

## Student Learning Outcomes: Undergraduate Programs

### Accounting (BBA)

#### Learning Outcomes

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Accounting majors should be able to:

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1. Identify and discuss ethical considerations in an accounting context
  2. Employ analytical skills to solve accounting-specific problems
  3. Identify, illustrate, and describe enterprise and transaction cycles and business processes
  4. Identify and apply the appropriate GAAP and IFRS standards relating to financial reporting
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## Student Learning Outcomes: Undergraduate Programs

### American Studies (BA)

#### Learning Outcomes

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American Studies graduates are expected to:

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1. identify and analyze key ideas, behaviors, and patterns of thought in American culture past and present (c. 1500-present).
  2. apply interdisciplinary thinking to questions, problems, and research topics in this field, bringing to bear the methodologies, contexts, and theoretical concepts of various disciplines.
  3. understand the diversity of peoples, ideologies, and cultural practices and texts that has shaped American society past and present.
  4. use their knowledge of the American past to analyze contemporary trends and events in the United States.
  5. develop critical thinking abilities and strong oral and written communication skills.
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## Student Learning Outcomes: Undergraduate Programs

### Biochemistry (BS)

#### Learning Outcomes

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Biochemistry graduates should be able to:

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1. Apply chemical principles to solve relevant, real world quantitative and lab based problems.
  2. Use chemical instrumentation.
  3. Retrieve and critically evaluate technical information from the scientific literature and global information databases.
  4. Effectively deliver a scientific oral presentation.
  5. Effectively communicate their results in writing in a form consistent with the recommendations in the *ACS Style Guide*.
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## Student Learning Outcomes: Undergraduate Programs

### Biology (BS)

The following learning outcomes apply to all majors in Biology.

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Upon graduation, Biology majors should be able to:

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1. explain biological form and function at a variety of levels (i.e., molecule, cell, organism, community, ecosystem)  
*Aquatic and Marine Biology* – explain biological form and function at a variety of levels (i.e. how the unique properties of water impact aquatic and marine organisms and ecosystems)
  2. use principles of experimental design to formulate scientific studies  
*Molecular Biology* - design an experiment that makes a novel contribution to the study of molecular biology
  3. execute scientific studies and collect data using knowledge of discipline-specific equipment and methodologies
  4. analyze data sets using statistical tests and prepare appropriate graphical representations of those data
  5. write effective scientific manuscripts/reports, accessing and integrating primary literature into a research paper that includes graphical representations of data collected by the student
  6. deliver effective scientific oral presentations
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In addition to the learning outcomes for all Biology majors, **Aquatic and Marine Biology (BS)** majors should be able to:

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1. apply disciplinary specific knowledge to practical situations through an internship (they will reflect on their experiences and how well they were able to apply the concepts they learned at Stetson to internship via a 3-5 page paper).
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In addition to the learning outcomes for all Biology majors, **Molecular Biology (BS)** majors should be able to:

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1. solve advanced classical and molecular genetic problems (e.g., multilocus and/or non-Mendelian inheritance)
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## Student Learning Outcomes: Undergraduate Programs

### Business Administration (BBA)

#### Learning Outcomes

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Students in the Business Administration Major will:

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1. Think critically and analytically
  2. Apply ethical principles to business decisions
  3. Understand important business principles
  4. Communicate effectively using different media and contexts
  5. Evaluate business decisions in a global context
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## Student Learning Outcomes: Undergraduate Programs

### Business Systems and Analytics (BBA)

#### Learning Outcomes

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Students in the Business Systems and Analytics (BSAN) Major will:

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1. Apply problem-solving skills in the context of business systems and analytics through formula and calculation-based exercises, as measured by scoring a 70% within the grading rubric 1.
  2. Demonstrate usage of tools and techniques relevant to business systems and analytics through application of industry leading software applications, as measured by scoring a 70% within the graded assessment.
  3. Describe ethical awareness in the context of business systems and analytics through simulated project scenario activities, as measured by scoring a 70% within the graded assessment.
  4. Write effectively for a variety of audiences and for a variety of purposes in the context of business systems and analytics through article analysis and interpretation, as measured by scoring a 70% within the general education writing rubric 2.
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## Student Learning Outcomes: Undergraduate Programs

### Chemistry (BS)

#### Learning Outcomes

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Chemistry graduates should be able to:

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1. Apply chemical principles to solve relevant, real world quantitative and lab based problems.
  2. Use chemical instrumentation.
  3. Retrieve and critically evaluate technical information from the scientific literature and global information databases.
  4. Effectively deliver a scientific oral presentation.
  5. Effectively communicate their results in writing in a form consistent with the recommendations in the *ACS Style Guide*.
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## Student Learning Outcomes: Undergraduate Programs

### Communication and Media Studies (BA)

#### Learning Outcomes

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Students in the Communication and Media Studies major will:

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- 1. Create messages appropriate to the audience, purpose, and context including ability to:**
    - a. Locate and use information relevant to the goals, audiences, purposes, and contexts.
    - b. Select creative and appropriate modalities and technologies to accomplish communicative goals.
    - c. Adapt messages to the diverse needs of individuals, groups, and contexts.
    - d. Critically reflect on one's own messages after the communication event.
  
