

Category	Credits	Category Description	Associated Learning Outcomes	Associated Criteria
Creative Expression & Appreciation	3	This requirement provides an opportunity to develop an informed appreciation of the aesthetic and formal properties of the performing, visual, or literary arts. Courses in this category will foster an understanding of these works within the broader context of human life and culture.	<ol style="list-style-type: none"> 1. Creative Thinking 2. Synthesis 3. Inquiry and Analysis 	<ol style="list-style-type: none"> 1. Courses will examine the nature of creativity, including imaginative, intuitive, and innovative thinking 2. Courses will foster the critical study of artworks based on the consideration of their history, their cultural contexts, and their aesthetics 3. Courses will expose students to strategies and skills of creation within the domain of a performing, visual, or literary art 4. Courses will engage the student's own creative and expressive abilities so that the student can better understand the qualities that shape artistic works and the creative process 5. Courses will encourage students to participate in artistic events on or off campus.
Contemporary Society	3	Students will be introduced to concepts and theories about and the evidence-based analysis of human behavior, social relations and social institutions in courses that may involve but is not limited to the study of individuals, groups, organizations, and countries.	<ol style="list-style-type: none"> 1. Critical thinking 2. Inquiry and analysis 3. Information literacy 	<ol style="list-style-type: none"> 1. Course must introduce students to prevailing theories about and the evidence-based analysis of one or more of the following: human behavior; social relations; social institutions. The course may include but is not limited to the study of individuals, groups, organizations, and countries. 2. Course must engage students in the systematic examination and evidence-based analysis of contemporary social issues. These issues may include but are not limited to interactions among individuals, groups, organizations, and countries. 3. Course must familiarize students with systematic analysis and interpretation of evidence
DIVERSITY, POWER DYNAMICS, AND SOCIAL JUSTICE	3	This course provides an overview of the issues associated with bias crime. This course focuses attention on legislative initiatives, data collection, police training and public awareness. This course also explores the role of private organizations such as the Anti-Defamation League and the Southern Poverty Law Center in tracking the activities of hate groups such as the Ku Klux Klan and Aryan Nation. CRJ elective.		<ol style="list-style-type: none"> 1. Examine the people, structures, systems, and ideologies that sustain discrimination, asymmetries of power, and resource inequities in society (e.g., social, political, economic, environmental, or cultural) and how unequal power impacts the individual and the community. 2. Examine the experiences and the contributions of individuals and communities with social identities rendered other or alien, or generally oppressed by asymmetrical power structures within the United States, including but not limited to for reasons associated with race, ethnicity, sex and gender, sexual orientation, nationality, ability, religion, age, or socioeconomic status. 3. Engage students to explore their own social locations, social identities, privileges, and experiences of inequity to better understand their own place in existing social structures, communities, and power structures. 4. Foster students' ability to act in a manner that recognizes the feelings, lives, and perspectives of diverse others by imploring them to face how people, systems, and social structures function to maintain inequality and deny integrated diversity.
First Year Seminar	3	This core requirement (required for all first-year students and transfers with fewer than 15 credits) will introduce students to the experience of academic exploration that is at the heart of a liberal arts education. Through study of one or more compelling questions or topics in a small seminar setting, students will practice creative and critical thinking as an introduction to academic inquiry. They will develop relationships and practices that allow them to effectively utilize college resources and become members of a community of learners.	<ol style="list-style-type: none"> 1. Introduction to LEAP Outcomes 2. Inquiry and Analysis 3. Critical and Creative Thinking 	<ol style="list-style-type: none"> 1. The FYS will actively encourage students to develop their own academic interests and learn how to pursue them through critical thinking on one or more compelling questions or issues. 2. The FYS will aid students in developing their ability to express themselves and their ideas effectively and appropriately in a college setting. 3. The FYS will help students begin to develop relationships and practices that will support their success in college.
Human Past	3	Students will be introduced to a conceptual understanding of the relationship of the past to the present. They will engage the concepts of causality and change over time and develop skills and competencies in comparative analysis and evidence-based interpretation.	<ol style="list-style-type: none"> 1. Critical thinking 2. Inquiry and analysis 3. Information literacy 	<ol style="list-style-type: none"> 1. Knowledge outcomes. Students will learn to: <ul style="list-style-type: none"> 1A: Describe events and developments in the past in terms of continuity, change, and causation, and to understand the relationship of the past to the present. 1B: Understand interpretive debates about the past and appreciate the complexities involved in interpreting societies and social change: for example, the local and the global, particular, and general, contingent and structural. 1C: Identify different kinds of evidence and understand their role in the production of knowledge of the past. 1A: Describe events and developments in the past in terms of continuity, change, and causation, and to understand the relationship of the past to the present. 2. Skills outcomes. Students will be able to: <ul style="list-style-type: none"> 2A: Recall evidence-based claims about the past and synthesize them into coherent interpretive arguments. 2B: sources closely and critically and develop skills in analyzing both primary and secondary source materials. 2C: Develop the ability to evaluate scholarly sources. 2D: Formulate a well-organized, well-supported argument. 2E: Demonstrate clear writing in assignments of varying lengths and observe ethical practices of citation and intellectual self-presentation.
