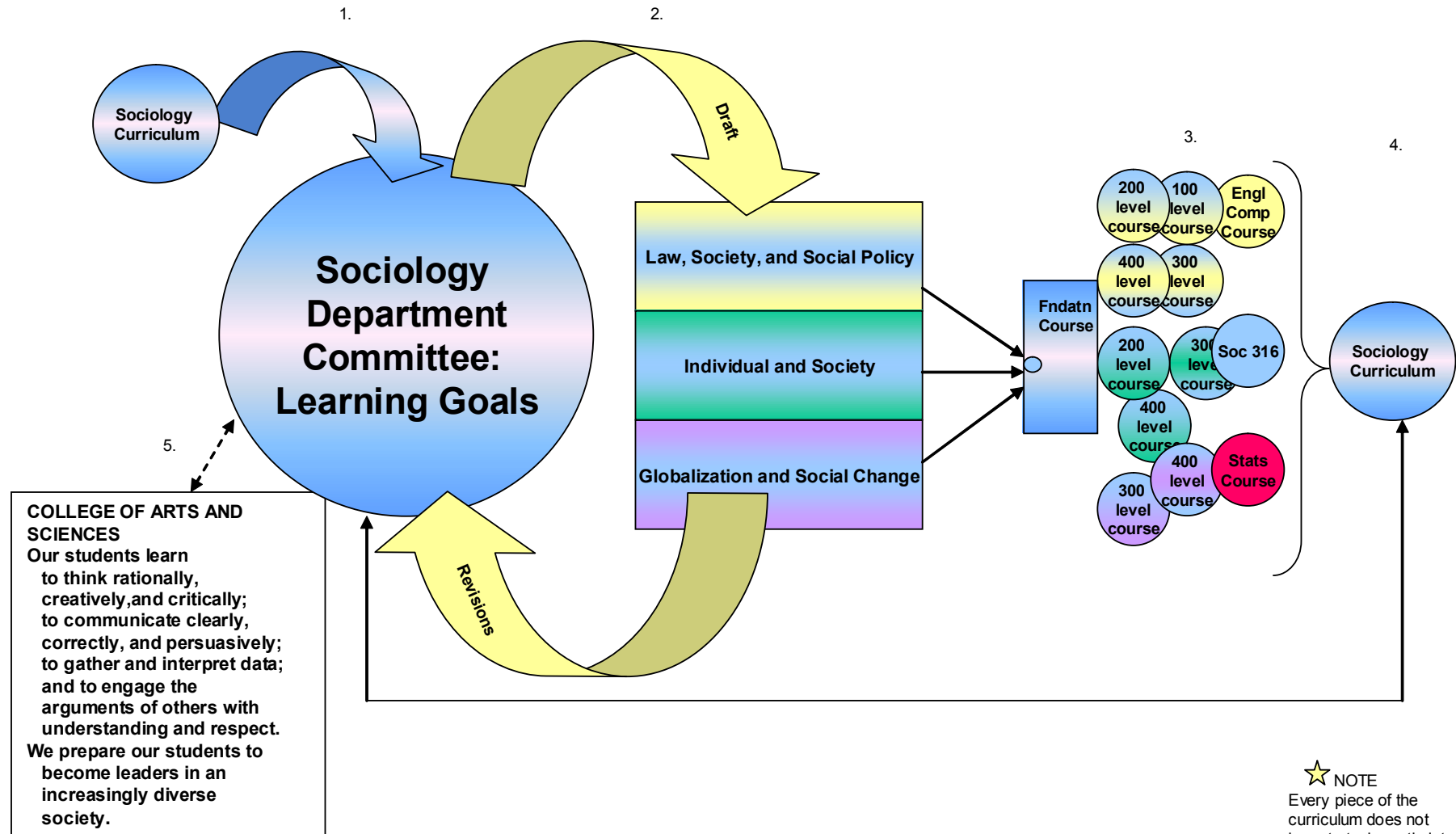


1. Processes for Developing Learning Goals in the Major: Beginning with Major*



* This diagram shows the process moving through the areas of concentration in the major, but a department could by-pass those tracks and move directly to the courses.

