

Transformative Education Program Mission Statement

The purpose of the Transformative Education Program (TEP) at Saint Augustine’s University is to support the University’s mission by ensuring that its graduates are proficient in the core competencies of: communication; critical thinking; identity; wellness; civic engagement; STEM and quantitative literacy, civic engagement, global prospective, servant leadership, teamwork; innovation and creativity, and artistic literacy, culminating with a capstone course or experience.

TEP Goals

Students who graduate from Saint Augustine’s University share certain characteristics based on common learning experiences. On the completion of the TEP course requirements, students should:

- Think critically and demonstrate a high level of proficiency in written and oral expression;
- Understand and apply mathematical concepts;
- Understand essential elements in the physical and natural sciences;
- Possess a basic understanding of social and behavioral sciences, and of the human environment and think in an informed manner about social and political issues;
- Possess an appreciation of cultural and spiritual values, creative expression and the history and experience of human society through courses in the humanities, fine arts, and languages;
- Reflect upon ethical and spiritual questions related to their intellectual interests, social responsibilities, and personal growth; and
- Know how to lead a healthy lifestyle based upon an understanding of the importance of physical, spiritual, emotional, economic and psychological wellness, which often includes exercise and the principles of physical and natural science.

Listed below are the core competencies and the T1 courses that satisfy the competencies. Students must satisfy all of the competencies with at least one T1 course. T2 courses are course that supplement and extend core competencies and are optional. T2 experiences may be attained inside or outside of the classroom. While a particular T1 course may satisfy multiple competencies, **it can be used to satisfy only one core competency.** Courses that satisfy a core competency may also be used to satisfy major requirements if applicable. The list of T1 courses below is not exhaustive. As part of the University’s annual review, additional T1 courses will be considered for inclusion and some courses may be removed. Please consult your academic advisor for an up-to-date listing of the T1 and T2 courses. Students must pass the course and the competency to earn TEP credit.

SAINT AUGUSTINE’S University CORE COMPETENCIES, SLO’S AND COURSES August, 2013	
Core Competency: COMMUNICATION	DQP: APPLIED LEARNING: BROAD, INTEGRATIVE KNOWLEDGE; INTELLECTUAL SKILLS; SPECIALIZED KNOWLEDGE
<p>Written Communication Definition: Written Communication is the ability to impart and interchange information or ideas within a meaningful context using various rhetorical modes such as descriptive, informative, analytical and argumentative writing.</p> <p>Criteria: 21 Credits Requirements:</p> <ul style="list-style-type: none"> • ENGL131 (3 credits) 	<p>Written Communication</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Student demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned writing task(s). 2. Student uses relevant and compelling content to illustrate an appropriate level of skill that conveys the writer’s understanding of the assignment and develops ideas throughout the work.

<ul style="list-style-type: none"> • ENGL132 or COMM204 (3 credits) • APPLIED WRITING COURSE LIS 150 (3 credits) • Advanced Writing Course (3 credits) • Oral Communication - 3 Credits Required • Second Language 6 Credits Required Foreign Language/Sign Language 	<ol style="list-style-type: none"> 3. Student demonstrates an awareness of standard conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. 4. Student demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. 5. Student uses appropriate language that skillfully communicates meaning without errors and with clarity and fluency. 6. Students can demonstrate the ability to convey or understand a message delivered using a language other than their native language (under revision for foreign language)
<p>T1 – Fulfills Competency Requirements</p>	<p>T-2 Supplements and Enhances Competency</p>
<p>Written Communications: ENGL131, ENGL132 or COMM204 (copy editing) APPLIED WRITING COURSE LIS 150 ADVANCED WRITING COURSES ART332, ATH425, BIOL322, BIOL332, CHEM441 (F2013), CHEM 442, CHEM442L, CJ480, COMM218, CSC480, EDUCA301, ENGL225, EXSC430, FIM225 (F2013), FIM 325 (F2013), HIST450, MATH232, MUS344, PE326, PHS440, POLS444, REM201 (F2013), PSYCH325, REM204, ROW300, ROW336, SM 326 (Fall2013), SOC451, THE230</p>	<p>ADVANCED WRITING BUS223, PHIL231, PHIL235, PHS440, ROW335, SOC342</p>
<p>Oral Communication Definition: Oral communication is the ability to impart, interchange information or expressions within a meaningful context with the appropriate delivery and interpersonal skills; including the ability to inform, influence, inspire or motivate others.</p>	<p>Oral Communication Student Learning Outcomes (SLOs) Students will demonstrate the ability to use delivery techniques such as posture, gesture, eye contact, and vocal expressiveness.</p> <ol style="list-style-type: none"> 1. Students will demonstrate an understanding of context, audience, and purpose when delivering a speech. 2. Students will demonstrate the ability to write and deliver a speech that organizes relevant content using appropriate language choices with supporting materials around a central message. 3. Students will demonstrate the ability to use delivery techniques such as posture, gesture, eye contact, and vocal expressiveness. 4. Students can demonstrate the ability to convey or understand a message delivered using a language other than their native language (Foreign Language only under revision)

