

# Program Learning Goals

## Accounting

- Students will demonstrate growth in their ability to perform analysis of and evaluate information to support decision making using critical thinking and ethics.
- Students will demonstrate the ability to professionally research and apply accounting knowledge to business situations.
- Students will develop the ability to work effectively in teams.
- Students will demonstrate the ability to communicate information clearly in writing.
- Students will demonstrate the ability to express ideas and present information clearly in an oral presentation, with effective use of visuals.

## Africana Studies

### I. Knowledge

- a) History, Geography, and Social Structures
  - i) Breadth
    - (1) Understand the outline of Africana history
    - (2) Be aware of contemporary political, economic, and social structures of the African Diaspora and their historical significance
    - (3) Be familiar with genres of historical writing and tools of a historian's craft
    - (4) Be familiar with critical racial formations in Africana historical studies (slavery and the slave trade, colonialism and post-colonialism, institutionalized racial segregation)
    - (5) Appreciate the challenges, struggles, and successes of peoples throughout the African Diaspora
  - ii) Depth
    - (1) Know national, regional, or topical histories, such as Pan-Africanism or the Modern Black Freedom Movement in the United States in depth
    - (2) Understand the intersections between race and gender
- b) Literature and the Expressive Arts
  - i) Breadth
    - (1) Be aware of the range of Africana expressive arts in literature, music, film, art, etc.
    - (2) Understand the development of key literary forms and traditions
    - (3) Appreciate the power and beauty of African artists who have expressed themselves within and against their social and historical predicament
  - ii) Depth
    - (1) Understand the content and style of works of past and present Africana writers
    - (2) Be familiar with critical issues in postcolonial Africana literary studies
    - (3) Read and apply scholarship in argumentative thesis-driven essays

**II. Abilities** – Africana Studies majors should be able to demonstrate the following:

- a) Reasoning
  - i) Explore ways in which knowledge is constructed, i.e. the tension between a historical European 'norm' of knowledge versus new knowledge from indigenous and/or marginalized Africana voices and perspectives
  - ii) Reflect on the social location of the self in relation to knowledge, i.e. the cultural displacement one feels when reading African literature or while doing service learning in an African setting
  - iii) Think within each discipline in Africana Studies—i.e. read with flexibility and comprehension and invent and analyze arguments particular to each discipline
  - iv) Deliberate rationally and empathetically about complex, multidimensional problems (empathy = identifying with—for the *purposes* of understanding—another person's or group's situation, feelings, and motives)
  
- b) Inquiry
  - i) Define and seek answers to problems by locating, analyzing, ~~and~~ synthesizing and acknowledging sources accurately
  - ii) Conduct research through appropriate and relevant sources and technologies
  - iii) Pursue analysis by asking new and deeper questions based on initial findings
  
- c) Communication
  - i) Read texts in history, literature and other related disciplines for comprehension and enjoyment
  - ii) Write clear and persuasive argumentative essays in each of the disciplines of history and literature
  - iii) Listen well to the viewpoints of others
  - iv) Speak effectively formally and informally, at home and abroad, and within and outside of one's comfort zone

**III. Values**

- a) Africana Studies majors should be aware of, and act on, ethical values by:
- b) Reflecting on the social location of the self in relation to other cultures and values, specifically:
  - i) broadening one's perspective to understand the world in its complex diversity
  - ii) increasing sensitivity to different perspectives and experiences
  - iii) rooting one's understanding of contemporary issues in light of the past
- c) Examining the world in ways that compel one to ask ethical questions
- d) Apply personal experience and knowledge to one's learning, i.e. through reflection and writing during on campus classes or during study abroad semesters in Africa
- e) Be willing to challenge one's beliefs, values, and convictions
- f) Appreciating the environment as a site of contested spaces as well as a site of stewardship

g) Reflecting on the meaning and value of justice and service in one's vocation

## Allied Health Sciences

**1** - Explain and apply knowledge of anatomy, physiology, biomechanics, nutrition, and bioenergetics of the human body.

**2** – Explain and apply knowledge of the physiological basis for exercise and physical activity in direct application to physical fitness and conditioning.

**3** - Demonstrate the ability to assess health status and conduct fitness testing.

**4** - The student will demonstrate an understanding of appropriate exercise techniques and its application to program design

**5** – The student will demonstrate an understanding of how to organize and administer health, wellness, physical activity and fitness programs.

## Anthropology

Students who complete the anthropology major will have:

- an introduction to the subfields of anthropology, and an understanding of the connections among them
- a critical understanding of the origins and historical development of the discipline
- an understanding of the major theoretical paradigms, past and present
- knowledge of the way anthropology is interconnected with other disciplines
- a solid understanding of the history of anthropological ethics, the current standards for ethical practice, and the range of ethical dilemmas encountered in anthropological research and practice
- an understanding of and appreciation for cultural diversity, both locally and globally
- the ability to collect and analyze anthropological data
- the ability to write within the discipline
- the ability to read critically and evaluate scholarly material
- the ability to present ideas, critiques, and research verbally
- the ability to examine critically one's own culture from an anthropological perspective
- the ability to apply anthropological knowledge and methods to contemporary social issues

# Applied Leadership Studies

- To provide students with knowledge and experience that identifies effectual leadership as strategic and intentional action, which guides individuals, communities, and organizations towards goals of improvement.
- To provide students with the knowledge and ability to critically assess personal leadership effectiveness.
- To provide students with the knowledge and ability to critically review and analyze the leadership effectiveness of others.
- To provide students with knowledge and understanding of leadership behaviors, expectations, and values that benefit future decisions and choices they will make.
- To provide students with a didactic foundation that distinguishes relational-influence as the core principle of leadership merit related to personal, community, and vocation application.

