**MCLA - Student Learning Outcomes of Academic Programs**

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| **Art** | | |
| | 1. Students will be able to create original high-quality artworks. | |
| | 2. Students will understand all levels of art-making and visual creativity. | |
| | 3. Students will be able to relate, analyze and utilize the history of art and visual culture. | |
| | 4. Students will be able to build public art presentations and marketing of their own and others' art. | |
| **Arts Management** | | |
| | 1. Students will be able to demonstrate a broad based understanding of issues in arts management including program development, fund raising, and the non-profit organization. | |
| | 2. Students will be able to demonstrate an understanding in business concepts including financial accounting, management and marketing. | |
| | 3. Students will be able to demonstrate practical experience in event coordination, audience development, and project management. | |
| | 4. Students will be able to demonstrate an awareness of the economic dimension of the arts. | |
| **Athletic Training** | | |
| | 1. Students will be able to demonstrate effective written and oral communication skills. | |
| | 2. Students will be able to demonstrate the ability to critically appraise, synthesize, and apply knowledge attained throughout the program. | |
| | 3. Students will be able to demonstrate professional and ethical behavior consistent with the National Athletic Training Association Code of Ethics and the Massachusetts Standards of Practice and Code of Ethics for Athletic Training. | |
| | 4. Students will be able to demonstrate psychomotor competencies as well as clinical proficiencies outlined by the National Athletic Training Association Education Council. | |
| | 5. Students will be able to demonstrate the basic knowledge and skills related to evidence-based practice. | |
| **Biology** | | |
| | 1. Students will be able to understand fundamental concepts in the discipline. | |
| | 2. Students will be able to write a lab report to communicate the findings of a scientific experiment. | |
| | 3. Students will be able to design an experiment to test a hypothesis. | |
| | 4. Students will be able to find and analyze primary literature in the field. | |
| | 5. Students will be able to demonstrate appropriate technical skills in the laboratory. | |

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| | 6. Students will be able to analyze data with appropriate statistical analysis. | |
| **Business/Economics** | | |
| | 1. Students will be able to understand and apply professionally marketable knowledge. | |
| | 2. Students will be able to think creatively and critically. | |
| | 3. Students will be able to define, analyze, evaluate, and solve problems. | |
| | 4. Students will be able to express their ideas effectively both orally and in writing. | |
| | 5. Students will be able to apply current information technology tools to business problems. | |
| | 6. Students will be prepared to function effectively in a culturally and demographically diverse environment. | |
| | 7. Students will be able to relate to the needs of the global business community. | |
| | 8. Students will be able to utilize and value liberal arts education in their personal and professional lives. | |
| **Chemistry** | | |
| | 1. Students will be able to demonstrate knowledge of basic principles and theories in analytical, organic and inorganic and physical chemistry. | |
| | 2. Students will be able to apply chemical principles through problem solving and laboratory experimentation. | |
| | 3. Students will be able to demonstrate competency in use of various laboratory instruments. | |
| **Computer Science and Information Systems** | | |
| | 1. Students will be able to develop and maintain profession quality software applications, products, and systems. | |
| | 2. Students will be able to competently use major software applications found in industry. | |
| | 3. Students will be able to communicate ideas effectively with others. | |
| | 4. Students will be able to create and maintain hardware systems. | |
| **Education** | | |
| | 1. Students will be able to plan curriculum and instruction. | |
| | 2. Students will be able to deliver effective instruction. | |

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| | 3. Students will be able to manage classroom climate and operation. | |
| | 4. Students will be able to promote equity. | |
| | 5. Students will be able to meet professional responsibilities. | |
| **English/Communications** | | |
| | 1. Students will be able to establish, classify, and elaborate a distinct and articulate proposition, issue, or idea in both written and spoken communication. | |
| | 2. Students will be able to use credible rhetorical stance, consistent tone, and coherent argument in an effort to persuade various audiences of certain ideas and beliefs. | |
| | 3. Students will be able to distinguish between facts, inferences and opinions. | |
| | 4. Students will be able to understand, evaluate, and explain the pattern of argument, mode of development, and organization of assumptions in a wide variety of written and spoken discourse. | |
| | 5. Students will be able to shape various kinds of texts for various audiences. | |
| | 6. Students will be able to explain the meaning, intention and purposes of a wide range of texts. | |
| | 7. Students will be able to articulate patterns and purposes within various texts by the same author. | |
| | 8. Describe in a sympathetic and complex scenario how texts develop against the background of societies and cultures, as well as direct, define and determine credible models for cultural authority. | |
| | 9. Describe how the meanings of texts have been shaped by different reading strategies. | |
| | 10. Synthesize the principle themes, issue and competencies of the major. | |
| **Environmental Studies** | | |
| | 1. Students will be able to use classical skills such as critical thinking, research, speaking, and writing as they apply to contemporary environmental issues. | |
| | 2. Students will be able to use particular technologies necessary for modern professionals in the sciences, social sciences. And humanities. | |
| | 3. Students will be able to quickly assess environmental problems and work effectively in a team to suggest realistic solutions. | |
| | 4. Students will be able to enter either the professional world or graduate school with broad understanding, specific skills, and significant experience in environmental studies. | |
| **Fine and Performing Arts** | | |