T1 – Fulfills Competency Requirements	T-2 Supplements and Enhances Competency
Oral Communications ATH 375, BIOL332L, BUS223 (SP2013), CHEM342/L (F2013), CHEM441, CHEM442, COMM201, ENGR101, FIM310 (F2013), FS445 (Delete F2013), FS455, HIST231, HIST232, MATH174, MS402 -(Delete F2013), POLS444, REL346, REM202 (F2013), REM456, ROW336, THE120	Oral Communication BUS 223 (F2012), COMM300, HIST231, HIST232, ROW335
T1 – Fulfills Competency Requirements	T-2 Supplements and Enhances Competency
Second Language FL131, FL132, SIGN1, SIGN2, CHIN131, CHIN132, CHIN231, FREN131, FREN132, FREN231, FREN232, SPAN131, SPAN132, SPAN231, SPAN232	
Core Competency: CRITICAL THINKING	DQP: APPLIED LEARNING: BROAD, INTEGRATIVE KNOWLEDGE; INTELLECTUAL SKILLS; SPECIALIZED KNOWLEDGE
Critical Thinking Definition: Critical thinking is characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. This requires one to analyze arguments, evaluate evidence, and engage in skeptical inquiry on a variety of topics in and out of one's specialty, as well as being able to apply this skill to problems both abstract and concrete.	CRITICAL THINKING Student Learning Outcomes (All SLO's required) <ol style="list-style-type: none"> 1. The student can describe and clarify the issue or construct a problem statement so that understanding is not seriously impeded by omissions. 2. Students use information from source(s) with enough interpretation/ evaluation/skepticism to develop coherent analysis, synthesis or solution. 3. Student identifies and analyzes own and others' assumptions and several relevant contexts when presenting a position or solution. 4. Student's positions or solutions take into account the complexities of an issue. Others' points of view are acknowledged. 5. Student's conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation.
T1 – Fulfills Competency Requirements	T-2 Supplements and Enhances Competency
Philosophy Requirement (Pick at least one): PHIL100, PHIL231, PHIL235, PHIL375 Critical Thinking ART132, ATH355, BIOL134, BUS346, CJ201, CJ400, COMM360, CIS302, CSC250, EDUCA451 (F2013), ENGL245, ENGR120, EXSC340, FIM310 (F2013), FIM320 (F2013), LIS221, MATH230, MS401 -(Delete F2013), MS402 (F2013), MUS332, ORGD455, PE432, POLS100, POLS335 (Delete SP2014), POLS370, PPS300, PSYCH500, ROW235, SM461, SOC231, THE210	Critical Thinking ART331, CJ400, COMM328, , ENGL300, ENGL441, EQ3-2, EQ3-4, HON100.2, MATH339 (F2013), MATH435, MS402, REL232