## Art

### Knowledge

#### **Breadth:**

Art Majors will use methodologies from different areas of art practice and disciplines across campus with competence and creativity in the making of art works and art experiences.

#### **Depth:**

Art Majors will use appropriate methods to acquire, evaluate and apply knowledge in the creation of and the communication of art works and art experiences.

### Abilities

In the context of their art practice, students who demonstrate the ability to engage in **inquiry** are able to analyze sources critically and synthesize information through creative expression as they engage in art making and art experiences.

In the context of their art practice, students who demonstrate the ability to **reason** are able to critique and construct arguments using the visual language of art as it applies across various mediums, in order to engage their own studio work and the work of others.

In the context of their art practice, students who demonstrate the ability to **communicate** are

able to speak confidently and coherently in both formal and informal settings; listen with objectivity and empathy, as they exhibit and discuss their own work and the works of others.

## Art History

- understand the significance of major intellectual and artistic landmarks of human history
- recognize and understand the diversity of people and societies, both historically and cross-culturally
- write with fluency, clarity, and coherence
- work productively in a collaborative environment
- cultivate aesthetic sensitivity and intellectual curiosity

## Biblical Languages

### Knowledge

Classics is by its very nature a broad, interdisciplinary field of study encompassing every subject within the ancient world, including language, religion, art, philosophy, drama, science, material culture, poetry, mythology, geography, mathematics, politics, law, and gender studies. But in both our original language and translation courses, students also probe in depth the complexities of classical culture using a wide variety of techniques.

### Abilities

All of our students acquire the appropriate linguistic, literary, or historical skills to study the classical world. Through class discussion and constant feedback from their professors, their reasoning is subject to appropriate criticism and subsequent revision. Through informal discussion and formal presentations, students present their ideas to their peers and their professor. Students completing a major in the Classics department should be able to fully read and analyze texts in the original Greek or Latin (whichever has been the focus of their studies), as well as use a basic working knowledge of the other ancient language in reading texts.

### Values

One of the most important goals of any Classics department is to introduce students to the complex and often contradictory world of ancient Greece and Rome. Ancient writers present our students with the most timeless and fundamental problems of human existence such as the

tension between the individual and society, the problem of justice, the yearning for peace, and the meaning of love. Students are often amazed that people were wrestling with these ideas over two thousand years before they were born.

## Biology

1. Students will be proficient in using fundamental biological concepts, including:
  - a. Evolution: The diversity of life evolved over time by processes of mutation, selection, and genetic drift.
  - b. Structure and Function: Basic units of structure define the function of all living things.
  - c. Information flow, exchange, and storage: The development, maintenance, and behavior of organisms occurs through the expression of genetic information interacting with the environment.
  - d. Pathways and transformations of energy and matter: Biological systems grow and change by processes based upon chemical transformation pathways that are governed by the laws of thermodynamics.
  - e. Systems: Living systems are interconnected and interacting with each other and the abiotic environment.
2. Students will apply the process of science, including using the primary literature, designing experiments, making observations, developing problem-solving strategies, and using models.
3. Students will communicate scientific ideas orally and in writing.
4. Students will use quantitative reasoning, including developing and interpreting graphs, applying statistical methods to data, and using mathematical models.
5. Students will understand the relationship between science and society. This includes understanding the ethics of research and publishing, considering the ethical implications of biological research, and understanding the social and biological contexts of problems.

## Chemistry

1. A Core of Chemistry Knowledge: Students will demonstrate competence in the major areas of chemistry by understanding the following:
  - a. The physical and theoretical principles responsible for the properties and reactions of materials.
  - b. Nomenclature (naming chemical species)

- c. Chemical bonding and structure
  - d. Chemical analysis and the sources of uncertainty inherent in any chemical measurement
  - e. Analyze and solve chemical problems
  - f. Reaction mechanisms and pathways
  - g. Synthesis of compounds
  - h. Separation and purification techniques
  - i. The energetics of reactions
  - j. The kinetics of chemical reactions
  - k. The quantum mechanical description of atoms and molecules
  - l. The basis of spectroscopic techniques
  - m. Equilibria
  - n. The dangers inherent in the practice of chemistry and how to work safely in the laboratory
2. Methods of Acquiring and Evaluating Knowledge: Students will show competence in acquiring and evaluating knowledge by being able to:
- a. Retrieve specific information from the chemical literature
  - b. Communicate scientific information to an audience
  - c. Design experiments to provide answers to unanswered questions
  - d. Use appropriate software to collect and analyze data
  - e. Use modern instrumentation
3. Awareness of Ethical Issues Pertaining to the Discipline: Students who comprehend the ethics of science will perform ethically in the manner in which they collect and interpret experimental data.