1. Guided by the Sociology curriculum, a departmental committee drafts learning goals for the major.

2. Faculty review draft and provide feedback. This is an iterative process, moving back and forth until a draft is agreed upon.

3. Faculty identify learning goals for courses.

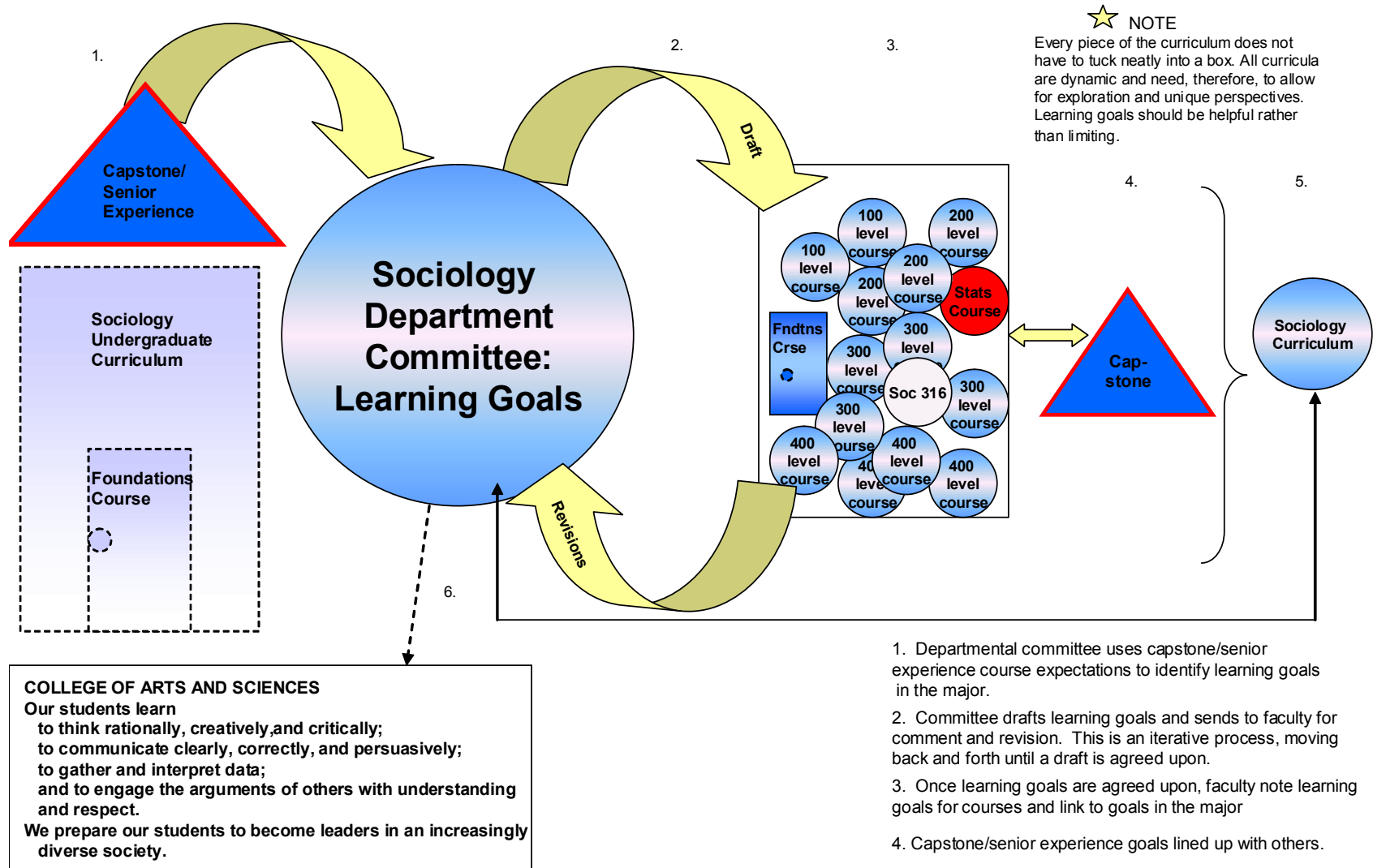
4. Committee maps learning goals through the curriculum.