<p>Core Competency: IDENTITY</p>	<p>DQP: CIVIC LEARNING; INTELLECTUAL SKILLS; BROAD, INTEGRATIVE KNOWLEDGE</p>
<p>Identity Definition: The overarching perception that we have of ourselves and the way that other people view us from a personal, social, spiritual, informational, or technological perspective; how we are viewed through the lenses of self-awareness, introspection, morals, ethics or values.</p> <p>Criteria: 9 credits HIST 224 (Required) HIST 225 (Required) Other Identity course - 3 Credits Required</p>	<p>IDENTITY</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Identify multiple social identities and factors that recognize and accurately represent contrasting points of view and contribute to developing self awareness. 2. Describe the similarities, differences, and linkage in the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, and global identities and their interaction between them. 3. Demonstrate an understanding of one's own identity and values through making decisions based on religious, ethical, social-economic, cultural, and/or moral convictions 4. Analyze and evaluate a personal event, choice, or circumstance in which one's ethnicity factored prominently; and evaluate how the same might be interpreted differently from another ethnicity's perspective.
<p>T1 – Fulfills Competency Requirements START HERE</p>	<p>T-2 Supplements and Enhances Competency</p>
<p>Identity HIST 224 (Required) HIST 225 (Required)</p> <p>Identity ART 334, ART 335, ART 338, BIOL 133, BIOL 442, CJ 325, EDUCA 326, ENGL 250, ENGL 318, ENGL 328, ENGR491, EXSC210, FIM 160, HIST 223, HIST 234, LIS 200, MATH339 (F2013), MATH 425 (F2013), MS-401 (Delete F2013), MUS 238, PE224 (F2013), PE231, PHS200 (F2013), PSYCH 310, REL 231, REL 241, REL 242, SM261, SOC 261, SOC300, SOC327, SW 200, THE 342</p>	<p>Identity HON100.2, HON100.5, MS402 (Delete F2013), MS432, POLS444,</p>
<p>Core Competency: WELLNESS</p>	<p>DQP: APPLIED LEARNING: BROAD, INTEGRATIVE KNOWLEDGE, INTELLECTUAL SKILLS SPECIALIZED KNOWLEDGE</p>
<p>Wellness Definition: Ability to understand, develop and adopt positive behaviors and life strategies that promote economic, physical, mental, emotional, social or spiritual growth and wellbeing.</p> <p>Criteria: 10 credits 4 Wellness Seminars (FYE 101/WEL001 – two credits) (WEL102, WEL103, WEL104 - 1 credit each)</p>	<p>WELLNESS</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Students can identify the thoughts, attitudes, choices, and behaviors associated with lifelong health and wellness. 2. The student can demonstrate an understanding of the multiple dimensions of wellness (i.e. economic, physical, mental, emotional, social, and spiritual), the various factors affecting each dimension, and how the dimensions are interrelated. 3. The student can demonstrate an understanding of the rules, regulations, playing strategies and etiquette of the