  - 2. Critically analyze messages including ability to:**
    - a. Identify meanings embedded in messages.
    - b. Articulate characteristics of mediated and non-mediated messages.
  
  - 3. Demonstrate the ability to accomplish communication goals and practices including ability to:**
    - a. Identify contexts, situations, and barriers that impede communication self-efficacy.
    - b. Articulate personal beliefs about abilities to accomplish communication goals.
    - c. Evaluate personal communication strengths and weaknesses.
  
  - 4. Apply ethical communication principles and practices including ability to:**
    - a. Identify ethical perspectives.
    - b. Articulate the ethical dimensions of a communication situation.
    - c. Propose solutions for (un)ethical communication
    - d. Evaluate the ethical elements of a communication situation.
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## Student Learning Outcomes: Undergraduate Programs

### Computer Science (BS) and Computer Information Systems (BS)

#### Learning Outcomes

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Students in the Computer Science major will:

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1. Correctly use subject-specific terminology and notation commonly used in the field
  2. Demonstrate effective software development analysis, design, implementation or testing skills
  3. Individually develop software requiring numerous functions (> 20) or classes (> 10)
  4. Develop software programs comprised of multiple components developed by one or more teams of developers
  5. Develop and implement appropriate data structures or algorithms for efficient software programs
  6. Demonstrate understanding of core theoretical principles of computer science
  7. Demonstrate ability to write technical papers on advanced topics
  8. Clearly present on computer science topics to peers, faculty, or other audiences
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In addition to outcomes 1–4 for Computer Science, **Computer Information Systems** majors must satisfy the following outcomes:

1. Develop substantial software product requiring one academic year of effort
  2. Clearly present on all aspects of substantial software product to peers, faculty, or other audiences
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## Student Learning Outcomes: Undergraduate Programs

### Creative Arts

#### Learning Outcomes

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Creative Arts students will:

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1. Demonstrate the ability to critically analyze their own work and communicate that analysis effectively. (Mastery at the senior project level)
  2. Cultivate a broad understanding of creative work generated in different artistic disciplines or commercial applications. (Colloquium and collateral requirements)
  3. Develop a professional style portfolio showcasing their creative or academic scholarship. (Developed resume/cv in Junior level course; Mastery of complete portfolio at Senior Project)
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## Student Learning Outcomes: Undergraduate Programs

### Economics (BBA)

#### Learning Outcomes

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Students in the Economics BBA Major will:

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1. Understand the financial system: institutions, markets and securities
  2. Demonstrate economic reasoning and discover appropriate, relevant and interesting questions/problems for economic analysis.
  3. Gather, organize and analyze useful data to apply economic theories to specific hypotheses.
  4. Formulate tests of specific hypotheses using appropriate data and statistical methods and report results in a professional manner.
  5. Be able to describe global financial issues and strategies.
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## Student Learning Outcomes: Undergraduate Programs

### Economics (BS)

#### Learning Outcomes

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Economics BS graduates are able to:

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1. Demonstrate economic reasoning and discover appropriate, relevant and interesting questions/problems for economic analysis.
  2. Employ economic theory to investigate these questions/problems, formulate clear hypotheses and predict outcomes.
  3. Gather, organize and analyze useful data to apply economic theories to specific hypotheses.
  4. Conceive, design and execute original research and present it orally and in writing in a professional manner.
  5. Critically evaluate key arguments in professional, public, and advocacy literature and settings.
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## Student Learning Outcomes: Undergraduate Programs

### Elementary Education (BA)

The following learning outcomes apply to all majors in Education

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Upon graduation, Education majors should be able to:

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Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

#### (a) Quality of Instruction.

1. **Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and,

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. **The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

## Student Learning Outcomes: Undergraduate Programs

3. **Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment.** The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
- f. Applies technology to organize and integrate assessment information.