## Chinese Studies

Students completing the minor in Chinese Studies will be able to:

- Acquire real-life communicative skills to discuss everyday topics at the Intermediate Low proficiency level
- Demonstrate basic knowledge (culture, history and religion) of Chinese speaking communities
- Replace intercultural awareness to analyze the cultural activities within Chinese speaking communities

# Classics

## Knowledge

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## Abilities

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## Values

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# Communication Studies

As a major in communication studies you will learn to:

- Identify the central thesis of a written, aural or video text and to critically analyze arguments.
- Evaluate the effectiveness of a message by applying practical communication theory.
- Access information through research and evaluate the quality and usefulness of that information.
- Analyze an audience and situation and adapt a message appropriately.

- Write skillfully, with logical structure and coherent style, for a variety of situations and media.
- Speak clearly, effectively and extemporaneously before a live audience or on camera.
- Be aware of the ethical implications of persuasion skills.
- Understand the role of communication in a democratic society.

## Computer Science

The computer science major at Luther is designed to provide each student with the academic base needed to keep abreast of the changing world of computing. Both theory and practice are taught to allow students to successfully join computer professionals already working in the field.

## Dance

The Dance program at Luther is grounded in the Movement Fundamentals (MF) paradigm, which provides a foundation for practicing embodiment, refining movement, and crafting expression.

The MF Tenets of Practice are standards for agency, artistic refinement, and inclusivity and access the body as primary source for radically different ways of perceiving, learning, connecting and creating.

### Tenets of Practice

- Learn through sensory awareness, proprioception, and imagery.
  - Know the body as an intelligent source for direction and information.
  - Develop skills in awareness, responsiveness, expressiveness, observation, and documentation.
  - Employ bodily systems to create dynamic balance and form.
  - Explore vocabulary of anatomy, spatial intent, movement qualities, and design elements.
  - Allow personal questions and emotions to guide research.
  - Investigate the unfolding of embodiment, generosity, and personal virtuosity.
- 
- Apply MF principles, tenets, and phases as guides for living and creating.
  - Practice, create, and perform anywhere.

- Embolden every body shape, age, and ability with agency and refinement.

## Data Science

The data science major at Luther is designed to provide students with an interest in data science with the technical skills required to enter this field, along with the interdisciplinary breadth required to apply these skills to a particular field.

## Economics

- Students will demonstrate knowledge of fundamental economic concepts and an ability to apply those concepts to relevant contexts.
- Students will demonstrate growth in their economic reasoning, including the use of economic models and decision-making techniques.
- Students will demonstrate quantitative literacy, including the ability to collect and interpret data and other economic evidence.
- Students will demonstrate the ability to explain economic concepts and form logical arguments by written, oral, and visual means.

## Education

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. Both our state (Iowa) and national (CAEP) accreditations are dependent upon evidence our Education students develop overtime the knowledge, skills, and dispositions described by the InTASC standards.

[The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials, who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.]

## 2011 InTASC Standards

### The LEARNER and LEARNING

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### CONTENT

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### INSTRUCTIONAL PRACTICE

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### PROFESSIONAL RESPONSIBILITY

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

# English

The English department is committed to helping each of our students

1. to become a more sophisticated reader
2. to become a better, more flexible writer
3. to become a more active listener and more effective speaker
4. to become a more creative and critical thinker
5. to develop moral imagination, empathy, and a sense of justice
6. to develop a sense of vocation, self-awareness and agency that can translate skills and practices to a professional environment
7. to explore a diversity of perspectives on experience

# Environmental Studies

At the time of graduation, majors in Environmental Studies will be able to:

## **CONTENT**

1. Demonstrate understanding of the structure and function of biological ecosystems and the ways humans are dependent upon ecosystem services. (Bio 151)
2. Demonstrate understanding of the structure and function of the Earth's systems and the history of stability and change within these systems over geologic time. (The Earth System)
3. Demonstrate understanding of various social systems such as political and economic systems and the tradeoffs associated with different social arrangements. (Environmental Politics and Policy)
4. Understand the ways humans have imagined and narrated their relationships with the Earth and the values and cultures that have informed that relationship (Environmental Philosophy)

## **SKILLS**

5. Recognize the range and implications of environmental issues confronting contemporary societies and critically evaluate possible solutions to these issues (critical thinking)
6. Comprehend systems dynamics, including feedbacks, limits, and response times, and the ways human systems can and do threaten natural systems (systems thinking)

7. Identify, evaluate, and integrate sources of information from multiple perspectives in order to understand environmental problems (information literacy)
8. Integrate knowledge and methodologies from different disciplines to propose creative solutions to real world problems (interdisciplinary problem solving)
9. Demonstrate competency in the ability to use and analyze data (quantitative literacy)
10. Demonstrate the ability to work collaboratively in small groups
11. Demonstrate the capacity to utilize tools for social change
12. Demonstrate the capacity to communicate effectively both orally and in writing

### **VALUES**

13. Reflect on the relationship between personal values, individual choices, and sustainability.
14. Manifest virtues such as empathy, respect for all life, and humility in personal responses to environmental problems.
15. Articulate a positive and hopeful vision for just and sustainable societies throughout the world and for future generations.