<p>Activity Courses - 2 Credits Required Wellness course - 3 Credits Required</p>	<p>activity. 4. The student can show improvement in their fitness i.e. strength, endurance, flexibility, cardiovascular endurance.</p>
<p>T1 – Fulfills Competency Requirements</p>	<p>T-2 Supplements and Enhances Competency</p>
<p>Activity Courses: PE103, PE104, PE105, PE107, PE111, PE113, PE114, PE115, PE116, MS402, MUS101, MUS201, MUS301, MUS401</p> <p>Wellness Courses: AHS101, BIO344, BUS301, BUS322, PE101 (1 credit), PE120 (SP2014), PE123 (2 credits), PE234, PE329, PHS101, PSYCH132, PSYCH320, PSYCH462(GW), REL343, SW201, SW210</p> <p>Wellness Seminars: FYE101/WEL101, WEL201, WEL301, WEL401</p>	<p>Wellness Courses HON100.1, HON100.3, HON100.6, REL234, REL235, REL241,, REL332, MS101, MS101L, MS102L, MS201L, MS202L</p>
<p>Core Competency: STEM AND QUANTITATIVE LITERACY</p>	<p>DQP: APPLIED LEARNING: BROAD, INTEGRATIVE KNOWLEDGE; INTELLECTUAL SKILLS; SPECIALIZED KNOWLEDGE</p>
<p>Stem Literacy Definition: The STEM competency represents the ability to understand, interpret and apply scientific, engineering and mathematical concepts to solve real world problems., Problem solving includes designing, evaluating, implementing a strategy to answer an open-ended question or achieve a desired goal</p> <p>Quantitative Literacy Definition: This competency addresses the comfort in working with numerical data such that the student demonstrates the ability to reason and solve quantitative problems. This includes mathematical calculations and computations and the ability to communicate them in a variety of formats including tables, graphs, mathematical expressions</p> <p>Technology Literacy Definition: The ability to utilize computers and other forms of technology to improve learning, problem solve, increase productivity, communication, and performance (US-DOE 1996)</p> <p>Criteria: 10 credits Course with lab - 4 Credits Required Technology course - 3 Credits Required Quantitative Literacy course – 3 Credits Required</p>	<p>STEM LITERACY</p> <p>Student Learning Objectives (SLOs) The STEM competency represents student’s ability to:</p> <ol style="list-style-type: none"> 1. Understand STEM concepts 2. Relate, combine and connect themes and concepts 3. Apply STEM concepts to solve real world problems 4. Solve problems by designing, evaluating and implementing strategies <p>Quantitative Literacy Student Learning Objectives (SLOs)</p> <ol style="list-style-type: none"> 1. Students can provide accurate explanation of information in mathematical forms (interpretation) 2. Student can convert relevant information into an appropriated and desired mathematical portray (representation) 3. Student can successfully and sufficiently solve problems using appropriate calculations 4. Student can use quantitative analysis of data as the basis for competent judgments, and draw reasonable and appropriate conclusions from this work 5. Student can effectively use quantitative information to support an argument or the purpose of work <p>Technology Literacy Student Learning Objectives (SLOs)</p> <ol style="list-style-type: none"> 1. Students can demonstrate proficient use of various software applications and computer programs including, but not limited to, Microsoft Word, Microsoft Excel, AutoCAD, and SPSS. 2. Students can demonstrate an understanding of the

	<p>internet and computer networking solutions and technologies.(i.e. cloud computing, hardware such as routers and switches)</p> <ol style="list-style-type: none"> 3. Student can trouble shoot and solve common technological problems 4. Students can demonstrate the ability to use web-based tools and applications to produce relevant products and solutions. (i.e. Google Drive, Prezi (online presentation software-similar to PowerPoint), Webs.com (Website builder), and Survey Monkey).
T1 – Fulfills Competency Requirements	T-2 Supplements and Enhances Competency
STEM LAB AHS101, BIOL 131L, BIOL 133L, CHEM141, CHEML141, MATH 331, CIS240, PHYS131	STEM PPS300
Quantitative Literacy: BIO131, BIOL 133, ECON 235, ECON 236, EDUC 241 (F2013), EXSC380, MATH 131, MATH 131CL, MATH 135, MATH 231, PHS 101, PHS 200 (SP2014 Delete), PHS 210, PHYS 243, PHYS 243L, PSYCH 324, ROW236, SOC365	Quantitative Literacy POLS 441, PSYCH325, PSYCH410, PSYCH431, SOC499
Technology: ART225, CIS 203, CIS 240, CIS 306, CIS 405, CSC 140, CSC 305, EDUC241 (F2013), FIM375 (F2013), MUS253, ROW200	
Core Competency: CIVIC ENGAGEMENT	DQP: CIVIC LEARNING; APPLIED LEARNING; BROAD, INTEGRATIVE KNOWLEDGE; INTELLECTUAL SKILLS
<p>Civic Engagement Definition: Civic engagement is working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivations to make that difference; this means promoting the quality of life in a community through political and non-political processes.</p> <p>Criteria: 3 Credits Required</p>	<p>CIVIC ENGAGEMENT</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Students can reflect on how their own attitudes, values and beliefs are different from those of other cultures and communities. 2. Students can analyze knowledge from one's own academic experiences, making the relevant connections to civic, engagement and one's participation in civic life, politics and/or government. 3. Student can effectively communicate civic context showing ability to express, listen and adapt ideas and messages, based on others perspectives. 4. Student will demonstrate the ability and commitment to work actively within community contexts and structures to achieve a civic aim.
T1 – Fulfills Competency Requirements	T-2 Supplements and Enhances Competency
Civic Engagement: ART408, ART434, BIOL 325, BUS 336, COMM	Civic Engagement: HON100, HON100.4, SW200

