity with the conventions of narrative and genre in the cinema, as well as with more experimental forms of filmmaking. <i>Minors</i> will employ critical thinking and basic theoretical concepts to achieve an understanding of the interrelationship of film with shifting social, political, and cultural trends. They will also develop their critical writing skills, and produce an extended analytical and/or research paper in a seminar setting in the program's capstone course.</p>

<b>Program</b>	<b>Disciplinary Learning Goals</b>
<a href="#"><u>Classics</u></a>	<p>Students will be able to demonstrate mastery of ancient classical languages (Greek, Latin, and, to a lesser degree, Sanskrit) and a broad knowledge of the ancient world. Students will be able to appreciate the interdisciplinary nature of the classics; make connections between the ancient and modern world; read critically; construct an original thesis statement and support it with logical evidence using several classical research databases; and pursue a wide variety of careers, including teaching Latin at the middle and high school levels or graduate work in classics. Honors students will conduct original research and present it orally.</p> <p><i>Classics - Classical Humanities Option / Classics - Greek Option / Classics - Greek &amp; Latin Option / Classics - Latin Option</i></p>
<a href="#"><u>Cognitive Science</u></a>	<p>The individualized <i>major</i> in Cognitive Science ...through the <a href="#"><u>Rutgers Center for Cognitive Science (RuCCS)</u></a> ...offers an opportunity for exceptional, creative, self-motivated students to explore innovative and multi-disciplinary approaches to the study of the foundational and computational workings of the mind.</p>
<a href="#"><u>Comparative Literature</u></a>	<p>Students will demonstrate familiarity with a variety of world literatures as well as methods of studying literature and culture across national and linguistic boundaries and evaluate the nature, function and value of literature from a global perspective. They will demonstrate critical reasoning and research skills; design and conduct research in an individual field of concentration (such as literary theory, women's literature, post-colonial studies, literature and film, etc.); analyze a specific body of research and write a clear and well developed paper or project about a topic related to more than one literary and cultural tradition. They will demonstrate competency in one foreign language and at least a basic knowledge of the literature written in that language.</p> <p><i>Comparative Literary Studies / Colonial &amp; Postcolonial Studies / Cultural Theories &amp; Practices / Advanced Studies in Comparative Literature</i></p>
<a href="#"><u>Computer Science</u></a>	<p><i>Majors will...</i></p> <ol style="list-style-type: none"> <li>1. be prepared to contribute to a rapidly changing field by acquiring a thorough grounding in the core principles and foundations of computer science (e.g., techniques of program design, creation, and testing; key aspects of computer hardware; algorithmic principles).</li> <li>2. acquire a deeper understanding on (elective) topics of more specialized interest, and be able to critically review, asses, and communicate current developments in the field.</li> <li>3. be prepared for the next step in their careers, for example, by having done a research project (for those headed to graduate school), a programming project (for those going into the software industry), or some form of business plan (for those going into startups).</li> </ol> <p><i>Computer Science – BA / Computer Science - BS</i> <span style="float: right;"><i>[revised 2010-11]</i></span></p>
<a href="#"><u>Criminal Justice</u></a>	<p><i>Majors will be able to demonstrate skills in effective writing, oral communication, critical thinking, critical analysis of data and ideas, and computer literacy; knowledge of the major theories, methodologies and research topics and strategies in the field of criminal justice; a historical and contemporary understanding of social, cultural and legal factors which influence the criminal justice field in the United States and around the world; ...of the ethical and moral issues which permeate the criminal justice field; awareness of local, national and international perspectives of criminal justice; an understanding of the role of human behavior and social order on issues of criminal justice; and preparation for post-baccalaureate graduate or professional studies in criminal justice, sociology, public policy, social work and law or employment in law enforcement, correction, security and paralegal occupations.</i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<p><a href="#"><u>Criminology</u></a> (Minor)</p>	<p>Students (<i>Minors</i>) will understand the criminological perspective, a distinctly interdisciplinary approach to the criminal justice system. They will understand how key questions in the criminal justice system can be better analyzed using both sociological and psychological concepts. Students will develop the skills necessary to read and evaluate criminological research in an intelligent and critical manner. They will understand the role of theory and methods in criminological research.</p> <p><i>SEE Sociology</i></p>
<p><a href="#"><u>East Asian Languages &amp; Area Studies</u></a></p>	<p><i>Majors</i> concentrating on Chinese, Japanese, or Korean studies will acquire in-depth knowledge of one East Asian language ...as well as the literature and culture of one or more of these countries. <i>Majors</i> will be able to demonstrate oral, reading, and written proficiency in the language and develop critical skills in analyzing and interpreting literary, historical, and cultural texts. Students will acquire the literary, cultural and linguistic competency necessary for continuing onto post-graduate study or employment requiring such cultural knowledge and/or linguistic skill. Students will learn the cultural heritage of East Asia through a wide and coherent curriculum, which includes courses in...: literature, visual culture, history, religion, language and linguistics.</p> <p><i>Asian Studies Minors</i> will learn the cultural heritage of East Asia (China, Japan, and Korea) through a wide and coherent curriculum, which includes courses in the following humanities and social science disciplines: literature, visual culture, history, religion, language and linguistics. <i>Minors</i> will learn critical skills in analyzing and interpreting literary, historical, and cultural materials appropriate to the student's area of specialization. Students will be able to relate relevant issues to other areas in the humanities.</p> <p style="text-align: right;"><i>[revised AY 2012-13]</i></p> <p><i>SEE Asian Languages &amp; Cultures / Chinese (Major &amp; Minor) / Asian Studies (Minor) / Japanese (Minor) / Korean (Minor)</i></p>