## **Exercise Science**

- 1** - Explain and apply knowledge of anatomy, physiology, biomechanics, nutrition, and bioenergetics of the human body.
- 2** – Explain and apply knowledge of the physiological basis for exercise and physical activity in direct application to physical fitness and conditioning.
- 3** - Demonstrate the ability to assess health status and conduct fitness testing.
- 4** - The student will demonstrate an understanding of appropriate exercise techniques and its application to program design
- 5** – The student will demonstrate an understanding of how to organize and administer health, wellness, physical activity and fitness programs.

## **French**

Students completing the major in French will be able to:

- Demonstrate language proficiency at the Advanced Low proficiency level, as defined by ACTFL
- Employ intercultural knowledge and skills to connect and communicate more fully with people from Francophone cultures

- Demonstrate understanding of the practices and perspectives of Francophone cultures and reflect upon their own
- Analyze the cultural production of and diversity within the French-speaking world

Students completing the minor in French will be able to:

- Demonstrate language proficiency at the Intermediate High proficiency level, as defined by ACTFL,
- Employ intercultural knowledge and skills to connect and communicate more fully with people from Francophone cultures,
- Demonstrate understanding of the practices and perspectives of Francophone cultures and reflect upon their own
- Analyze the cultural production of and diversity within the French-speaking world

## German

Students completing the major in German will be able to:

- Demonstrate language proficiency at the Intermediate High proficiency level
- Employ intercultural knowledge and skills to connect and communicate more fully with people from German-speaking cultures
- Demonstrate understanding of the practices and perspectives of German-speaking cultures and reflect upon their own
- Analyze the cultural production of and diversity within the German-speaking world

Students completing the minor in German will be able to:

- Demonstrate language proficiency at an Intermediate proficiency level
- Employ intercultural knowledge and skills to connect and communicate more fully with people from German-speaking cultures
- Demonstrate understanding of the practices and perspectives of German-speaking cultures and reflect upon their own
- Analyze the cultural production of and diversity within the German-speaking world

# Greek

## Knowledge

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## Abilities

All of our students acquire the appropriate linguistic, literary, or historical skills to study the classical world. Through class discussion and constant feedback from their professors, their reasoning is subject to appropriate criticism and subsequent revision. Through informal discussion and formal presentations, students present their ideas to their peers and their professor. Students completing a major in the Classics department should be able to fully read and analyze texts in the original Greek or Latin (whichever has been the focus of their studies), as well as use a basic working knowledge of the other ancient language in reading texts.

## Values

One of the most important goals of any Classics department is to introduce students to the complex and often contradictory world of ancient Greece and Rome. Ancient writers present our students with the most timeless and fundamental problems of human existence such as the tension between the individual and society, the problem of justice, the yearning for peace, and the meaning of love. Students are often amazed that people were wrestling with these ideas over two thousand years before they were born.

# Health Promotion

Goal 1: Students will demonstrate understanding and application of the Areas of Responsibility for Health Education Specialists, Core Competencies for Public Health Professionals, and 10 Essential Public Health Services.

Goal 2: Students will demonstrate understanding and application of health content areas and evidence informed practices to improve the health related knowledge, skills, behaviors, and attitudes of individuals and communities.

Goal 3: Students will demonstrate understanding and application of biological, social, psychological, political and other sciences to address conditions in the places people live, work, and play that influence health.

Goal 4: Students will apply knowledge through practical experiences in personal, community, public, and/or global health education and promotion settings to reduce disease, disability, and premature death while increasing quality of life.

## Hebrew

### Knowledge

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# History

## Knowledge

Central to the historical enterprise is the acquisition of knowledge which we divide into two broad categories.

- Students should demonstrate a **breadth of knowledge** by understanding the significance of major political, intellectual, cultural, and social landmarks from across the world and throughout history.
- Students should demonstrate a **depth of knowledge** in one of three core areas: US history, European history, or non-Western history. Demonstration of a depth of knowledge has criteria similar to those for breadth of knowledge, but is much more focused on a specific geographic area and a more circumscribed chronological period.
- In addition, students are expected to have some acquaintance with the historiography of major events and movements in their given area of focus.

## Abilities

When students complete the History program at Luther College they should be able to execute the following skills at a high level:

- research, or the ability to acquire relevant knowledge;
- critical thinking, or the ability to evaluate that knowledge for its accuracy and to see connections and patterns presented by it;
- argumentation, or the ability to apply that knowledge in the service of a complex historical argument;
- writing proficiency, or the ability to articulate historical findings in a coherent, thesis-driven essay, supported thoroughly by relevant evidence;
- and the ability to speak confidently both in informal and formal settings.

## Historical Methods

The category of 'methods' incorporates aspects of the first two categories, 'knowledge' and 'skills/abilities,' but due to its importance and centrality to the enterprise of history, we have placed it in a separate category. With regard to historical methods, by the time a student graduates from the history program, he or she should:

- have knowledge of and ability to identify a broad range of historical methods as well as a clear sense for which methods are appropriate to various types of historical inquiry and which are not;
- and have developed the ability to employ basic historical methods in their own work.

## **Values**

History majors will be able to:

- Critically analyze the way in which questions of morality have been played out in the past, while resisting the simplistic application of contemporary standards of morality to judge the past.
- Follow professional standards for the collection, use, and citation of historical evidence.