<p>412, COMM 425 Delete F2013), COMM 430, CSC 403, EDUC 114(F2013), ENGR 436 (F2013), EXSC 400 (F2013), FS 446, MATH 325 (F2013), MUS 469, POLS100 (F2012 only), PHS 400, POLS 210, POLS 440, PHS 400, PPS100 (F2013), PSYCH405 (SP2013), REM354(GW), SOC 436, SOC 443, SW 310</p>	
<p>Core Competency: GLOBAL PERSPECTIVE</p>	<p>DQP: CIVIC LEARNING; APPLIED LEARNING; BROAD, INTEGRATIVE KNOWLEDGE; INTELLECTUAL SKILLS</p>
<p>Global Perspective Definition:</p> <p>Global perspective includes a diverse, multicultural understanding and appreciation of social, political, environmental, legal, and economic forces that influence and shape our very existence, both personally and professionally.</p> <p>Criteria: 3 Credits Required</p>	<p>GLOBAL PERSPECTIVE</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. The student can identify or recognize his/hers own cultural rules and biases. 2. The student can demonstrate understanding of the complexity of elements important to members of another society. 3. The student can describe cultural differences using verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences. 4. The student can develop questions about others cultures and seek out answers to the questions. 5. The student can begin to initiate and develop interactions empathetically with people from different cultural backgrounds without being judgmental.
<p>T1 – Fulfills Competency Requirements</p>	<p>T-2 Supplements and Enhances Competency</p>
<p>Global Perspective:</p> <p>ART 331, ART 333, BIOL 444, CJ 240, COMM 202, CSC 450, EDUCA 310, ENGL 231, ENGL 232, ENGL 331, ENGL 332, ENGR 470, EXSC 420 (F2013), FIM 111, FS 201, GEO 331, HIST 133, HIST 134, INTBU 451, LIS 300, LIS 301, MATH 495, MS432, MUS 247, PHS 400, POLS 336, PSYCH 206, REL 232, REM 201 (F2013), SM 260, SOC 132, SOC 436, THE 340, THE 341</p>	<p>Global Perspective:</p> <p>FYE102, PHIL231, PHIL235, PSYCH132</p>
<p>Core Competency: SERVANT LEADERSHIP</p>	<p>DQP: CIVIC LEARNING; APPLIED LEARNING</p>
<p>Servant Leadership Definition:</p> <p>The ability to foster positive cooperation and collaborative growth of a diverse group of individuals by being able to serve others before one's self. Service is a fundamental goal in the belief that anyone accepting the role of leader should do so out of the desire to be of service to others. The servant leader will exhibit characteristics of empathy, listening, stewardship and commitment of personal growth to act as an effective leader to reach a common goal or accomplish a task or outcome.</p> <p>Criteria: 3 credits</p>	<p>SERVANT LEADERSHIP</p> <p>Student Learning Outcomes(SLOs)</p> <ol style="list-style-type: none"> 1. Identify personal strengths and weaknesses and learn strategies to tap into the strengths of others. 2. Develop and demonstrate the principles of servant leadership with other models of leadership. 3. Apply leadership skills that promote Saint Augustine's University's mission to sustain a learning community in which students can prepare academically, socially and spiritually for leadership in a complex, diverse and rapidly changing world. 4. Integrate and internalize the principles and practices