<p><a href="#"><u>Earth &amp; Planetary (Geological) Sciences</u></a></p>	<p>Students will be able to demonstrate an appreciation of critical thinking; the scientific method, including hypothesis testing; earth sciences in understanding of the physical, social and economic resources and history of our planet. Students will be able to critically evaluate scientific issues in earth systems discussed in the popular press.</p> <p><i>Majors</i> and <i>Minors</i> will be able to evaluate processes controlling the evolution of Earth, its environment, and life through time. They will think in terms of interdisciplinary interactions of inquiry with scientific and societal relevance: global changes to the solid Earth and its environment, oceans, climate, and life; natural hazards (earthquakes, volcanoes, tsunamis, floods, and landslides); natural resource exploration and management (hydrocarbons, ore minerals, groundwater); and planetary geology.</p> <p style="text-align: right;"><i>[revised AY 2013-14]</i></p>
<p><a href="#"><u>Economics</u></a></p>	<p><i>Economic Literacy</i> - Students who complete the major in economics should understand and be able to articulate, both orally and in writing, the core economic principles, concepts, and theories that form the foundation for modern economic analysis and economic research.</p> <p><i>Economic Numeracy</i> - Students who complete the economics major should be familiar with the tools, techniques, and methods of empirical economics. They should be able to analyze data using computer applications and should be familiar with regression methods and other statistical techniques. They should be able to read and assess general interest articles on economic topics. In addition, they should be able to understand and evaluate key findings in published economic research from a wide range of sources including academic economists, public policy think tanks, and government agencies.</p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
	<p><i>Economic Citizenship</i> - Upon completion of the major, students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real-world problems and evaluate alternative economic policy proposals on microeconomic and macroeconomic issues.</p> <p><i>Economic Scholarship</i> - Qualified majors should have an opportunity through such avenues as advanced coursework, faculty interactions, national and local competitions, and honors courses and programs to utilize up-to-date methodological tools and become fully engaged in economic research and issues on the frontiers of economics. <span style="float: right;"><i>[revised AY 2011-12]</i></span></p>
<a href="#"><u>English</u></a>	<p>Students who major in English will demonstrate:</p> <p>(1) knowledge of literatures in English, their historical, cultural, and formal dimensions and diversity;</p> <p>(2) strategies of interpretation, including an ability to use critical and theoretical terms, concepts, and methods in relation to a variety of textual forms and other media;</p> <p>(3) the ability to engage with the work of other critics and writers, using and citing such sources effectively; and (4) the ability to write persuasively and precisely, in scholarly and, optionally, creative forms. <span style="float: right;"><i>[revised AY 2010-11]</i></span></p>
<a href="#"><u>European Studies</u></a>	<p>Students will develop a historically informed, contextual, and interdisciplinary understanding of modern Europe. The major and minor enable students to take an interdisciplinary approach with courses from history, geography, social sciences, and language and literature departments. The program breaks with the traditional distinctions between the study of eastern and western Europe, enabling students to explore the broader Europe and its role in the global context. With their adviser, <i>Majors</i> will develop an individual concentration. All <i>Majors</i> will demonstrate proficiency in at least one European language other than English. All students are required to complete an approved study abroad program in Europe of at least six weeks.</p>
<a href="#"><u>French</u></a>	<p>Students with no prior knowledge of French will gain familiarity with French literature and culture. Students will attain proficiency in speaking, reading, and writing in the French language and be able to employ basic skills in critical thinking and in the analysis and interpretation of literary texts.</p> <p><i>Majors</i> will also attain advanced proficiency in French, demonstrate a solid knowledge of French and Francophone culture and literature, and employ analytical skills within the areas of French linguistics, cultural, or literary studies (reflecting the three options within the major). Students will develop research skills and readiness for post-graduate study.</p> <p><i>French - Cultural Studies Option / French - Linguistics Option / French - Literary Studies Option / History – French joint major</i></p>
<a href="#"><u>Genetics</u></a> (Division of Life Sciences)	<p>Students will appropriately use important terms, concepts and theories in genetics. Students will integrate the material from multiple courses and research and think holistically, seeing the whole as well as the parts. They will genetic information and ideas to critically analyze published research articles in genetics; design an experiment; carry out the research using the appropriate laboratory techniques; and analyze and interpret the data. They will communicate their discoveries through a written article appropriate for publication in a peer-reviewed Genetics journal, and through talks or posters appropriate for scientific meetings.</p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<a href="#">Geography</a>	<p><i>Majors</i> will be able to synthesize and examine critically a range of contemporary cultural, economic, and societal issues, particularly those connected with globalization and geopolitics. They will understand and evaluate connections and disconnections between places and peoples within the context of development and unequal power relationships; identify and apply analytic tools and geographic models appropriate to the study of cultural, societal, and economic issues.</p> <p><i>Majors</i> also will be able to appropriately apply the terminology and frames of reference used in environmental research; identify and explain aspects of key environmental issues, including global climate change and land-surface transformation; and identify and apply analytic tools and geographic models appropriate to the study of environmental and natural-resource issues.</p> <p><i>Majors</i> will demonstrate an understanding of fundamental principles, concepts, and knowledge of geographic technologies used in the acquisition, processing, and analysis of spatial geographic data. They will be able to locate, access, manipulate, display, and communicate spatial geographic data on selected topics; and will effectively use specific applications that support career prospects.</p> <p><i>International and Global Studies (Minor)</i></p>