5. Committee matches learning goals with College's.

★ NOTE

Every piece of the curriculum does not have to tuck neatly into a box. All curricula are dynamic and need, therefore, to allow for exploration and unique perspectives. Learning goals should be helpful rather than limiting.

2. Processes for Developing Learning Goals in the Major: Beginning with the Capstone*



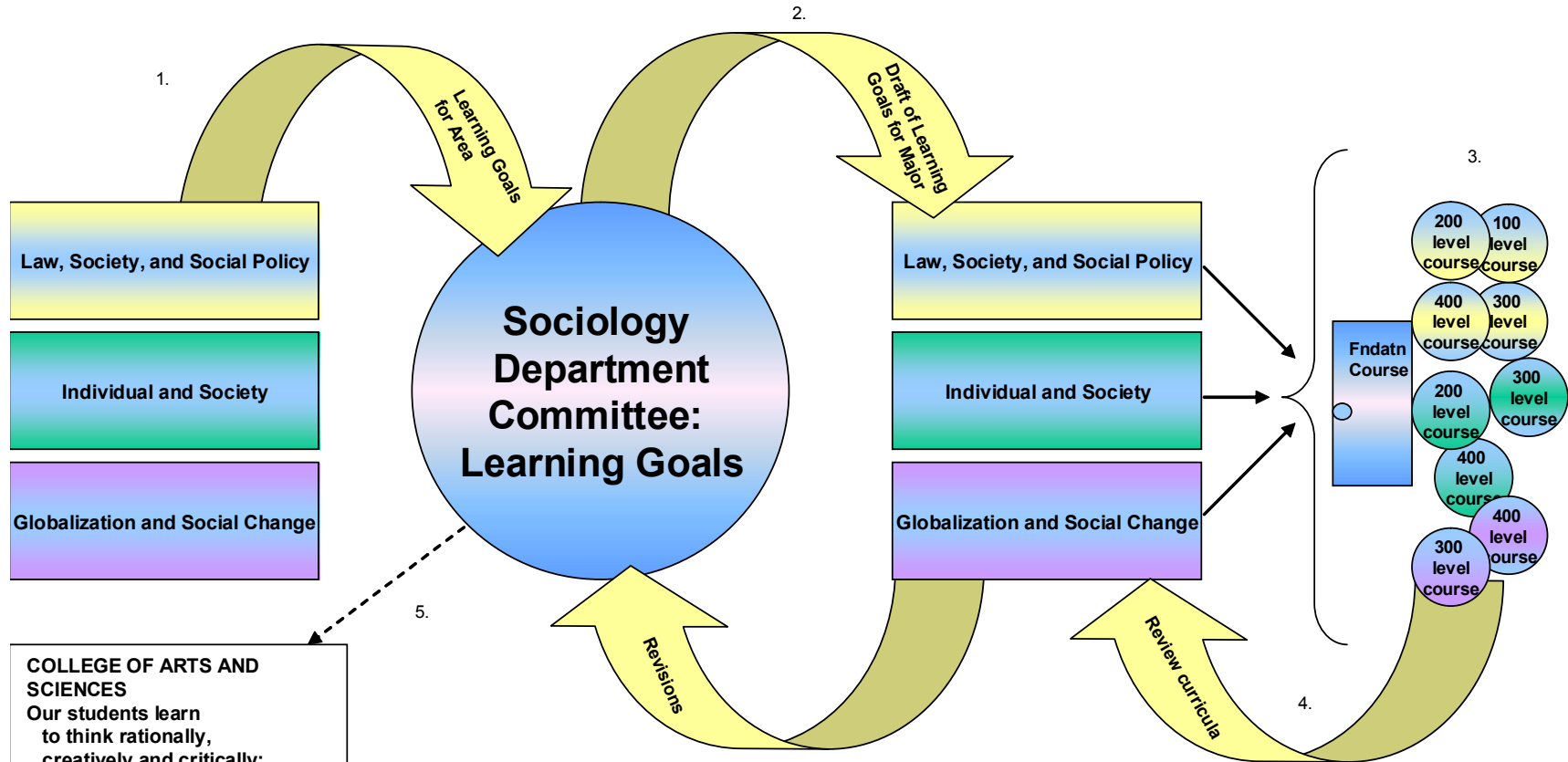
★ NOTE

Every piece of the curriculum does not have to tuck neatly into a box. All curricula are dynamic and need, therefore, to allow for exploration and unique perspectives. Learning goals should be helpful rather than limiting.

1. Departmental committee uses capstone/senior experience course expectations to identify learning goals in the major.
2. Committee drafts learning goals and sends to faculty for comment and revision. This is an iterative process, moving back and forth until a draft is agreed upon.