Servant Leadership - 3 Credits Required	(knowledge, styles, skills and tools) of servant leadership to empower self and others within University and Community settings.
T1 – Fulfills Competency Requirements	T-2 Supplements and Enhances Competency
Servant Leadership: BIOL 401, BUS 495, CIS 405, COMM 425, EDUCA 460 (F2013), ENGR 200 (F2013), EXSC 290 (F2013), FS405 (SP2014), LEAD 101, LEAD 301, LIS 400, MATH 201 (F2013), MS 301 (Delete F2013), MS401 (F2013), PE 226 (2 credits), PE 234, PE 331 (2 credits), PE 332 (2 credits), PE 336, PHS330 (F2013), POLS 333, POLS 335 (SP2014), PSYCH 435, REL 344, REL 345	Servant Leadership: HON100, MS201, MS202, MS301, MS302, MS401 (Delete F2013), MS402 (Delete F2013), PHS430, SOC335, SOC449
Core Competency: TEAMWORK	DQP: CIVIC LEARNING; APPLIED LEARNING
Teamwork Definition: Teamwork is two or more individuals with a common goal. Teams have specific roles that require that members interact with one another to coordinate their efforts to achieve a common goal or outcome. Teamwork usually requires the adjustment of self on the part of team members in an effort to accomplish common goals. Criteria: 3 credits Teamwork/Collaboration - 3 Credits Required	TEAMWORK Student Learning Outcomes (SLOs) <ol style="list-style-type: none"> 1. Helps the team move forward by communicating merits of different ideas. 2. Engages team members in ways that facilitate their contributions to the group. 3. Completes assignments and meets deadlines; work is thorough and comprehensive and advances the project. 4. Constructs a team climate by treating others with respect, motivates the team and offer assistance to others. 5. Resolves conflict in a manner that is constructive and helps build team cohesiveness.
Teamwork: ART 413, BUS 352, CIS 405, COMM 313, COMM 411, COMM 427, CSC 404, EDUCA 329 (F2013), EDUCA 335 (remove F2013), ENGR 205 (F2013), EXSC370 (F2013), FIM 250, MS 301 (Delete F2013), FS 445 (F2013), PE 122 (2 credits), PE 327 (changed to SM227 F2013), PE 336, PHS430, PHYS 243L (1credit)	Teamwork: HON 100.1, MS102, MS201, MS202, MS 301 (F2013), MS302, PHS430
Core Competency: INNOVATION and CREATIVITY	DQP: APPLIED LEARNING: BROAD, INTEGRATIVE KNOWLEDGE, INTELLECTUAL SKILLS
Innovation and Creativity Definition: Demonstrate creative/innovative approaches to course-based assignments or projects. Create, interpret and evaluate artistic expression considering the cultural	INNOVATION AND CREATIVITY Student Learning Outcomes (SLOs) <ol style="list-style-type: none"> 1. The student can successfully create new objects, ideas, expressions, and solutions that are appropriate to their