Oral Communication	3	Students will develop the oral communication skills necessary for effective and ethical personal, professional, and civic communication. They will understand the theories, purpose and value of oral communication, and gain the skills needed to be confident when speaking and presenting from prepared materials, responding extemporaneously to questions and in group communication environments, and using learned critical listening skills to offer feedback to other speakers.	<ol style="list-style-type: none"> 1. Oral Communication 2. Inquiry and Analysis 3. Ethical Reasoning and Action 	<ol style="list-style-type: none"> 1: MOTIVATION: Assessing a student's willingness to communicate and a student's communication apprehension. Instruction would need to be included in both of these areas. 2: KNOWLEDGE: The course should instruct students on different types of communication theories, situations, cultural influences on communication practices and what is needed for each. 3: SKILL: The course will instruct students, in a progression of learning experiences, how to properly and ethically send and receive messages in a variety of situations relevant to personal, professional and civic life. Instruction should include critical listening skills and how to ethically use verbal and non-verbal communication (voice and body and language).

Personal Growth & Responsibility	3	Courses in this category will provide students with the opportunity to demonstrate increased ethical understanding of how their physical, spiritual, emotional, social, environmental, intellectual, financial and/or occupational habits and behaviors impact their personal well-being and their community throughout their life-cycle.	<ol style="list-style-type: none"> 1. Foundations and Skills for Lifelong Learning 2. Ethical Reasoning 3. Information Literacy 	<ol style="list-style-type: none"> 1. Courses must provide the opportunity for students to articulate and reflect on any three of the eight dimensions of personal growth and wellness included in the category description (ethical understanding of how their physical, spiritual, emotional, social, environmental, intellectual, financial and/or occupational habits and behaviors impact their personal well-being and their community throughout their life-cycle) 2. Courses must provide the opportunity for students to assess how their ethical values and personal behaviors impacts them and others around them. 3. Courses must provide the opportunity for students to identify, locate, evaluate, and effectively and responsibly use and share information.
Quantitative Reasoning	3	Students will use both quantitative data and abstract quantitative models to compute useful quantities, make predictions, and draw conclusions. Students will learn to communicate using quantitative data, build or select appropriate models, and find appropriate applications for such models.	<ol style="list-style-type: none"> 1. Quantitative Literacy 	<ol style="list-style-type: none"> 1. Learning goals in the realm of empirical analysis: <ol style="list-style-type: none"> 1a: communicate data effectively 1b: compute useful quantities from data 1c: draw conclusions using data 1d: build or select appropriate mathematical models (this includes understanding and communicating the assumptions inherent in those models) 2. Learning goals in the realm of abstract mathematical models: <ol style="list-style-type: none"> 2a: communicate such models clearly, including explaining what their component pieces are 2b: use such models to make predictions 2c: use such models to draw conclusions 2d: use such models to compute useful quantities 2e: find appropriate applications for such models
Scientific Reasoning	7 to 8	This requirement will expose students to scientific inquiry and to scientific methods of exploring the physical and natural world. Students will learn to apply the scientific method and to develop analytical skills. Requires completion of one 4 credit laboratory science course plus one additional course. The two courses do not have to be a sequence or be from the same discipline.	<ol style="list-style-type: none"> 1. Knowledge of the Physical and Natural World 2. Inquiry and Analysis 	<ol style="list-style-type: none"> 1. Courses must focus on scientific content and scientific principles in a disciplinary or interdisciplinary field within the physical or natural sciences. 2. Courses must engage students in the written and/or oral communication of scientific findings. 3. Intended learning outcomes: Students in these courses •will: <ol style="list-style-type: none"> 3A: demonstrate knowledge of scientific content and scientific principles in a disciplinary or interdisciplinary field within the physical or natural sciences. 3B: demonstrate an ability to use scientific terminology and concepts appropriately in meaningful scientific dialogue. 3C: demonstrate an understanding of the process of science as an intellectual pursuit and of the ways in which scientific ideas evolve and come to be accepted. 3D: demonstrate the ability to discuss the relevance of science in their lives and how it may affect them in their public and private roles. 3E: practice the application of the scientific method, including developing and revising a hypotheses, research design, appropriate collection, analysis and interpretation of data, and effective communication of findings (required in laboratory courses). 4. Four credit laboratory courses must engage students in the methods of contemporary physical or natural science by providing a laboratory experience.