3. Once learning goals are agreed upon, faculty note learning goals for courses and link to goals in the major
4. Capstone/senior experience goals lined up with others.
5. Learning goals are mapped through curriculum.
6. Committee matches learning goals with College's.

*Can be modified to include several capstones that attach to different areas of concentration in the major.

3. Processes for Developing Learning Goals in the Major: Beginning with Areas of Concentration in the Major



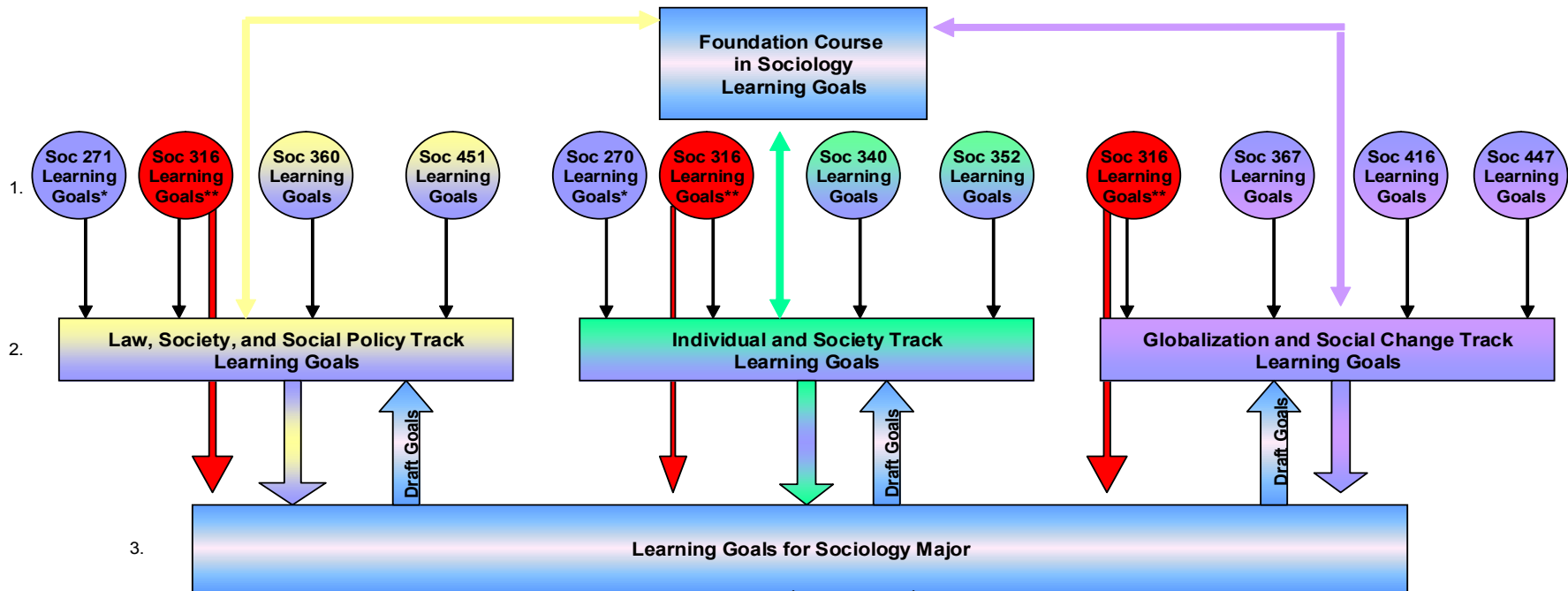
COLLEGE OF ARTS AND SCIENCES
 Our students learn to think rationally, creatively, and critically; to communicate clearly, correctly, and persuasively; to gather and interpret data; and to engage the arguments of others with understanding and respect. We prepare our students to become leaders in an increasingly diverse society.