<a href="#">German</a>	<p>Students will be able to demonstrate proficiency in written and spoken German, general cultural fluency relating to the German-speaking Europe and its history, and skill in writing and in the critical analysis of written texts and other cultural artifacts related to the study of German.</p> <p><i>Majors</i> and <i>Minors</i> will also be able to demonstrate advanced proficiency in the German language, cultural fluency, and analytical skills in a specific area of concentration such as German language and literature, history, visual arts, music, or political science.</p> <p><i>German - German Studies Option / German - Language &amp; Literature Option</i>  <i>SEE European Studies / Russian and East European Languages and Literatures</i></p>
<a href="#">Greek - Ancient</a> (Minor)	<a href="#">SEE Classics - Greek Option</a>
<a href="#">Greek Studies, Modern</a>	<a href="#">SEE Modern Greek Studies</a>
<a href="#">Hebrew, Modern</a> (Minor)	<a href="#">SEE Jewish Studies</a>
<a href="#">History</a>	<p><b>Conceptual Learning Goals. Students who study History at Rutgers University can expect to develop an understanding of the following concepts:</b></p> <p>1.) The role of human agency in bringing about change in society and institutions. This includes:</p> <ul style="list-style-type: none"> <li>understanding how individuals are shaped by their own past and by the past of their society and institutions</li> <li>the role of diversity and difference in shaping human experience</li> </ul>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
	<p>2.) The operation of large-scale forces responsible for causing change over time, such as politics, economics, and religion.</p> <p><b>Practical Learning Goals. Students who study History at Rutgers University can expect to develop the following practical skills:</b></p> <p>1.) The ability to read and understand a variety of historical primary sources such as archival documents, diplomatic correspondence, journalistic reports, and private papers</p> <p>2) The ability to reach and understand secondary sources written in academic prose and to understand the substance of historiographical debates</p> <p>3.) The ability to analyze information effectively and to use different kinds of historical sources to create a persuasive historical argument.</p> <p>4.) The ability to write persuasively and communicate effectively</p> <p>5.) The ability to work independently and to conduct independent research</p> <p><i>Ancient History &amp; Classics Option / History – French joint major / History – Political Science joint major</i> <span style="float: right;"><i>[revised as of February 2018]</i></span></p>
<a href="#"><u>Italian &amp; Italian Studies</u></a>	<p>Students will demonstrate the ability to communicate in Italian with an appropriate breadth of vocabulary and registers with interlocutors not accustomed to the speaking of language learners; they will be able to read and write texts in formal, literary and academic registers.</p> <p>Students will demonstrate a general understanding of appropriate cross-cultural behaviors. Students will demonstrate the ability to examine critically and analyze cultural products in themselves and in relation to their historically and culturally specific context.</p> <p>Students will demonstrate the ability to communicate effectively the results of their analysis, both in oral and in written form, and to use those results to construct new arguments and formulate new questions on topics concerning Italian culture.</p> <p>Students will demonstrate familiarity with major movements, genres, and authors from different time periods as well as the ability to critically analyze and interpret Italian texts (verbal and visual) according to methods and approaches specific to the discipline of literary and cultural studies.</p> <p>Students will demonstrate the ability to communicate according to the modes appropriate to the discipline, both in oral and in written form, and to formulate new questions about their objects of analysis.</p>
<a href="#"><u>Japanese</u></a> (Minor)	<p><i>Minors</i> will be introduced to the cultural heritage of Japan through courses on literature, history, visual culture, language and linguistics. Minors will be able to communicate effectively (listening, speaking, and writing) in Japanese and will learn critical skills in analyzing and interpreting literary and cultural materials appropriate to the student’s area of specialization. Students will achieve advanced-low or advanced linguistic competency and be able to demonstrate practical skills in using Japanese for translation and interpretation. Students will be able to relate relevant issues to other areas in the humanities. <span style="float: right;"><i>[revised AY 2012-13]</i></span></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
	<i>SEE Asian Studies (Minor) / Chinese / East Asian Languages &amp; Area Studies / Korean (Minor)</i>
<a href="#"><u>Jewish Studies</u></a>	<p><i>Majors</i> will be able to conceptualize the development of Jewish culture and history over time (from the era of the Bible until the present) and space (comparing the variety of Jewish cultural production in a given historical moment); recognize and analyze classical, pre-modern Jewish sources; understand the variety of methodologies (historical, literary, philological, anthropological, philosophical, and sociological) used to study Jewish culture; demonstrate language proficiency (two years) in Hebrew or Yiddish; investigate Jewish culture through its literature, either in the original or in translation; and critically read, think and write on the Jewish experience. <i>Majors</i> will be able to demonstrate research skills (bibliographic, analytic, research, and writing) and competence in textual analysis; and initiate, research, and write a semester-length independent research paper.</p> <p><i>Minors</i> will be able to demonstrate a broad view of the Jewish past and more in-depth knowledge of a sample of the spectrum of Jewish studies.</p> <p><i>Hebrew - Modern (Minor) / Language and Culture of Ancient Israel (Minor)</i></p>