## **International Business**

Students will:

- Demonstrate knowledge of fundamental business concepts and an ability to apply those concepts to relevant contexts.
- Demonstrate language proficiency at the Intermediate proficiency level.
- Demonstrate the ability to think critically, solve problems, and make decisions in an international business context.
- Employ intercultural knowledge and skills to connect and communicate more fully within international business settings.

## **International Studies**

- Develop an interdisciplinary understanding of global systems, to provide intellectual context for further individualized study.
- Demonstrate depth of specialized knowledge in chosen area of interest (region or track).
- Develop familiarity with the methodology of several disciplines within the course of study and the ability to apply different frameworks of analysis to examine international issues.
- Engage in experiential learning in the form of study abroad and/or internship experiences.
- Hone important academic skills of research, writing, and oral communication of ideas.

## **Journalism**

1. Write clearly and effectively for a variety of audiences, disciplines, and purposes
2. Evaluate writing for accuracy, fairness, clarity, standard usage and grammar
3. Research, evaluate, and report information ethically and thoroughly

4. Master skills with multimedia tools, platforms and programs, aiding in the creation and promotion of journalistic work
5. Develop an understanding of the vital role that media organizations play in sustaining democracies
6. Understand and apply the First Amendment and laws related to journalistic practice

## Latin

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# Linguistics

Students completing the minor in Linguistics will be able to:

- Understand how to study language in a scientific way, developing competence in linguistic analysis (including the analysis of sound, word, and sentence structure) in a variety of languages
- Synthesize research findings into a readable, well supported research report
- Become more informed users of their native and foreign languages and more respectful world citizens by discovering the mechanisms at work in every language and the diversity and contribution of every human linguistic heritage.

# Management

- Students will demonstrate the ability to analyze ethical dilemmas and express their choices for ethical responses.
- Students will demonstrate the ability to function as a member of a team.
- Students will demonstrate the ability to express ideas clearly in oral presentations.
- Students will demonstrate the ability to express their ideas clearly in writing.
- Students will demonstrate the ability to think critically, solve problems, and make decisions.
- Students will demonstrate proficiency with information systems.

# Mathematics and Mathematics/Statistics

- **Critical Thinking.** Develop students' mathematical and logical reasoning skills and problem-solving abilities.
- **Formal Theory.** Foster an understanding that mathematics is a logical, deductive system based on definitions, axioms, examples, theorems, and proofs.
- **Application.** Improve students' ability to apply mathematics to a variety of disciplines. Recognize that problems motivate the development of new mathematical theory and methods.
- **Preparation.** Equip students with the foundation needed to pursue advanced degrees or careers in business, industry, and education.
- **Communication.** Improve students' expression of mathematical ideas in written and verbal forms.
- **Exploration.** Provide students with opportunities for independent projects and research experiences in mathematics.

# Museum Studies

## Focus on Knowledge, Abilities, and Values

1. Exploration of museum and related cultural, historical, and natural heritage professions.
2. Understand the purpose and mission of cultural, historical, and natural heritage collections, galleries, and museums.
3. Through selected electives, explore content appropriate to cultural, historical or natural history knowledge and methods of inquiry.
4. Gain experience in the practice of research, communication and engagement with a diverse public.
5. Through electives and core courses, explore skills and methods appropriate to understand and communicate significance of cultural, historical, and natural heritage care and interpretation.
6. Identify and apply professional ethics and policies related to acquisition, care, and distribution of cultural and natural heritage collections and exhibition.
7. Through internship program, apply values, skills, and knowledge within a guided experiential course set within an appropriate cultural, historical, or natural heritage environment, such as a museum, archive, gallery, or special collection.
8. Identify and communicate personal and professional values and ethics related to the care and interpretation of cultural, historical, and natural heritage.

# Music

- To understand the theoretical basis of Western music
- To know music literature and understand style and performance practice in a historical context
- To demonstrate aural, conducting, and basic keyboard skills
- To develop the discipline, technique, and musicianship necessary to perform as a recitalist
- To develop the discipline and musical skills necessary to function in a musical ensemble
- To develop the vocabulary and research tools necessary to write and speak cogently about music
- To be able to utilize recent technology in music
- To develop an appreciation for the music of diverse cultures
- To foster creativity in performance, composition, and improvisation “We expect our students to respect the Luther College Honor Code and the National Association of Schools of Music (NASM) Code of Ethics.” In addition, the Luther College Music

Department recognizes and affirms its obligation to comply with the provisions of the 1976 United States Copyright Act.

College and Music Department mission, goals, and objectives are reflected in the *Luther College Catalog 2015-2016* (bound copy provided), the North Central Accreditation statements (**MDP III. A.1.**), *Music Faculty Guidelines* (**MDP I. A.2.**), the *Music Department Policies Regarding Applied Music and Major Requirements* [Student Guidelines] (**MDP I. A.4.**), admissions materials (hard copy #3 and #4), and on the Luther College web page ([www.luther.edu](http://www.luther.edu)). The Music Department also has its own home page ([www.music.luther.edu](http://www.music.luther.edu)).

## Music Education

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. Both our state (Iowa) and national (CAEP) accreditations are dependent upon evidence our Education students develop overtime the knowledge, skills, and dispositions described by the InTASC standards.

[The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials, who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.]