1. Committees formed in areas of concentration identify learning goals for their areas and send them to a faculty committee.
2. Committee representing all areas drafts learning goals and sends to areas for comment and revision. This is an iterative process, moving back and forth until a draft is agreed upon.

3. Once learning goals are agreed upon, faculty note learning goals for courses and link to goals in the major
4. Learning goals are mapped through area curricula.
5. Committee matches learning goals with College's.

★ **NOTE**
 Every piece of the curriculum does not have to tuck neatly into a box. All curricula are dynamic and need, therefore, to allow for exploration and unique perspectives. Learning goals should be helpful rather than limiting.

4. Processes for Developing Learning Goals in the Major: Beginning with Courses



1. Identify learning goals for courses, making sure Foundations course reflects the focuses of the major.

2. Use course goals to identify learning goals for tracks.

3. Departmental committee uses area goals to help identify learning goals for major, drafts goals, and sends them back for comments and revision.

4. Committee maps learning goals through the curriculum.

5. Match learning goals with College's.

* Part of 10-credit requirement options

** Required by all tracks

4.



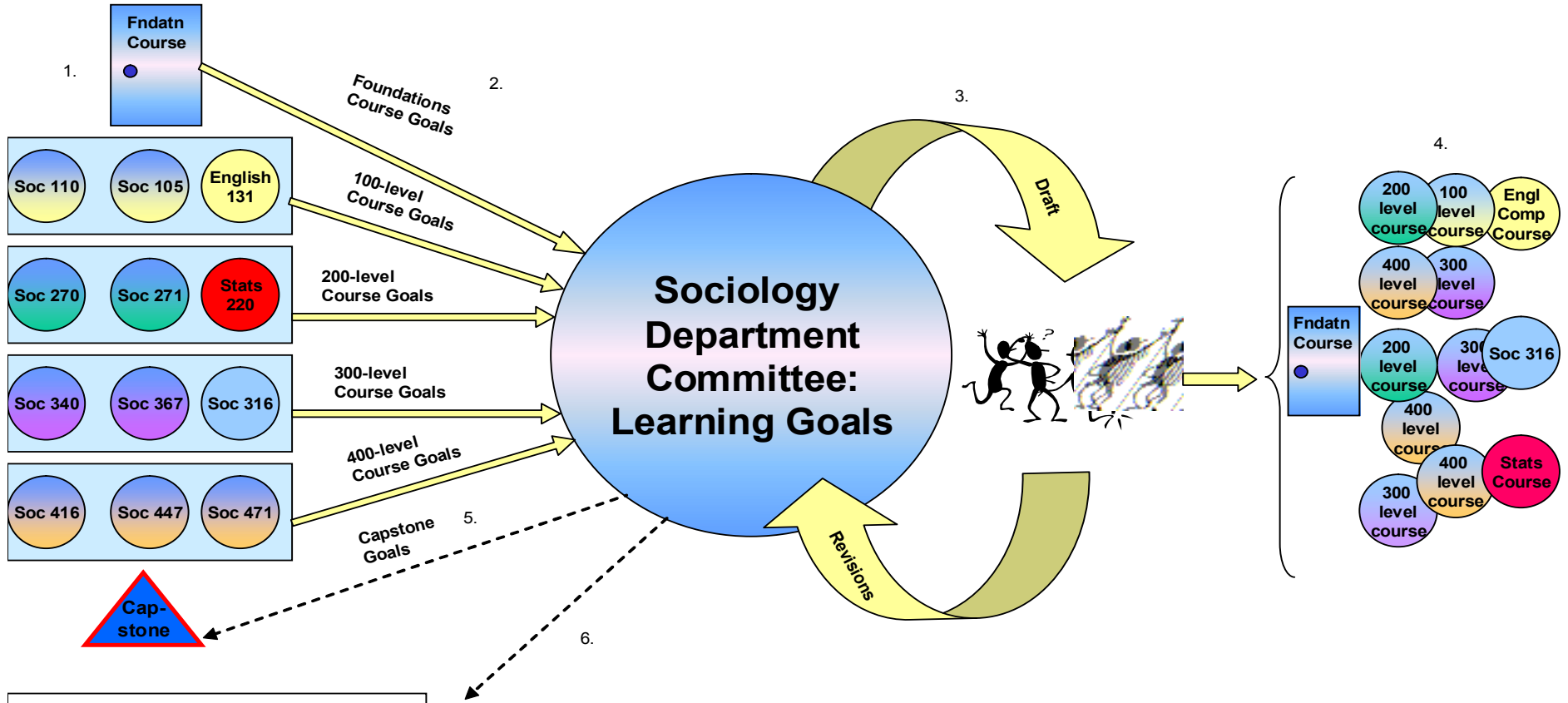
5.

COLLEGE OF ARTS AND SCIENCES
Our students learn
to think rationally, creatively, and critically;
to communicate clearly, correctly, and persuasively;
to gather and interpret data;
and to engage the arguments of others with
understanding and respect.
We prepare our students to become leaders in an
increasingly diverse society.

★ NOTE