<a href="#"><u>Kinesiology &amp; Health</u></a> <i>(Exercise Science &amp; Sport Studies)</i>	<p>Applied Kinesiology Option / Exercise Physiology Option / Exercise Science Option</p> <p><i>Majors</i> graduating from the three health-science options ...will demonstrate mastery of concepts crucial to an understanding of basic human anatomy and physiology. After two years of basic math and science (biology, chemistry, physics, calculus, statistics, and computer science), upper-level students study human physiology as it relates to exercise and physical activity via such courses as system physiology, exercise physiology, kinesiology, motor learning, and movement experiences for disabled populations. Upon completion of the three undergraduate science programs, students will be qualified for graduate programs in medicine, exercise physiology, physical and occupational therapy, cardiac rehabilitation, corporate fitness, athletic training, nurse practitioner, physician assistant, as well as most other health-related professions.</p> <p>Sport Management Option</p> <p><i>Majors</i> in the Sport Management Option will demonstrate mastery of concepts crucial to both theoretical and applied work in business and management. Upon completion of basic courses in economics, accounting, marketing, and communication, upper-level students will master the application of these basic business principles to a wide variety of sport settings via courses such as sport and law, risk management, organizational behavior in sport, sport sociology, sport psychology, and sport marketing and management. Upon graduation, they will be prepared to enter careers in sport administration, sport marketing, facilities management, and commercial sport or go on to law school, master of business administration programs, or advanced degrees in marketing, administration, and business.</p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<p><a href="#"><u>Korean</u></a> (Minor)</p>	<p>Minors will be introduced to the cultural heritage of Korea through courses on literature, history, visual culture, language and linguistics. Minors will be able to communicate effectively (listening, speaking, and writing) in Korean and will learn critical skills in analyzing and interpreting historical and cultural materials appropriate to the student's area of specialization. Students will achieve advanced-low or advanced linguistic competency and be able to demonstrate practical skills in using Korean for translation and interpretation. Students will be able to relate relevant issues to other areas in the humanities. <span style="float: right;"><i>[revised AY 2012-13]</i></span></p> <p><i>SEE Asian Studies (Minor) / Chinese / East Asian Languages &amp; Area Studies / Japanese (Minor)</i></p>
<p><a href="#"><u>Latin</u></a> (Minor)</p>	<p><a href="#"><u>SEE Classics – Latin Option</u></a></p>
<p><a href="#"><u>Latin American Studies</u></a></p>	<p><i>Majors will...</i></p> <p>...be able to understand and examine critically a broad range of topics regarding Latin American society, culture and environment. They will examine key contemporary issues in the Western hemisphere closely connected to faculty research affiliated with the Center for Latin American Studies.</p> <p>...recognize that Latin America does not end at the Rio Grande or the US/Mexico border, leading them to realize the deep geographic and cultural interconnections between their lives in the US and those of people in Latin America.</p> <p>...be able to recognize the challenges of their preconceived notions about Latin American people, immigrants, and others. Majors will develop written and oral skills, through group work, recitation attendance, and participation.</p> <p>... be able to demonstrate basic proficiency in Spanish and/or Portuguese language(s). <span style="float: right;"><i>[revised AY 2011-12]</i></span></p>
<p><a href="#"><u>Latino &amp; Hispanic Caribbean Studies</u></a></p>	<p><i>Majors will...</i></p> <p>...be familiar with several of the disciplines that comprise the field of Latino and/or Caribbean studies, including but not limited to: anthropology, art history, cinema studies, education, geography, history, literature, media studies, music, philosophy, political science, sociology, and women's and gender studies.</p> <p>...develop critical thinking skills and the ability to speak and write clearly and analytically.</p> <p>...employ different research methodologies and interdisciplinary approaches in the humanities and/or social sciences, demonstrating proficiency in one or more of the following areas: historical, political, sociological, anthropological, environmental, philosophical, literary, visual, cinematic, musical, and/or performative analysis.</p> <p>...develop multi- and inter-cultural competence and sensitivity to issues particular to Latino and/or Caribbean experience(s).</p> <p>...conduct individual research to formulate rigorous and convincing arguments in the field of Latino and/or Caribbean studies; honors students will perform and present original research. <span style="float: right;"><i>[revised AY 2012- 2013]</i></span></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<u>Linguistics</u>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• reason about language</li> <li>• identify how incorrect or irrational assumptions and prejudices distort understanding of language</li> <li>• demonstrate knowledge about language in the world including a sophisticated understanding of linguistic and cultural variation</li> <li>• evaluate popular views on the nature of human languages and their speakers</li> </ul> <p>Majors and minors will also demonstrate technical mastery over the tools of linguistic analysis in syntax, phonology and semantics and apply linguistic theory in these areas.</p> <p><b>They will</b></p> <ul style="list-style-type: none"> <li>• investigate linguistic data and analyze it</li> <li>• demonstrate strong problem-solving skills</li> <li>• extend their understanding of theoretical linguistics into other domains of linguistic research</li> <li>• apply the techniques of linguistics that they have learned in the core courses to new topics, and access current research in the field</li> </ul> <p>Some students will investigate language in a broader context, where it can be systematically and rationally explored using their sophisticated understanding how language works.</p> <p style="text-align: right;"><i>[Revised February 2018]</i></p>
<u>Marine Sciences</u> (SAS & SEBS)	<p><i>Majors will...</i></p> <ul style="list-style-type: none"> <li>• master the basic physical, chemical, geological, and biological principles of ocean science and to analyze and interpret contemporary oceanographic datasets</li> <li>• show evidence of scientific literacy, and be able to communicate the information effectively both orally and in writing.</li> <li>• develop and conduct an individual research project in collaboration with a scientific mentor.</li> <li>• apply concepts in marine science to contemporary global issues.</li> <li>• evaluate ethical issues in science.</li> <li>• be prepared for graduate work in oceanography or one of the basic disciplines; civil service careers in environmental management; employment in the many applied environmental and marine science fields; or teaching in the secondary schools.</li> </ul> <p><i>Marine Biology/Biological Oceanography / Marine Chemistry / Marine Geology / Physical Oceanography</i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<a href="#">Mathematics</a>	<p>Students will be able to employ algebra and discuss bringing abstract mathematics to bear on areas with no obvious mathematical content, such as political science, esthetics, or credit card security. Students aiming for careers in elementary school education will be able to pass state-mandated examinations before certification, and to satisfy the University's course requirements related to certification.