<p>context in which it was created; describe how issues in multiple disciplines may be addressed through creative expression and innovative practice</p> <p>Criteria: 3 credits Course in Innovation and Creativity - 3 credits required</p>	<p>domain and follow the guidelines of the assignment.</p> <ol style="list-style-type: none"> 2. The student develops a logical and consistent plan for problem solving, and can clearly articulate their rationale behind their decision making. 3. Students will organize and perform selected works or present original research in a lecture presentation. 4. Students experiment with creating a novel or unique idea, question, format, or product.
<p>T1 – Fulfills Competency Requirements</p>	<p>T-2 Supplements and Enhances Competency</p>
<p>Innovation and Creativity ART 100, ART 234, ATH365 (F2013), BIOL 310, BIOL 310L , BUS 322, CHEM 331, CHEM 331L, COMM311 (Fall 2013), COMM 351, CSC 310, EDUCA 335 (Delete F2013), EDUCA 361 (F2013), ENGL 237, ENGL238, ENGL239, ENGR 208, ENGR 491 (Delete F2013), EXSC 320 (F2013), FIM 290 (F2013), MATH 334 (F2013), MUS 232, MUS 336, PE 422, PE 433, REM 202 (F2013), SM 360, THE 250</p>	<p>Innovation and Creativity HON100, HON100.5</p>
<p>Core Competency: ARTISTIC LITERACY</p>	<p>DQP: APPLIED LEARNING: BROAD, INTEGRATIVE KNOWLEDGE, INTELLECTUAL SKILLS</p>
<p>Artistic Literacy Definition: Artistic literacy is the knowledge and understanding of the centrality of the arts to human existence. Artists and the arts reflect, respond to, and interact with their community. Artistic literacy necessitates learning about and engaging in the creative and performing arts. Visual, verbal, and somatic expression will evolve from a study of historical and cultural contexts. Active, experiential engagement will foster an aesthetic sensibility, which includes cognitive and emotional responses that lead to critical analysis and evaluation.</p> <p>Criteria: 3 credits Course in Artistic Literacy - 3 Credits Required</p> <p style="text-align: center;">Course must be taken outside of Major Program of Study</p>	<p>ARTISTIC LITERACY</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Analyze and critically interpret significant primary texts and/or works of art (including visual art, music, theatre, dance, literature and film). <p>USE IF AN INTRO TO ARTISTIC LITERACY COURSE IS INTRODUCED</p> <ol style="list-style-type: none"> 2. Distinguish between art forms and identify major characteristics and artists of each in terms of historical and theoretical contexts. <p>USE IF AN INTRO TO ARTISTIC LITERACY COURSE IS NOT INTRODUCED</p> <ol style="list-style-type: none"> 2. Describe major characteristics and artists of an art form (including visual art, music, theatre, dance, literature and film) in terms of their historical and theoretical contexts. 3. Define and use terminology for an art form. 4. Develop an artistic sense using the conventions of an art form that allows the student to communicate creatively to a particular audience.
<p>T1 – Fulfills Competency Requirements</p>	<p>T-2 Supplements and Enhances Competency</p>
<p>Artistic Literacy ART 130, ART131, ART227, ENGL 260, ENGL 319, ENGL 329, MUS 247, THE 110</p>	<p>Artistic Literacy ENGL341, ENGL431, HON100.3, HON100.5, HON100.6</p>
<p>Core Competency: CAPSTONE COURSE OR</p>	<p>DQP: ALL AREAS OF LEARNING</p>

EXPERIENCE	
<p>Capstone Experience Definition: An experience or experiences that allow students to organize and synthesize core competencies, knowledge and skills acquired from a variety of sources including in-class and out-of-the class settings and situations that occur during their undergraduate experience.</p> <p>Criteria: 3 Credits Capstone Experience – 3 Credits Required</p>	<p>CAPSTONE EXPERIENCE</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Students will work on projects large enough to require teams of several students over at least one semester or one student with a substantial project, thesis or research endeavor that is approved by a department or campus research committee 2. Student will apply concepts from more than one course and includes more than one competency in a final product 3. Student's project requires substantial design effort that will be evaluated and presented, 4. Student can present their work using formal oral presentations and written reports, and produce an interesting, working artifact
T1 – Fulfills Competency Requirements	T-2 Supplements and Enhances Competency
<p>Capstone Experience: ACCT 334, ACCT 471, ART 411, ART 412, ATH 435 (F2013), BIOL 420, BUS 495, BUS 496, CIS 401, CJ 420, CSC 460, EDUCA 460 (Delete F2013), EDUCA 461, ENGL 450, ENGR 492, EXSC 450 (F2013), FIM 490, FIM465 (F2013), FS 447, HIST 442B, HIST 448, LIS 450, MATH 339, MATH 496, MS 310, MUS 479, ORGD 465(GW), PHS420, PHS 421, POLS 405, PSYCH 470, REM 300, REM 301, SM 463, SOC 499, THE 490</p>	