### **2011 InTASC Standards**

#### **The LEARNER and LEARNING**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **CONTENT**

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **INSTRUCTIONAL PRACTICE**

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **PROFESSIONAL RESPONSIBILITY**

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

# **Musical Theatre**

1. Students who minor in Musical Theatre study the craft of acting while developing the essential skills that performing musical theatre demands of them physically, vocally, intellectually, and emotionally.
2. Students learn foundational acting techniques in order to create complex characters rooted in textual analysis. These students craft specific imaginative viewpoints and learn to respond "as if" their character's viewpoint and circumstances were their own.

3. Classes in acting for musical theatre aim to develop vocal dexterity, clarity, openness, and health.
4. Students acquire collaborative interpersonal skills in production and coursework including active listening, time management, goal prioritizing, and effective communication.
5. Students contextualize the art of musical theatre by engaging with historical figures, prominent work, and ideologies that illustrate musical theatre as a product of its cultural moment and an art that tries to shape society in return.

## Neuroscience

- Students will develop an understanding of the fundamentals of neuroscience spanning the breadth of the field and across multiple levels of analysis
  - *Through the core courses and correlatives, students will be exposed the breadth of neuroscience and be challenged to develop competency in many areas of inquiry*
- Students will develop competency in quantitative and evidence-based reasoning and experimental design
  - *These reasoning skills will be emphasized throughout the curriculum, especially in statistics, Experimental Neuroscience (BIO 260), and Neuroscience (BIO 362)*
- Students will be able to find and interpret articles in the neuroscience primary literature
  - *Primary literature is a focus of both Neuroscience (BIO 362) and the capstone seminar (NEUR 485)*
- Students will be able to communicate scientific ideas in oral and written format
  - *Designated speaking (BIO 362) and writing (BIO 260) courses will serve to develop these skills in students, while the capstone seminar (NEUR 485) will reinforce speaking and writing*

## Nordic Studies

Students completing the major in Nordic Studies will be able to:

- Develop language proficiency at the Intermediate High proficiency level, as defined by ACTFL

- Employ intercultural knowledge and skills to connect more fully with people from the Nordic region
- Demonstrate understanding of the practices and perspectives of Nordic cultures and reflect upon their own
- Analyze the cultural differences and diversity within in the Nordic region

Students completing the minor in Nordic Studies will be able to:

- Develop language proficiency at the Intermediate Low proficiency level, as defined by ACTFL
- Employ intercultural knowledge and skills to connect more fully with people from the Nordic region
- Demonstrate understanding of the practices and perspectives of Nordic cultures and reflect upon their own

## Nursing

### **Objectives of The Nursing Program**

1. Utilize the knowledge, ability and values obtained through a liberal arts education as the basis for nursing practice.
2. Demonstrate leadership, knowledge and skills, quality improvement, and patient safety to provide high quality nursing care.
3. Critically evaluate and implement nursing research and theory as it applies to professional practice.
4. Utilize patient care technologies, advances in nursing sciences, and health care policies to implement and support safe nursing practices.
5. Collaborate with other health care professionals, the client, and others in the provision of care to promote, maintain and restore optimum health.
6. Assess, advocate and participate for health promotion and disease prevention strategies at the individual, family, community and populations levels.
7. Adhere to professional standards and the ANA Code of Ethics to enhance and advance the practice of professional nursing.

8. Incorporate critical thinking, communication, and caring behaviors in the application of the nursing process with a respect for the dignity, diversity and beliefs of all people in providing care to clients in diverse settings.

## Paideia

### **Paideia 111-112: Enduring Questions**

Write with fluency, clarity, and coherence; read, comprehend, and appreciate various types of texts; practice critical thinking and analysis.

Recognize and understand the diversity of people and societies, both historically and cross-culturally. Discuss readings with respect for other points of view; listen with objectivity and empathy.

Explore works from across the disciplines, addressing questions central to the human condition.

Identify, gather, and use relevant information in an ethical manner; analyze sources critically (in spring research).

### **Paideia 450: Ethical Choices**

Explore where disciplines intersect, including tensions, differing perspectives, and possibilities for dialogue.

Respond individually and collectively to ethical challenges confronting the world, especially issues related to justice, peace, and the environment.

# Philosophy

At the time of graduation, majors in Philosophy will be able to demonstrate:

## Dispositions

1. Courage to ask difficult questions
2. Commitment to rigorous thinking
3. Fairness and generosity to others' views
4. Honesty in assessing their own positions
5. Commitment to putting philosophical skills and knowledge to work to address contemporary challenges
6. Desire to think in creative and constructive ways

## Skills

1. Competence in reading and interpreting difficult texts
2. Excellence in forming, refining, and evaluating arguments
3. Strength in critical thinking, including the ability to identify assumptions, distinguish empirical from normative claims, and articulate the significance of an issue
4. Effective oral and written expression, including the ability to formulate strong questions, thoughtfully engage others' views, and clearly articulate their own thinking
5. Proficiency in research, including distinguishing and evaluating primary and secondary sources and integrating information from multiple sources

## Knowledge

1. Fluency in the concepts and terminology of philosophical inquiry and dialogue
2. Familiarity with major problems, positions, debates in the history of philosophy
3. In depth knowledge of at least one major philosopher and/or topic in philosophy

# Physics

All who encounter our department, both students and community members alike, will find an environment that encourages curiosity about and appreciation of the physical universe. We seek to provide a safe and friendly environment that encourages a commitment to deep and honest work together as we study natural phenomena. In light of our stated mission:

***For all students taking courses in our department, our goals are that they:***

Gain an appreciation for the historical and philosophical context of theoretical and experimental science, and an appreciation for how scientific ideas develop over time.