</p> <p><i>Majors</i> will be able to employ problem-solving skills in a wide range of modern mathematics; analyze quantitative information and apply advanced mathematic techniques and concepts where appropriate; communicate rigorous mathematical ideas and reasoning effectively; appropriately use supporting technology and work cooperatively as part of a team to solve mathematical problems; and top students will demonstrate experience in research. Students in combined math/education programs will demonstrate a broad perspective on mathematics, including the history of the subject, and an understanding of the connections between college mathematics and the state's curriculum framework. Students in the Honors Track will be able to engage in graduate level work.</p> <p><i>Minors</i> will be able to demonstrate an understanding of the special nature of mathematical thinking; create and communicate mathematical arguments; apply mathematical knowledge and techniques in advanced courses in their major discipline.</p> <p><i>Statistics/Mathematics joint major:</i> the joint major provides a stronger preparation for graduate study in statistics; the Statistics major is best for students who are interested in statistical applications in industry, government, or applied areas of graduate study.</p>
<a href="#">Medical Technology</a> (Division of Life Sciences)	<p>Students will develop academic skills, nurtured within the liberal arts environment provided by Rutgers-New Brunswick School of Arts and Sciences, that provide a foundation for success in advanced courses, clinical laboratory education, national certification exams, and encourage lifelong learning. They will acquire the factual and conceptual knowledge needed to pursue and benefit from clinical laboratory education, succeed on national certification exams, and ultimately pursue a career in medical technology. Through our dedicated New Jersey Medical Technology training hospitals, students will acquire the clinical laboratory skills and experience required to function as highly qualified bench technologists. They will acquire the skills to evaluate laboratory methods, critically analyze data, and effectively communicate their findings in both written and oral formats such that outstanding patient care is ensured in a professional manner consistent with established ethical guidelines.</p>
<a href="#">Medieval Studies</a>	<p><i>Majors</i> and <i>Minors</i> will be able to demonstrate comprehensive knowledge of the European Middle Ages, including its major cultural and intellectual trends, its demography, and its social formations and institutions, from its beginning with the collapse of the Roman empire in the West to the end of the fourteenth century on the Continent and the end of the fifteenth in the British isles, including knowledge of the latest scholarly developments, and of continuing areas of uncertainty and controversy; and, some knowledge of relations between medieval society in Europe and contemporaneous non-European cultures; the variety and character of the sources for the modern study of the Middle Ages; the history of the study of the Middle Ages by modern interdisciplinary scholarship; and, the influence of medieval culture on modernity.</p> <p><i>Majors</i> will also be able to demonstrate some knowledge of the great variety of European medieval society and of the relations between eastern and western Europe. <i>Majors</i> will also be able to demonstrate advanced competence in one or more of the languages (in addition to English) central to medieval culture, that is, Latin and the medieval vernaculars; and, major-level competence in at least two of the constituent disciplines of Medieval Studies with some understanding of the benefits and challenges of interdisciplinary study.</p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<p><a href="#"><u>Middle Eastern Studies</u></a></p>	<p><i>Majors</i> will be able to demonstrate language proficiency at the 300-level or above in one of the Middle Eastern languages (Arabic, Hebrew, Persian, and Turkish); an interdisciplinary foundational knowledge of the languages and cultures of the Middle East; and, an understanding of key themes in Middle Eastern cultures, history, and contemporary social, economic, and political issues. <i>Majors</i> will be able to engage in cross-cultural communication and understanding; analyze how stereotypes hinder intercultural understanding; think dynamically about the relationship between the United States and the third world; and, initiate, research, and write a semester-length independent research paper.</p> <p><i>Minors</i> will be able to demonstrate introductory level language proficiency (one year) in one of the Middle Eastern languages (Arabic, Hebrew, Persian, and Turkish); an interdisciplinary foundational knowledge of the languages and cultures of the Middle East; and, a basic understanding of key themes in Middle Eastern cultures, history, and contemporary social, economic, and political issues. <i>Minors</i> will be able to engage in cross-cultural communication and understanding; analyze how stereotypes hinder intercultural understanding; think dynamically about the relationship between the United States and the third world; <i>and</i>, initiate, research, and write a semester-length independent research paper.</p>
<p><a href="#"><u>Modern Greek Studies</u></a> (<i>Minor</i>)</p>	<p><i>Minors</i> in Modern Greek Studies achieve an interdisciplinary understanding of the language, literature, history, society and culture of Greek-speaking people from the Byzantine period through contemporary times. <i>Minors</i> will achieve basic proficiency in the (Modern) Greek language. They will understand modern Greek culture, in its many forms and expressions, in terms of its ancient Hellenic legacy, developments in Byzantine times, and the special identity of Greece and Cyprus as crossroads of western Europe, the Balkans, the Eastern Mediterranean, and the Middle East.</p> <p><i>SEE Classics - Greek Option / Classics - Greek &amp; Latin Option</i></p>
<p><a href="#"><u>Molecular Biology &amp; Biochemistry</u></a> (Division of Life Sciences)</p>	<p><i>Majors</i> will be able to demonstrate an understanding of the knowledge that is needed to begin biomedical research and that is required for post-graduate exams and studies; find and evaluate information about specific biological systems or problems; design experiments and critically analyze data; communicate their research and findings orally through seminar and poster presentations and through written research papers.</p>