Every piece of the curriculum does not have to tuck neatly into a box. All curricula are dynamic and need, therefore, to allow for exploration and unique perspectives. Learning goals should be helpful rather than limiting.

5. Processes for Developing Learning Goals in the Major: Beginning with Curricular Map



COLLEGE OF ARTS AND SCIENCES
 Our students learn
 to think rationally, creatively, and critically;
 to communicate clearly, correctly, and persuasively;
 to gather and interpret data;
 and to engage the arguments of others
 with understanding and respect.
 We prepare our students to become leaders
 in an increasingly diverse society.

1. This process assumes that the department has recently reviewed its curriculum, articulating for itself why, for example, 200-level courses are 200-level instead of 100- or 300-level; how 200-level courses connect with 100- and 300-level courses; and how requirements and/or prerequisites from outside the department link to goals at the 200-level.
2. A faculty committee reviews the work of the curricular revision process, extrapolating learning goals from the rationale for 100-, 200-, 300-, and 400-level courses.

3. Committee drafts learning goals and sends to faculty for comment and revision. This is an iterative process, moving back and forth until a draft is agreed upon.
4. Faculty identify learning goals for courses.
5. Committee and capstone course faculty check to see how the capstone or capstone-like experience(s) connects to the learning goals in the major
6. Committee matches learning goals with College's.

★ NOTE
 Every piece of the curriculum does not have to tuck neatly into a box. All curricula are dynamic and need, therefore, to allow for exploration and unique perspectives. Learning goals should be helpful rather than limiting.