Develop critical thinking skills and the ability to perform both conceptual and quantitative analysis of physical phenomena.

Understand the impact that physical science investigations have had on the global development of human society.

***For students majoring in scientific fields other than physics, our additional goals are that they:***

Develop familiarity with essential physics concepts and the relationship between physics and other scientific fields.

Gain an understanding of physics sufficient for admission to professional schools and graduate programs outside physics.

Better understand the power and limits of physics as a mode of human understanding by engaging in laboratory experiences that encourage exploration

***In addition to the above, our goals for students majoring in physics are that they:***

Obtain a depth and breadth of understanding of both classical and modern physics sufficient for success in graduate programs in physics or engineering.

Grow in technical skills and analytical ability so that upon graduation they are prepared to succeed in a variety of interesting and challenging work environments or academic settings.

Develop the ability to design and perform experiments to investigate physical problems, and to draw justifiable conclusions given the uncertainties inherent in all experiments.

Better understand the practice of science and engineering by engaging in one or more experiences of extended applied learning, such as high-quality research experiences, team-oriented project-based learning, and/or an off-campus internship.

Develop the ability to communicate scientific ideas effectively, in a way that is consistent with their understanding and that of their audience.

# Political Science

As teachers of political science, we want our students to learn to:

- Ask constructive questions that will facilitate the expansion of your knowledge
- Find and evaluate evidence relevant to political questions
- Use reliable evidence in the development of political arguments
- Apply a wide range of research methods to find and create knowledge
- Thoughtfully consider human dynamics in political processes and institutions
- Effectively communicate political ideas and beliefs
- Develop an awareness of ethical issues pertaining to politics
- Apply political science knowledge and skills in a wide range of settings, including internships and study away experiences.

# Psychology

Upon completion of the psychology major, a student should:

1. Have a conceptual framework that embraces the core knowledge underlying behavior and mental processes and forms the basis for lifelong learning. This includes:
  - a. understanding the interrelationship between the biological and cognitive aspects of the body.
  - b. understanding basic psychological processes, including cognition, learning, motivation, and emotion.
  - c. understanding behavior as it is directly influenced by other individuals.
  - d. understanding individual differences.
  - e. understanding psychology in historical and sociocultural contexts.
2. Have a working knowledge of the methods of acquiring, evaluating, and applying psychological knowledge including:
  - a. basic descriptive and inferential statistics.
  - b. research methodology.
  - c. critical analysis and interpretation of research.
  - d. knowledge of how research findings are applied.
  - e. ability to communicate effectively with others about psychology including but not exclusively confined to the American Psychological Association Publication Manual.
3. Have a working knowledge of the professional ethics of the discipline of psychology.

4. In addition, students intending to continue their education in psychology in graduate or professional school should:
  - a. have a working knowledge of advanced statistics.
  - b. acquire significant research, internship, and /or experience.

### **APA Guidelines for the Undergraduate Psychology Major**

In addition to the above stated department developed goals, the American Psychological Association has suggested 5 goals for undergraduate psychology programs.

#### **Goal 1: Knowledge Base in Psychology**

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

#### **Goal 2: Scientific Inquiry and Critical Thinking**

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

#### **Goal 3: Ethical and Social Responsibility in a Diverse World**

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

#### Goal 4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

#### Goal 5: Professional Development

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.

## Religion

1. To study religions as cultural constructions shaped by historical, social, and political dynamics.
2. To analyze the nature, development, and ongoing interpretation of foundational religious narratives in the form of literary or non-literary texts.
3. To examine the history, formation, and contemporary expressions of particular religious traditions or subtraditions.
4. To think ethically about the engagement of religious communities and worldviews with contemporary issues of public concern.
5. To explore how religious communities, worldviews, and practices are impacted by encounters with other communities, worldviews, and practices.
6. To cultivate understanding of and appreciation for the diversity within and among religious traditions.

7. To employ different paradigms, methods, and approaches that scholars use to study religious communities, worldviews, and practices.
8. To reflect on whether and how religion shapes one's sense of self, faith, vocation, and responsible citizenship.
9. To develop skills in critical thinking, such as the ability to analyze, synthesize, and evaluate ideas.
10. To develop skills in communicating ideas with clarity and coherence.

## Social Work

### Mission

The Social Work Program at Luther College is grounded in the history, purposes, and philosophy of the social work profession including the concept of person-in-environment. It operates within the context of a small church-affiliated liberal arts college in a vibrant small town in the American upper Midwest. The program aims to assist students in developing ten professional core competencies including the knowledge, values, skills, and professional identity they need to practice as competent professional entry level generalist social workers promoting: human and community well-being in a diverse, complex, and changing global context; the elimination of poverty; social and economic justice; and quality of life for all.

The core values of the social work profession that shape the Luther Social Work Program are: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

Graduates are prepared to be culturally competent life long learners, active citizens, and advocates for social and economic justice who can think critically, use scientific research-based interventions, make sound ethical judgments, respect human diversity, and serve as leaders in strengthening the service delivery system, as they strive to empower people in their environments. The program and its faculty also contribute to knowledge in the field, provide leadership and expertise to strengthen the social service system, and work for the common good in an ever-changing society.