<p><a href="#"><u>Operations Research</u></a> (<i>Minor</i>)</p>	<p><i>Minors</i> ... are introduced to the basic methodologies and applications of Operations Research, preparing them for work on the practical, as well as the theoretical, aspects of this field. <i>SEE <a href="#">Rutgers Center for Operations Research (RUTCOR)</a></i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<p><a href="#"><u>Organizational Leadership</u></a> (Minor)</p>	<p>Students (<i>Minors</i>) will...</p> <ol style="list-style-type: none"> <li>1. know the leading terms, concepts, theoretical perspectives, and current trends in organizational leadership.               <ol style="list-style-type: none"> <li>(a) be able to relate leadership theory in the context of other academic experiences.</li> <li>(b) demonstrate the ability to integrate and re-synthesize leadership approaches and theories.</li> </ol> </li> <li>2. use critical thinking, experiential and collaborative learning, and scholarly inquiry to articulate an understanding related to the organizational processes and the behavior of people in groups.</li> <li>3. understand the importance of formulating an ethically responsible vision that promotes organizational excellence, and the importance of persuading individuals and groups to work toward a common goal to organizational success.</li> <li>4. learn to practically apply theory to real world situations.</li> <li>5. demonstrate an understanding of basic leadership concepts and theories in written form.</li> <li>6. demonstrate an understanding of the components of a research paper in the field of leadership.</li> <li>7. demonstrate an ability to write a research paper in the field of leadership.</li> </ol>
<p><a href="#"><u>Philosophy</u></a></p>	<p><i>Majors</i> and <i>Minors</i> will...</p> <ol style="list-style-type: none"> <li>i) be able to present accurately and fairly views that differ from their own,</li> <li>ii) have acquired the critical skills necessary for evaluating ideas and arguments,</li> <li>iii) be able to construct coherent arguments in support of their views,</li> <li>iv) be able to write clearly and in an organized manner.</li> </ol> <p>In addition, <i>Majors</i> will...</p> <ol style="list-style-type: none"> <li>v) be competent in formal logic.</li> </ol> <p style="text-align: right;"><i>[revised, AY 2011-2012]</i></p>
<p><a href="#"><u>Physics</u></a></p>	<p>Students who complete the introductory sequence of Physics courses will demonstrate an understanding of Physics principles at a basic level.</p> <p><i>Majors</i> will demonstrate knowledge of fundamental Physics principles and quantitatively analyze a broad spectrum of problems presented in a range of undergraduate Physics courses. The top 25% of <i>Majors</i> will be able to demonstrate mastery of basic Physics, solve essential problems appropriate for beginning graduate study in Physics, conduct frontier Physics research with a Physics faculty member, and demonstrate high quality of work.</p> <p><i>Physics - General Option / Physics - Applied Option / Physics - Ocean Physics Option / Physics - Professional Option / Physics / Engineering Dual Degree</i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<p><a href="#">Political Science</a></p>	<p>The Political Science major aims to create educated citizens capable of organizing information, thinking critically and communicating effectively. <i>Majors</i> are able to understand politics and exercise their duties as citizens at the local, state, national and international levels; students engage in experiential learning in political, governmental, and related settings. <i>Majors</i> in Political Science achieve:</p> <ul style="list-style-type: none"> <li>• A solid foundational understanding of the critical theoretical issues underlying political life: the individual and community; political obligation; stability, revolution, and change; legitimacy and justice; and freedom and power.</li> <li>• A solid foundational understanding of American political institutions, the principal political, economic, and social influences affecting American democracy, and major issues affecting federal, state, and local government.</li> <li>• A solid foundational understanding of foreign and international politics, including the nature of other political systems or the operation of the international system.</li> <li>• A more in-depth, sophisticated understanding of at least one major topic in each of the following three areas of political science: theoretical approaches to political science, American institutions and politics, and foreign and international politics.</li> <li>• Experience in designing, completing, and defending a research project which gives students exposure to the process of research and discovery in political science.</li> <li>• An exposure to the range of questions that social scientists pose and the tools and approaches they use to develop answers.</li> </ul> <p>History/Political Science <span style="float: right;">[revised AY 2015-16]</span></p>
<p><a href="#">Portuguese</a></p>	<p><i>Majors</i> in all areas will be able to demonstrate proficiency in interpretive, interpersonal and presentational modes of communication and basic knowledge of Linguistics, Cultural Studies or Translation as disciplines. The top 75% of ... <i>Majors</i> will be able to carry out conversations in which they can describe, compare, contrast, in all tenses (present, past and future), with an appropriate breadth of vocabulary and register, and to be understood by a non-sympathetic listener; and to read and write documents written in academic, formal and/or literary registers of language.</p> <p><i>Majors</i> will be able to conduct research projects according to the methodologies of the humanities, social or cognitive sciences and demonstrate intercultural awareness and understanding of the ... Luso-Brazilian world. <i>Honors</i> students (top 15%) will be able to complete independent research, write a thesis, and defend it before a faculty committee. ....</p> <p><i>Majors</i> will also be able to demonstrate knowledge of current issues and perspectives in literary and cultural studies in Portuguese and the basic body of works in Luso-Brazilian literature and culture; critically analyze verbal and visual texts; demonstrate familiarity with a range of cultural works from different time periods and geographical regions within the Portuguese-speaking world and with the historical phenomena and socio-cultural issues that these works negotiate. The top 15% of <i>Majors</i> will be prepared for acceptance to graduate programs in Portuguese.</p> <p><i>Minors</i> will be able to demonstrate a level of language proficiency that allows basic conversations on a variety of uncomplicated topics, with basic command of the language, and some spontaneous creative ability; and basic familiarity with the main cultural, literary and linguistic issues of the ... Luso-Brazilian world.</p> <p>SEE Spanish <span style="float: right;">[revised, Spring 2011]</span></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<u>Psychology</u>	<p>Students will know the leading terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Students will apply basic research methods in psychology, including research design, data analysis and interpretation, to standard lab problems. Those students pursuing research careers will also be able to design new experiments, use a subset of modern laboratory techniques, analyze information, and communicate their research effectively in reports that follow American Psychology research report style.</p> <p>Students will use critical thinking, skeptical inquiry, and... the scientific approach to ask, answer and understand questions related to behavior and mental processes. Students will apply psychological concepts and content to become engaged citizens. Some will work in an applied setting under the supervision of trained mental health professionals and be able to integrate academic concepts and ideas with personal observations and provide programmatic and case reports.</p>