World Cultures	3	Students will explore cultural diversity and worldviews and acquire an understanding of and sensitivity to other cultural perspectives as a way to challenge and enrich their own. This will prepare them to work in an increasingly complex world and to function in the global community.	<ol style="list-style-type: none"> 1. Knowledge of Human Cultures 2. Intercultural Knowledge and Competence 	<ol style="list-style-type: none"> 1. Students will gain knowledge about one or more cultures outside the U.S., which may include the study of their Diaspora(s). Note: Courses in this category will focus on the culture of origin even if they are examining a Diaspora. The designation "cultures outside the U.S." does not exclude distinct cultures in the Americas, such as Native American, Puerto Rican, and U.S. Virgin Islands cultures. 2. Students will be exposed to diverse world views. 3. Students will identify differences and similarities between their own culture(s) and the culture(s) that they are studying.
Written Communication (Level I)	3	An introduction to the foundational knowledge, literacies, and composing strategies that will help prepare students for writing across the disciplines, in the workplace, and in their local and global communities.	Written Communication	<ol style="list-style-type: none"> 1. Instructors should provide students with a range of writing experiences that includes low and high-stakes writing. 2. In addition to extensive informal and writing-to-learn activities/assignments in and out of class, students will be expected to compose a substantial body of revised and edited work (of at least 7500 words). Whether informal or formal, writing assignments should include a summary, an interpretation and an analysis of an assigned or researched reading. 3. Writing assignments should afford students the opportunity to practice the conventions of academic discourse and provide experience in writing for a variety of audiences, purposes and contexts. 4. Instructors should provide opportunities for students to reflect on and perform analysis of discourse and genre conventions in either informal or formal writing assignments. 5. Students will be expected to read extensively in nonfiction prose. In addition to assigned readings, students are expected to incorporate information found through other sources and/or means. 6. Each instructor will provide students with ongoing feedback concerning their progress in the course. This feedback will include regular written assessments and/or face-to-face/online conferences for each student during the course of the semester. 7. Each instructor will devote attention to the processes of writing as well as the final revised document. Instructors will use strategies that help students to identify topics, draft their essays, obtain and utilize feedback, and revise their essays on all formal or major assignments. In addition to formal or major assignments, instructors should provide students with opportunities to engage in low-stakes writing through frequent exercises and informal tasks. Instructors should make writing as a process an explicit part of classroom discussion through meta-cognitive tasks which ask students to reflect on the composing process: through activities such as process notes and through class discussions in which the processes of students and other authors are examined. 8. Each instructor will establish opportunities for students to become acquainted with and respond to other students' work and utilize a range of feedback practices. The most common technique to accomplish this goal is the use of face-to-face or online peer response groups. 9. Each instructor will be responsible for helping students understand and implement the conventions of academic discourses including the incorporation

Written Communication (Level II)	3	<p>This course is designed to enable the student to understand the interrelationship between research and practice. Emphasis is placed on the examination of research methodology, the critical appraisal of published research, and the integration of research into evidence-based practice. The course builds on previous major coursework that will develop a potential capstone project proposal. Students will identify an issue or area of practice of interest, conduct a literature review, write a proposal and present it in class. Limited to Communications majors and minors.</p>	Written Communication	<ol style="list-style-type: none"> 1. Instructors require a range of informal and formal writing assignments, either graded or ungraded, to help achieve course learning goals and objectives. 2a. At least 40% of the course grade is based on writing in its various forms (including print or digital), as determined by the instructor. 2b. Some class time is devoted to discussions about course writing assignments, conventions of writing relevant to those assignments, effective writing strategies and effective writing processes. 3. Students receive and respond to feedback from peers and instructor during the drafting and/or revision stages of the writing process. 4. Writing assignments clearly identify requirements, expectations, learning goals and assessment criterion. 5. Instructors provide opportunities for students to reflect on their writing, their writing processes, and relationships between writing and learning.
Written Communication (Level III)	3	<p>This course is an integrative senior-level course in which the student's acquired knowledge in different disciplines such as management, finance, behavioral sciences, and marketing is synthesized and used simultaneously to solve major business problems. Case studies will be employed in this course. Three lecture hours per week. Required of and limited to Business Administration seniors.</p>	Written Communication	<ol style="list-style-type: none"> 1. Instructors require a range of informal and formal writing assignments, either graded or ungraded, to help achieve course learning goals and objectives. 2. At least 40% of the course grade is based on writing in its various forms (including print or digital), as determined by the instructor. 3. Writing assignments clearly identify requirements, expectations, learning goals and assessment criterion. 4. Some class time is devoted to discussions about course writing assignments, conventions of writing relevant to those assignments, effective writing strategies and effective writing processes. 5. STUDENTS READ, ANALYZE AND PRODUCE WRITING THAT IS COMMON IN THE DISCIPLINE. 6. Students receive and respond to feedback from peers and instructor during the drafting and/or revision stages of the writing process. 7. Instructors provide opportunities for students to reflect on their writing, their writing processes, and relationships between writing and learning.