### Goals

**Goal 1:** Prepare students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the ten core competencies.

**Goal 2:** Prepare students to think critically, using the values, codes of ethics, and research base of the profession.

**Goal 3:** Prepare students to use prevention and intervention methods to work effectively in changing contexts with diverse populations, drawing on people's strengths and resilience.

## Sociology

### Mission Statement

The mission of the Sociology Department is to create an active learning environment in which students gain an understanding of humans in groups and human social behavior. Through systematic critical study, students are exposed to classical sociological ideas, current scholarship, and its application to our increasingly global and rapidly changing, diverse societies.

### Learning Goals

#### Perspective

Students will be able to...

- explain the diversity of people and societies
- describe the interaction between the individual and society, and the interaction between biography and history
- view the world from a critical perspective
- explain the social construction of reality and culture
- describe major sociological perspectives
- research a specific sociological issue
- critically analyze the society in which they live
- explain the ethical dilemmas inherent in the discipline of sociology

#### Abilities

Students will be able to...

- present sociological argument in both oral and written forms
- critically analyze sociology research
- synthesize sociology theory and ideas
- develop proficiency in the use of both quantitative and qualitative research methods
- conduct scholarly research
- develop proficiency in technology for use with data analysis
- locate and use credible sources

# Spanish

Students completing the major in Spanish will be able to:

- Demonstrate an advanced level of Spanish language proficiency
- Employ intercultural knowledge and skills to connect and communicate more fully with people from Spanish speaking cultures
- Demonstrate understanding of the practices and perspectives of Spanish speaking cultures and reflect upon their own
- Analyze the cultural production of and diversity within the Spanish-speaking world

Students completing the minor in Spanish will be able to:

- Demonstrate an Intermediate level of Spanish language proficiency
- Employ intercultural knowledge and skills to connect and communicate more fully with people from Spanish speaking cultures
- Demonstrate understanding of the practices and perspectives of Spanish speaking cultures and reflect upon their own
- Analyze the cultural production of and diversity within the Spanish-speaking world

# Theatre

1. Theatre students acquire an understanding of the technique, artistry, and craft of making theatrical performances through coursework and the performance of theatrical works.
2. Theatre students broaden and deepen their physical, verbal, and visual vocabulary through the study and performance of theatrical works.
3. Theatre students learn to communicate artistic intentions through verbal, visual, physical, and written forms.
4. Theatre students develop skills that help them work collaboratively in the imaginative process of theatre making, employing an awareness of self and others within the context of creating theatre.

5. Theatre students engage in investigating historical and contemporary figures, works, and ideologies to explore the diversity of theatre and its intersection with contemporary culture and society.

## Visual Communication

### Applied Visual Communication Skills

#### Students in Visual Communication:

1. Possess the fundamental skills of writing, editing, photography, graphic design and time-based media with sufficient expertise to actively contribute to the Visual Communication field and profession.
2. Recognize the appropriate visual tools and aesthetic principles to communicate salient and integral Information to a specifically defined or general audience.
3. Possess the skills necessary to adapt to changing technology found in the visual communication field.
4. Leverage knowledge from disparate disciplines to effectively solve complex problems.
5. Integrate disciplines and persons and applied visual communication skills to solve complex problems.

### Ethical Responsibilities

#### Students in Visual Communication:

1. Appreciate the importance of the highest ethical standards when gathering information, engaging communities and producing visual communication products.
2. Understand the significant social power of visual communication as it interact in society and deploy visual communication projects with the utmost appreciation of this power.
3. Appreciating the value of collaboration with persons of diverse origins, experiences and ideas in the pursuit of excellent visual communication.

### Skills and Attributes

#### Students in Visual Communication:

1. Use multiple strategies for the generation of ideas in the context visual communication design.
2. Examine visual communication products, formally, theoretically, critically and ethically.
3. Speak clearly about their process, consideration and ultimately, their products.
4. Understand the context and intentions of Visual Communication in the multivalent environments in which it exist.
5. Speak clearly about their process, consideration and ultimately, their products.

6. Demonstrate an active engagement in allied fields (art) as well as disparate fields and integrate discoveries into their work.
7. Work in a mature and professional manner.

## Women & Gender Studies

The WGST program seeks to foster critical analyses of gender. Through courses that investigate the intersections of sex, gender, sexuality, race, age, ability, and class across the disciplines, Women and Gender Studies prepares students to be critical advocates, activists, scholars, and educators for social justice in a variety of professions.

1. To teach students how gender is fundamental to the construction of identity and the organization of human relations.
2. To provide a critical understanding of the origins and historical development of feminist thought and gender theory, including the ways systems of dominance such as sexism and racism function and have changed.
3. To develop student's ability to use WGST lenses to challenge historical and cultural assumptions and claims of knowledge, and work towards influencing greater social justice in their day-to-day experiences.
4. To provide students a familiarity with the diverse and multidisciplinary scholarship about women and gender.
5. To ensure students' ability to conduct effective research and critique scholarly sources through written work that demonstrates an aptitude to synthesize multi-disciplinary approaches to women gender studies.