<u>Religion</u>	<p><i>Conceptual Learning Goals.</i> Students will develop an understanding of how...:</p> <ol style="list-style-type: none"> <li>1) religions are shaped by their own past and by the past of their society and institutions;</li> <li>2) religions continue to shape and be shaped by contemporary social and political structures;</li> <li>3) religions have shaped and been shaped by various forms of human expression, from philosophical and theological writing to ritual practices;</li> <li>4) the study of religion has developed as an academic discipline ...; and there are many methods scholars use for understanding religion and many debates about and among those methods;</li> <li>5) to apply such methods to particular religious questions or situations.</li> </ol> <p><i>Knowledge-Based Learning Goals.</i> Students will gain knowledge of...</p> <ol style="list-style-type: none"> <li>1) the basic tenets and chronological data of at least one western religious tradition: e.g., Judaism, Christianity, Islam, and</li> <li>2) the basic tenets and chronological data of at least one eastern religion: e.g., Buddhism, Confucianism, Taoism, Hinduism. This will include knowledge of the primary texts, ritual, theology, ethics, and epistemology of each religion; its essential vocabulary; its influence on and ways it has been influenced by its contexts; and its basic history as it has moved through time and into different places.</li> <li>3) the universe of meaning internal to at least one religious tradition: its central theological and philosophical questions, as well as the ...answers proposed....</li> </ol> <p><i>Practical Learning Goals.</i> Students will develop the ability to...</p> <ol style="list-style-type: none"> <li>1) read, understand, and discuss a variety of primary sources such as the scriptures of various religions, memoirs, rules for religious practice, theological and philosophical texts, and liturgical instructions;</li> <li>2) read and understand analytical studies of religious issues written in academic prose;</li> <li>3) conceptualize, research, structure, articulate, and defend an original thesis in both written and oral presentation;</li> <li>4) work independently and to conduct independent research.</li> </ol> <p style="text-align: right;"><i>[revised, Spring 2011]</i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<p><a href="#"><u>Russian Language &amp; Literature</u></a></p>	<p><i>Majors</i> will demonstrate a grasp of critical practices, including close readings, and an ability to analyze Russian literature within specific historical, social, and cultural contexts. Students will be able to critically examine how Russian literature constructs a model of reality and a particular set of values. Students will be able to communicate complex ideas effectively in standard written English, and be able to critically evaluate sources and use the conventions of citation and attribution correctly.</p> <p><i>Majors</i> will ...demonstrate Russian language proficiency at the 300-level or above, i.e., be able to communicate effectively..., read a variety of literary and non-literary texts in the original, achieve intermediate to advanced competency in speaking, reading, and writing, and demonstrate a knowledge of the structure of Russian. <i>Majors</i> will also learn how to effectively use tools (reference works, internet, etc.) and technology appropriate to learning Russian. Using primary sources, they will be able to analyze issues concerning Russia and relate them to other areas in the humanities and social sciences in an interdisciplinary way.</p> <p><i>Minors in Russian Language and Literature</i> will have the ability to analyze works of literature in themselves and as the product of specific historical conditions. They will be able to critically assess sources and use the conventions of attribution and citation correctly. Depending on their entry level, they will have the ability to communicate in Russian and read original texts. All will have a basic understanding of the nature of the Russian language and its speakers.</p> <p><i>Minors in Russian Language</i> will have a solid understanding of the Russian language and be able to communicate effectively in oral and written forms. They will be able to read literature and other texts in the original. All will have a basic understanding of the nature of the Russian language and its speakers. <i>Minors in Russian Literature</i> ...will have the ability to analyze works of literature in themselves and as the product of specific historical conditions. They will be able to critically assess sources and use the conventions of attribution and citation correctly.</p> <p><i>SEE European Studies / German / Germanic, Russian, and East European Languages and Literatures</i> <span style="float: right;"><i>[updated, Feb 2011]</i></span></p>
<p><a href="#"><u>Social Justice</u></a> (<i>Minor</i>)</p>	<p>The <i>Minor</i> introduces students to the complexity of social justice issues, cultivates their capacity to identify key determinants of structural inequities, various social justice practices and strategies; and prepares them for advocacy and activism to address these pressing issues. Drawing upon resources in multiple... disciplines... it involves students in ongoing struggles to define and achieve social justice locally and globally. Through courses that incorporate service learning, as well as internships, study-abroad, and alternative spring break experiences, students are encouraged to recognize injustice and work to eradicate it. ...the minor pays particular attention to modes of exploitation, marginalization, structural and physical violence, and cultural imperialism that produce systems of advantage and disadvantage.</p> <p>Students ... will learn to think analytically, integrate social justice theory and practice, identify structural constraints and trace their operation across social, economic, political, cultural, and environmental terrains, understand the effects of various social and economic policies on the scope and intensification of inequality, and grasp the complex interrelation of local and global justice issues.