(b) **Continuous Improvement, Responsibility and Ethics.**

1. **Continuous Professional Improvement.** The effective educator consistently:

## Student Learning Outcomes: Undergraduate Programs

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and,
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

**2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

## Student Learning Outcomes: Undergraduate Programs

### English (BA)

#### Learning Outcomes

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Upon graduation, English majors should be able to:

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1. Develop a substantial, unified written argument
  2. Incorporate relevant secondary materials as part of a substantial written argument
  3. Employ an appropriately sophisticated methodology in developing a substantial written argument
  4. Employ a writing style sensitive to the nature of language as a rhetorical tool
  5. Understand that a textual production or disciplinary field can be studied by locating it in a historical framework
  6. Understand that a textual production can be studied by analyzing its form (genre)
  7. Know that developments in theories and critical frameworks
  8. Understand that research and scholarship inquire about practice/texts talking to texts
  9. Texts are produced and reproduced for a variety of audiences and purposes ...creation/ transmission/ reception
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### Entrepreneurship (BBA)

#### Learning Outcomes

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Students in the Entrepreneurship Major will:

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1. Describe creative problem solving techniques and their application to management decision making.
  2. Clearly identify various types of entrepreneurs and the strategic uniqueness of each type.
  3. Demonstrate skills related to business modeling and lean start-up methodology.
  4. Apply entrepreneurial and leadership practices to effectively manage limited resources.
  5. Apply effective research skills related to the entrepreneurial economy.
  6. Apply effective written and oral communication skills related to advancing an idea or venture.
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## Student Learning Outcomes: Undergraduate Programs

### Environmental Science (BS)

#### General Learning Outcomes

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Students in the Environmental Science & Studies majors will:

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1. Develop a basic understanding of ethical models and employ them in evaluating contemporary environmental problems.
  2. Apply evidence-based, natural science principles to environmental decision-making.
  3. Evaluate environmental issues within the context of relevant environmental policies.
  4. Use appropriate quantitative and spatial tool kits to analyze environmental data.
  5. Communicate about environmental issues with clear and technically correct language in appropriate styles and formats for their audience.
  6. Integrate perspectives from two or more disciplines to explore complex environmental problems and solutions.
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#### Specific Learning Outcomes for B.S. Environmental Science

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- 7a. Apply appropriate scientific and policy solutions to solve complex problems about species and habitat conservation.
  - 7b. Apply appropriate physical science and policy principles to analyze environmental issues.
  - 7c. Apply appropriate geospatial tools to analyze environmental data.
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## Student Learning Outcomes: Undergraduate Programs

### Environmental Studies (BA)

#### General Learning Outcomes

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Students in the Environmental Science & Studies majors will:

---

1. Develop a basic understanding of ethical models and employ them in evaluating contemporary environmental problems.
  2. Apply evidence-based, natural science principles to environmental decision-making.
  3. Evaluate environmental issues within the context of relevant environmental policies.
  4. Use appropriate quantitative and spatial tool kits to analyze environmental data.
  5. Communicate about environmental issues with clear and technically correct language in appropriate styles and formats for their audience.
  6. Integrate perspectives from two or more disciplines to explore complex environmental problems and solutions.
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#### Specific Learning Outcomes for B.A. Environmental Studies

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- 7a. Critique, apply or develop relevant policies and economic principles related to the environment.
  - 7b. Use a creative medium to communicate scientifically accurate, environmental messages.
  - 7c. Analyze the interactions between humans and their environment.
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## Student Learning Outcomes: Undergraduate Programs

### Family Enterprise (BBA)

#### Learning Outcomes

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Upon graduation, students should be able to:

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1. Describe and use different family enterprise theories to explain the uniqueness of family enterprises, and the challenges and opportunities they face.
  2. Identify systems, structures, processes, and practices that influence the performance and sustainability/ continuity of family enterprises.
  3. Demonstrate skills and knowledge needed to identify, evaluate, and select courses of action to make effective managerial, ownership, and family decisions in family enterprises.
  4. Identify and develop strategies to successfully manage the overlap and conflicting nature of business, ownership, and family goals to enhance the continuity of the family enterprise.
  5. Apply management and leadership practices to effectively handle opportunities and challenges of family enterprises.
  6. Apply effective communication and leadership skills related to the management and sustainability of family enterprises.
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## Student Learning Outcomes: Undergraduate Programs

### Finance (BBA)

#### Learning Outcomes - Corporate Finance Concentration

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Students in the Corporate Finance Concentration of the Finance Major will:

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1. Be able to describe the financial system, institutions, markets and securities.
  2. Be able to value financial assets and assess investment risks
  3. Be able to describe global financial issues and strategies
  4. Be able to identify ethical practices in finance
  5. Be able to value capital investments and assess financial risks
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#### Learning Outcomes - Investments Finance Concentration

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Students in the Investments Concentration of the Finance Major will:

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1. Be able to describe the financial system, institutions, markets and securities.
  2. Be able to value financial assets and assess investment risks
  3. Be able to describe global financial issues and strategies
  4. Be able to identify ethical practices in finance
  5. Be able to apply risk management techniques.
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#### Learning Outcomes - Certified Financial Planning Concentration

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Students in the Certified Financial Planning Concentration of the Finance Major will:

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1. Be able to describe the financial system, institutions, markets and securities.
  2. Be able to value financial assets and assess investment risks
  3. Be able to describe issues and strategies related to retirement and estate planning.
  4. Be able to identify ethical practices in finance
  5. Be able to develop complete real-world financial retirement plans.
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## Student Learning Outcomes: Undergraduate Programs

### Global Development (BA)

#### Learning Outcomes

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Global Development graduates are able to:

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1. Demonstrate broad knowledge from an interdisciplinary perspective of the level of development throughout the world today and historically.
  2. Explain the key theoretical and empirical approaches to development and underdevelopment.
  3. Synthesize appropriate data from multiple sources to explain the barriers to, and the successes of, development in particular countries and regions.
  4. Conceive, design and execute original research and present it orally and in writing in a professional manner.
  5. Critically evaluate key arguments in professional, public, and advocacy literature and settings.
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## Student Learning Outcomes: Undergraduate Programs

### Health Sciences (BS)

#### Learning Outcomes

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Health Sciences majors are able to:

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1. Explain ways in which psychological, social, environmental, spiritual and physical factors influence and impact health.
  2. Demonstrate the ability to integrate concepts of anatomy and physiology to explain the unity of form and function in the human body and to be able to apply this knowledge to disease prevention in humans.
  3. Be able to explain macronutrients and metabolic processes used by the human body for energy production.
  4. Apply the scientific method to a research question and design and execute an appropriate scientific research study.
  5. Demonstrate the ability to write an effective scientific research paper including compiling and integrating relevant literature, collection and analysis of data, and interpretation of the data.
  6. Effectively present an oral scientific research study.
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## Student Learning Outcomes: Undergraduate Programs

### History (BA)

#### Learning Outcomes

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History students will develop proficiency in these areas:

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1. **Historical Analysis:** Analyze critically, interpret, and explain past societies, cultures, individuals, and events in terms of historical change over time (Evidence: Senior Research).
  2. **Historiography:** Analyze critically and explain the methodology of historical inquiry, including different interpretations of a particular historical problem or event (Evidence: Senior Research).
  3. **Awareness of Diversity:** Analyze and interpret the histories of pre-modern, diverse, and non-western cultures and societies (Evidence: Non-Western/Diversity).
  4. **Use of Sources:** Demonstrate competence in accessing and appropriately citing a diverse array of primary and secondary sources (Evidence: Senior Research).
  5. **Argumentation:** Make a clear and persuasive argument, which is accessible to an audience of laypersons and peers (Evidence: Senior Research).
  6. **Research:** Propose, produce, and defend an independently researched paper that demonstrates an original interpretation of an historical problem through the use of primary sources (Evidence: Senior Research)
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## Student Learning Outcomes: Undergraduate Programs

### International Business (BBA)

#### Learning Outcomes

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Students in the International Business Major will:

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1. Demonstrate cultural awareness.
  2. Understand the mechanics of international trade.
  3. Demonstrate critical reasoning skills in evaluating and resolving challenges in international business.
  4. Demonstrate ability to assess, understand, and use country-based information resources.
  5. Develop proficiency in a foreign language.
  6. Know key international business concepts (list determined by faculty consensus.)
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## Student Learning Outcomes: Undergraduate Programs

### International Studies (BA)

#### Learning Outcomes

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International Studies graduates are expected to possess:

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1. **A facility with LANGUAGE:** Majors in International Studies can understand basic conversational language, carry on uncomplicated conversations, read uncomplicated texts, and communicate practically in writing.
  2. **An appreciation of cultural DIVERSITY:** Majors in International Studies can describe and give examples of the diverse practices that distinguish world cultures.
  3. **An ability to explain HISTORICAL context:** Majors in International Studies can describe and analyze major events and trends in Western and non-Western regions, with in-depth study of at least two distinct cultures.
  4. **Regime analysis:** Analyze and appraise political regimes using structural, institutional, historical, cultural and/or ethical theoretical frameworks found in the literature.
  5. **An application and appraisal of INTERDISCIPLINARY SOCIAL SCIENCE methodology:** Majors in international studies can use statistical tools, models or theories to analyze and interpret information from any number of social science fields, including history, political science, economics, and geography, and draw conclusions from that information. They can apply and appraise multiple models, theories or methodologies that have been brought to bear on a problem germane to international issues. They can explain and criticize the methodologies they use.
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## Student Learning Outcomes: Undergraduate Programs

### Management (BBA)

#### Learning Outcomes

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Students graduating with a degree in Management will be able to:

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1. Describe management and organizational theories and practices.
  2. Identify structures, processes, and practices that influence individual and organizational performance.
  3. Demonstrate skills and knowledge needed to identify, evaluate, and use evidence to make effective managerial decisions.
  4. Apply management and leadership practices to effectively manage resources.
  5. Apply knowledge of individual and cultural differences to effectively work in teams.
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## Student Learning Outcomes: Undergraduate Programs

### Marketing (BBA)

#### Learning Outcomes

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Students in the Marketing Major will:

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1. Understand the interdependence and synergy of marketing mix elements
  2. (1) Identify the processes of segmentation and (2) develop competitive positions related to those segments
  3. Be able to access, understand, and use market-based information resources, including market intelligence, competitor analysis, and primary/secondary marketing research reports in order to understand both consumers and markets
  4. Integrate international issues and concerns into marketing strategy
  5. Evaluate the ethics and social responsibility of marketing strategy choices
  6. Know key marketing concepts
  7. Be able to apply critical thinking skills to marketing situations
  8. Communicate professionally for a variety of business purposes
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### Mathematics (BS)

#### Learning Outcomes

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Mathematics majors will:

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1. Correctly use subject-specific terminology and notation commonly used in the field.
  2. Select appropriate analytical techniques and apply them solve problems.
  3. Demonstrate effective use of technology in solving problems.
  4. Explain and develop proofs for given problems.
  5. Apply a variety of mathematical skills and techniques to solve complex problems.
  6. Demonstrate ability to write technical papers on advanced topics with clear statements of purpose, methods, results, and conclusions, including references of related works.
  7. Give effective oral presentations to communicate mathematical ideas to peers, faculty, or other audiences.
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## Student Learning Outcomes: Undergraduate Programs

### School of Music

The following learning outcomes apply to all majors in the School of Music.

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Upon graduation, Music majors should be able to:

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1. Perform as soloists and ensemble musicians on an instrument of specialization demonstrating acceptable technical proficiency, academic knowledge, and critical thinking.
  2. Identify selected World music cultures and significant composers; identify and analyze elements of music in selected pieces from the Western music traditions, tracing its evolution from the Medieval period through contemporary music; demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context.
  3. Hear, notate, analyze, and perform music.
  4. Demonstrate basic skills and knowledge of conducting.
  5. Write and speak effectively about music.
  6. Apply relevant technology in musical and professional settings.
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## Student Learning Outcomes: Undergraduate Programs

### Organizational Leadership

#### Learning Outcomes

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Organizational Leadership students:

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1. Communication/Critical Thinking
    - Communicate clearly, with confidence, to a range of audiences
    - Apply multiple perspectives to address complex problems
  2. Strategic Thinking
    - Utilize self-reflection to integrate personal experience, theory, and practice of organizational leadership
    - Use analytical tools and techniques for informed decision making
  3. Organizational Behavior
    - Demonstrate cultural competencies necessary for organizational leadership;
    - Demonstrate the ability to adapt and succeed in a changing environment;
  4. Project Management
    - Demonstrate understanding of relevant theories and practices of organizational leadership within the chosen focus
    - Evaluate effectiveness of organizational leadership within the chosen focus
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## Student Learning Outcomes: Undergraduate Programs

### Philosophy (BA)

#### Learning Outcomes

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Philosophy students will:

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1. credibly interpret philosophical texts and discourse. (Understanding)
  2. identify and evaluate argument structures effectively. (Argumentation)
  3. critique, not merely credibly interpret, a philosophical text. (Critical Assessment)
  4. identify and critically evaluate major traditions, figures, concepts, and philosophical methods. (Philosophical Knowledge & Methodology)
  5. develop, express, and discuss philosophical ideas clearly and effectively in writing and conversation. (Communication & Engagement)
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### Physics (BS)

#### Learning Outcomes

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Physics students can:

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1. Write a journal style article.
  2. Compile a thorough, well-organized laboratory notebook or report.
  3. Deliver an effective technical conference style oral presentation.
  4. Use standard computer software for data collection and analysis, problem solving, and presentations.
  5. Demonstrate quantitative problem solving skills in:
    - a. Classical Mechanics
    - b. Electricity & Magnetism
    - c. Quantum Mechanics
  6. Apply standard laboratory techniques to collect and analyze data.
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## Student Learning Outcomes: Undergraduate Programs

### Political Science (BA)

#### Learning Outcomes

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Political Science students will develop proficiency in these four areas:

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1. **Methodology:** Apply social science methodological tools to explain political processes and outcomes and/or to critique existing explanations
  2. **Regime Analysis:** Analyze and appraise political regimes using structural, institutional, historical, cultural and/or ethical theoretical frameworks found in the literature.
  3. **Research:** Propose, produce, and defend an independently researched paper that demonstrates an original interpretation of a political problem through the use of primary and secondary sources
  4. **Argumentation:** Construct and defend valid and dispassionate arguments and relate them to long-standing and contemporary debates and controversies in the field of political science
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## Student Learning Outcomes: Undergraduate Programs

### Professional Sales (BBA)

#### Learning Outcomes

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Students in the Professional Sales major will:

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1. Know the steps of professional selling process
  2. Understand the interdependence and synergy of marketing mix elements
  3. Successfully Execute the Alignment of the Selling Process with Customer Decision-Making
  4. Understand the role and functions of sales and sales management in an organization
  5. Be able to evaluate sales performance for individuals and organizations
  6. Evaluate the ethics and social responsibility of sales and sales strategy choices
  7. Apply critical thinking skills to sales and sales management situations
  8. Communicate professionally for a variety of business purposes
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## Student Learning Outcomes: Undergraduate Programs

### Psychology (BS)

#### Learning Outcomes

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Upon graduation, Psychology majors should be able to:

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1. Describe major concepts, principles, and findings from psychology's content domains and apply them to explain behavior.
  2. (a) Speak and (b) write clearly and concisely in a manner consistent with current disciplinary standards.
  3. Critically evaluate sources of psychological information and integrate evidence from multiple sources to draw conclusions.
  4. Design an empirical research study, analyze data, and draw evidence-based conclusions.
  5. Identify potential ethical problems and apply ethical standards to the conduct of psychological research and practice.
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## Student Learning Outcomes: Undergraduate Programs

### Public Health (BS)

#### Learning Outcomes

The following learning outcomes apply to all Public Health majors.

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Upon graduation, Public Health majors should be able to:

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1. Articulate core public health concepts, responsibilities, and challenges
  2. Articulate how public health systems promote health through various (e.g., community, regulatory, and governmental) actions at the local, national, and global levels
  3. Identify multiple (e.g., biological, psychological, social, economic) determinants of health
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In addition to the learning outcomes for all Public Health majors, students in the **Health Promotion & Behavior concentration** should be able to:

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1. Apply evidence-based methods of *Health Promotion* research and practice to address a public health problem
  2. Effectively communicate *Health Promotion* research to diverse communities through multiple forms of communication
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In addition to the learning outcomes for all Public Health majors, students in the **Health Policy concentration** should be able to:

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1. Apply evidence-based methods of *Health Policy* research and practice to address a public health problem
  2. Effectively communicate *Health Policy* research to diverse communities through multiple forms of communication
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In addition to the learning outcomes for all Public Health majors, students in the **Health Economics concentration** should be able to:

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1. Apply evidence-based methods of *Health Economics* research and practice to address a public health problem
  2. Effectively communicate *Health Economics* research to diverse communities through multiple forms of communication
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In addition to the learning outcomes for all Public Health majors, students in the **Environmental Health concentration** should be able to:

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1. Apply evidence-based methods of *Environmental Health* research and practice to address a public health problem
  2. Effectively communicate *Environmental Health* research to diverse communities through multiple forms of communication
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## Student Learning Outcomes: Undergraduate Programs

### Public Management (BA)

#### Learning Outcomes

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Upon graduation, Public Management majors should be able to:

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1. Identify and explain the structure and operation of local and state governments
  2. Identify and explain the relationship between citizens and government in democracies
  3. Demonstrate an understanding of the formulation and implementation of public policies and the local, state, and national levels.
  4. Demonstrate a functional understanding of quantitative analysis.
  5. Demonstrate Effective Communication Skills
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### Religious Studies (BS)

#### Learning Outcomes

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Religious studies majors can:

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1. Explain more than one religious tradition and describe the phenomena of religion comparatively across and within cultures.
  2. Critically interpret the sacred texts of one or more world religions.
  3. Critically evaluate the interplay of religion and human culture, including issues of ethical and social justice.
  4. Apply critical research methodology appropriate to the field of Religion.
  5. Conduct and present research in written form
  6. Orally communicate and defend the results and conclusions of their research.
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## Student Learning Outcomes: Undergraduate Programs

### Russian, East European and Eurasian Studies (BA)

#### Learning Outcomes

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Majors in Russian, East European and Eurasian Studies can:

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1. Understand basic conversational language, carry on uncomplicated conversations, read uncomplicated texts, and communicate practically in writing. (This standard reflects [Intermediate Proficiency](#) as defined by The American Council of Teachers of Foreign Language (ACTFL)). (Application level/Evidence—standardized test or portfolio)
  2. Describe and give examples of the diverse cultural practices that distinguish the distinct and heterogeneous ethnolinguistic groups that inhabit or have inhabited the Eurasian landmass. (Comprehension level/ Evidence—test question or short essay)
  3. Describe major events and trends, and apply their knowledge of the history of the peoples that inhabit the Eurasian landmass to examine contemporary political and social issues in Russia and the area historically united by the Russian empire. (Comprehension level/ Evidence: test question or short essay)
  4. Describe the main contemporary political institutions and apply that knowledge to a discussion of events and trends in Russia and the area historically united by the Russian empire. (Comprehension level/Evidence—test question or short essay)
  5. Use statistical tools, models or theories to analyze and interpret information from multiple social science fields, including history, political science, economics, and geography, and draw conclusions from that information. They can apply and appraise multiple models, theories or methodologies that have been brought to bear on a problem germane to Russian Studies. They can explain and criticize the methodologies they use. (Evaluation level/Evidence—long analytical paper or SR/SR presentation)
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## Student Learning Outcomes: Undergraduate Programs

### Social Science (BA)

#### Learning Outcomes

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Upon graduation, majors should be able to:

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1. Define/describe major concepts, theories, and principles from content domains and apply them to illustrate or explain social science phenomena
  2. Critically evaluate relevant scholarly social science sources of information and integrate evidence from multiple sources to draw conclusions about social science phenomena
  3. Apply appropriate social science research methodological tools to analyze and explain social science processes and outcomes and/or to critique existing explanations or methodologies
  4. Design and execute an original, ethical social science research study to address significant questions in content domains
  5. Write clear, concise scholarly social scientific prose in a manner consistent with current disciplinary standards
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## Student Learning Outcomes: Undergraduate Programs

### Sociology (BA)

#### Learning Outcomes

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Upon graduation, majors should be able to:

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1. Evaluate and apply the major paradigms, theories, research methodologies, and data in sociology
  2. Evaluate problems of substantial sociological significance as well as their interaction with demographic (i.e., race, class, ethnicity, age) and propose a solution that is based on sociological insight
  3. Design and execute original, ethical, and empirical research to answer relevant research questions and methodologies
  4. Demonstrate written and oral scholarly modes of expression regarding others' research and the students' own research
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## Student Learning Outcomes: Undergraduate Programs

### Sport Business (BBA)

#### Learning Outcomes

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Students in the Sport Business major will:

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1. Identify the unique aspects of the sport industry
  2. Apply policy principles to unique sport industry issues
  3. Differentiate appropriate target markets for a particular sport property
  4. Apply direct and indirect sales strategies appropriately in a sport setting
  5. Construct sport business goals and objectives strategically
  6. Apply critical thinking skills in problems related to Sport Business
  7. Communicate professionally for a variety of business audiences & situations
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## Student Learning Outcomes: Undergraduate Programs

### World Languages and Cultures (BA)

#### Learning Outcomes

##### Goal 1: Communication

1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal communication)

1.2 Students interpret written and spoken language on a variety of culturally appropriate topics. (Interpretive communication)

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of culturally appropriate topics. (Presentational communication)

##### Goal 2: Cultures

2.1 Students describe and apply a basic knowledge of historical, political and aesthetic perspectives of the societies being studied and how these are reflected in the patterns of socially accepted behavior as well as in attitudes and values.

2.2 Students analyze in written and spoken form the means by which literature, film and other media of the cultures studied demonstrate alternative ways of seeing, feeling and understanding.

##### Goal 3: Connections

3.1 Students demonstrate their capacity to do research in the target language and in other disciplines relevant to the topic/task at hand (including political, historical and aesthetic concepts, worldwide health issues, environmental concerns, race and gender) .

3.2 Students demonstrate an understanding of the distinctive viewpoints that are only available through the target language and its cultures.

##### Goal 4: Comparisons

4.1 Students demonstrate a critical awareness of the nature of language in general (meaning, mentality and worldview) and make comparisons between the language studied and their own.

4.2 Students can articulate an understanding of cultural systems in general, i.e. an appreciation of speakers of the target language as members of foreign societies and themselves as members of a society that is foreign to others.