</p> <p><i>SEE Women's &amp; Gender Studies</i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<u>Sociology</u>	<p><i>Majors</i> will be able to use research methods common to the discipline, analyze data, articulate sociological theories; critically review disciplinary literature; integrate information from multiple sources; write a research paper; and, present research results orally. <i>Majors</i> will also be able to demonstrate multicultural sensitivity and global awareness. <i>Honors</i> students will also be able to use SPSS to analyze data from a research project of their own design; develop a thesis through multiple revisions; informally present their findings through a poster display; and, make a formal oral presentation of their work to faculty, parents, students, and deans.</p> <p><i>Aging (Minor) / Criminology (Minor) / Health &amp; Society (Minor)</i></p>
<u>South Asian Studies</u> (Minor)	<p><i>Minors</i> will be able to demonstrate a strong grounding in the interdisciplinary study of South Asia and diasporic South Asian communities. Through coursework in at least three different disciplines, they will become familiar with the languages, cultures, religions, and histories of South Asia and the South Asian diaspora.</p> <p>SEE AMESALL</p>
<u>Spanish</u>	<p><i>Majors</i> in all areas will be able to demonstrate proficiency in interpretive, interpersonal and presentational modes of communication and basic knowledge of Linguistics, Cultural Studies or Translation as disciplines. The top 75% of Spanish ... <i>Majors</i> will be able to carry out conversations in which they can describe, compare, contrast, in all tenses (present, past and future), with an appropriate breadth of vocabulary and register, and to be understood by a non-sympathetic listener; and to read and write documents written in academic, formal and/or literary registers of language. <i>Majors</i> will be able to conduct research projects according to the methodologies of the humanities, social or cognitive sciences and demonstrate intercultural awareness and understanding of the Hispanic ... world. <i>Honors</i> students (top 15%) will be able to complete independent research, write a thesis, and defend it before a faculty committee.</p> <p><i>Majors</i> who choose electives in <i>Linguistics</i> will also... demonstrate familiarity with basic concepts of Linguistics, in particular with issues related to language contact and bilingualism and bilingual education, and be able to design and implement a research project. <i>Majors</i> who choose electives in <i>Translation/Interpreting</i> will also... demonstrate proficiency at the levels required by pre-professional and professional training for employment in legal, medical, commercial translation and in other areas; and further study in law, medicine, editing/journalism, and business, as well as graduate studies in both linguistics and literature.</p> <p><i>Majors</i> who choose electives in <i>Literature and Culture</i> will also... demonstrate knowledge of current issues and perspectives in literary and cultural studies in Spanish and the basic body of works in Spanish literature and culture; critically analyze verbal and visual texts; demonstrate familiarity with a range of cultural works from different time periods and geographical regions within the Spanish-speaking world and with the historical phenomena and socio-cultural issues that these works negotiate. The top 15% of <i>Majors</i> will be prepared for acceptance to graduate programs in Spanish.</p> <p><i>Minors</i> ...will ...demonstrate a level of language proficiency that allows basic conversations on a variety of uncomplicated topics, with basic command of the language, and some spontaneous creative ability; and basic familiarity with the main cultural, literary and linguistic issues of the Hispanic ... world.</p> <p>SEE Portuguese</p> <p style="text-align: right;"><i>[revised, Spring 2011]</i></p>

<i>Program</i>	<i>Disciplinary Learning Goals</i>
<u>Statistics &amp; Biostatistics</u>	<p>Students will think statistically and probabilistically, and develop an understanding of the value of critical analysis of data; understand the language of statistics and probability using the news, advertisements, Government releases, survey reports, and research studies to make informed decisions about health, voting, societal needs; interpret statistical research results; and continue in their chosen discipline with the... statistical and probabilistic skills required.</p> <p><i>Minors</i> will also recognize basic situations relative to analysis; discuss the appropriateness of many of the fundamental statistical methods used in published articles, reports, etc.; and interpret the meaning of the results.</p> <p><i>Majors</i> will also recognize basic situations relative to analysis in the areas covered by our program; critically discuss the appropriateness of a wide variety of fundamental statistical methodology used in published articles, reports, and research; interpret the meaning of the results; see connections between the different methodologies covered in different courses and discuss their pro's and con's; understand the theoretical criteria used in the development of statistical procedures; and use the SAS statistical computer packages to do basic data analysis. At least 50% of our seniors will be well positioned to enter a Master's program and the mathematically strongest will be capable of pursuing a Ph.D. program.</p> <p><i>Statistics/Mathematics joint major:</i> the joint major provides a stronger preparation for graduate study in statistics; the Statistics major is best for students who are interested in statistical applications in industry, government, or applied areas of graduate study.</p>
<u>Women's &amp; Gender Studies</u>	<p>Students will....</p> <ol style="list-style-type: none"> <li>1) Understand and critique the formation of categories of gender and sexuality as they function in social, economic, cultural and/or political contexts and as they intersect with other categories of difference such as race and ethnicity.</li> <li>2) Communicate effectively using gender analytics as a tool for academic research, for creative production, for collaborative work, and/or for practices of social change.</li> <li>3) Know the complexity and variety of differently gendered lives and livelihoods around the globe.</li> <li>4) Recognize stereotypes and the naturalization of hierarchies of difference through analyzing power dynamics from the micro to the macro level.</li> <li>5) Identify the politics of issue framing and knowledge production.</li> </ol> <p><i>SEE Critical Sexualities Studies (Minor) / Social Justice (Minor)</i></p> <p style="text-align: right;"><i>[revised, Spring 2015]</i></p>