##### Goal 5: Communities (a Departmental mission statement)

5.1 Students use the language both within and beyond the academic setting in political, business and personal dealings.

5.2 Students become life-long learners by using the language for personal enjoyment and enrichment.

## Student Learning Outcomes: Graduate Programs

### Accounting (MAcc)

#### Learning Outcomes

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Master of Accountancy graduates will:

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1. Demonstrate the application of effective communication skills in an accounting context
  2. Demonstrate critical thinking and reasoning ability
  3. Understand the importance of professional ethics and integrity to the accounting profession
  4. Demonstrate professional accounting research skills
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## Student Learning Outcomes: Graduate Programs

### Clinical Mental Health Counseling

#### Learning Outcomes

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Student learning outcomes align with the eight core areas of curricular experience identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

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1. Describe professional counseling orientation and the application of ethical practice in counseling
  2. Demonstrate knowledge of social and cultural diversity in counseling practice
  3. Distinguish characteristics of human growth and development across the lifespan
  4. Identify career development theories and models
  5. Apply counseling and helping relationship theories and techniques in the counseling process
  6. Demonstrate knowledge of group counseling and group work in counseling
  7. Discuss the application of assessment and testing in counseling
  8. Demonstrate knowledge of research and program evaluation in counseling
  9. Demonstrate assessment, evaluation, and counseling skills in clinical mental health counseling practice
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## Student Learning Outcomes: Graduate Programs

### Creative Writing (MFA)

#### Learning Outcomes

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1. Immerses student writers in the craft of their genres
  2. Considers a variety of models of writing/making
  3. Meets in a dynamic writing community
  4. Produce a significant body of work
  5. American Studies majors develop critical thinking abilities and strong oral and written communication skills.
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## Student Learning Outcomes: Graduate Programs

### Educational Leadership (MEd)

#### Learning Outcomes

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Graduates of the Master in Educational Leadership program will possess:

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1. Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures
  2. Knowledge of effective decision-making processes that are based on research, best practices, and leadership theory to support the mission, vision, and improvement priorities of schools
  3. Knowledge of effective utilization of resources and fiscal management practices that maximize a safe and effective learning environment
  4. Knowledge of effective prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement
  5. Knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments.
  6. Knowledge of school legal practices and applications that assure a safe and effective learning environment
  7. Knowledge of effective practices for the development and retention of high-performing, diverse faculty and staff
  8. Knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment
  9. Knowledge of effective structuring and monitoring of a school environment that improves learning for all student populations
  10. Knowledge of effective practices that cultivate, support, and develop leaders within the organization
  11. Knowledge of effective induction, development, recruitment and induction practices to develop a high-performing, diverse faculty and staff
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## Student Learning Outcomes: Graduate Programs

### Marriage, Couple, and Family Counseling

#### Learning Outcomes

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Student learning outcomes align with the eight core areas of curricular experience identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

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1. Describe professional counseling orientation and the application of ethical practice in counseling
  2. Demonstrate knowledge of social and cultural diversity in counseling practice
  3. Distinguish characteristics of human growth and development across the lifespan
  4. Identify career development theories and models
  5. Apply counseling and helping relationship theories and techniques in the counseling process
  6. Demonstrate knowledge of group counseling and group work in counseling
  7. Discuss the application of assessment and testing in counseling
  8. Demonstrate knowledge of research and program evaluation in counseling
  9. Demonstrate assessment, evaluation, and counseling skills in marriage, couple, & family counseling practice
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# STETSON UNIVERSITY

## Student Learning Outcomes: Graduate Programs

### **MBA/EMBA**

#### **Learning Outcomes**

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MBA/EMBA graduates will:

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GLG1/ELG1: Think Critically, Analyze and Solve Business Problems Effectively, and Make Decisions Across Functional Areas

GLG2/ELG2: Communicate Ideas and Information Effectively in the Business Context

GLG3/ELG3: Understand How Global Issues Impact Business Decision Making

GLG4/ELG4: Identify and Understand the Importance of Ethical Decision Making for the Organization and Society

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#### **Specific Additional EMBA Learning Goals**

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ELG5: Executive-level decision analysis

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## Student Learning Outcomes: Graduate Programs

### Play Therapy (Graduate Certificate)

#### Learning Outcomes

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As a result of completing the Play Therapy Certificate program, students will be able to:

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1. Relate essential people, theorists, and organizations that shaped the history of the play therapy profession
  2. Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries, duty to warn and protect, use of touch
  3. Construct a developmentally appropriate child and adolescent treatment plan demonstrating accurate conceptualization of clients presenting clinical problem(s) and proper interventions
  4. Apply play therapy skills including (but not limited to) structuring, tracking, reflecting of content and process, returning responsibility, facilitating self-advocacy, and limit setting
  5. Utilize expressive arts therapeutic techniques appropriately and effectively with children, adolescents, and families
  6. Demonstrate multicultural competency when selecting play therapy interventions for use with special populations
  7. Distinguish the stages within the play therapy process
  8. Assess a family system's needs and determine appropriate family play therapy interventions
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