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| | 1. Students will be able to demonstrate a broad-based understanding of the studio and historical/theoretical aspects of the Fine and Performing Arts. | |
| | 2. Students will be able to demonstrate expertise in a chosen concentration of Art, Art Management, Music or Theatre. | |
| | 3. Students will be able to demonstrate practical experience in public performance or exhibition in the arts. | |
| | 4. Students will be able to demonstrate an understanding of the economic dimensions of the arts. | |
| **History and Geography** | | |
| | 1. Students will be able to demonstrate a comprehensive understanding of subject matter, methodologies and a variety of historiographical approaches. | |
| | 2. Students will be able to demonstrate the ability to think clearly and critically about history and historical narratives, and to express ideas logically and persuasively in written and oral form. | |
| | 3. Students will be able to demonstrate familiarity with diverse cultures and chronological periods and capacity for both empathic and critical understanding of one's own culture and society as well as those different from one's own. | |
| | 4. Students will be able to demonstrate competence in historical research and presentation, including the ability to appropriately access, use and evaluate primary and secondary sources in order to make a coherent historical argument. | |
| **Interdisciplinary Studies** | | |
| | 1. Students will demonstrate advanced critical thinking, academic research, writing, and oral presentation skills. | |
| | 2. Students will have an understanding of how knowledge is created within different fields of inquiry. | |
| | 3. Students will be able to study important issues in societies past and present in local and global contexts. | |
| | 4. Students will be able to study complex issues in society from ethical perspectives. | |
| | 5. Students will be able to analyze texts in cultural, social and historical contexts. | |
| | 6. Students will be able to apply methods, approaches, and insights from different disciplines (particularly in their respective areas of concentration) and interdisciplinary perspectives to the analysis of a given theme/issue and to the development of creative solutions to complex problems. | |
| | 7. Students will have developed skills for lifelong learning. | |

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| | 8. Students will have acquired extensive knowledge of human societies and cultures, and will have developed an intercultural competence and awareness of global cultural diversity. | |
| | 9. Students will be able to assume an informed, critical, and responsible position as citizens of our increasingly interconnected world. | |
| **Mathematics** | | |
| | 1. Students will be able to demonstrate awareness of cultural and historical aspects of mathematics. | |
| | 2. Students will be able to communicate mathematical ideas and procedures through written and oral discussion. | |
| | 3. Students will be able to apply mathematical ideas and procedures through reasoning to the various disciplines. | |
| | 4. Students will be able to pursue mathematical careers or enter graduate and professional schools. | |
| | 5. Students will be able to function as independent learners. | |
| | 6. Students will be able to apply technology in the study of mathematics. | |
| **Philosophy** | | |
| | 1. Students will be able and disposed to reflecting on their own most basic assumptions. | |
| | 2. Students will be able and disposed to consider a variety of perspectives on a topic. | |
| | 3. Students will be able and disposed to becoming an active member of a community of learners. | |
| | 4. Students will be able and disposed to write in a literate, clear, and interesting manner. | |
| | 5. Students will be able and disposed to read actively and fruitfully various sorts of philosophical texts. | |
| | 6. Students will be able and disposed to understand and apply the formal structures of sound reasoning and good argumentation. | |
| | 7. Students will be able and disposed to engage in respectful and productive conversation and collaborative thinking. | |
| **Physics** | | |
| | 1. Students will be able to understand the basic principles in the various fields of physics. | |
| | 2. Students will be able to make connections between various fields of physics. | |
| | 3. Students will be able to solve problems using math and physical reasoning. | |
| | 4. Students will be able to use modern computational methods to analyze and present data. | |
| | 5. Students will be able to design and conduct experiments to evaluate ideas and verify theory. | |

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| | 6. Students will be able to evaluate the validity of experimental evidence. | |
| | 7. Students will be able to effectively communicate information gained by written and oral means. | |
| **Political Science and Public Policy** | | |
| | 1. Students will gain a knowledge of the basic institutions of government at the national, state and local levels in the United States. | |
| | 2. Students will develop a comparative understanding of politics and policy processes in democratic and non-democratic nation-states. | |
| | 3. Students will gain an understanding of the relationship of international relations to war, peace and the global economic systems. | |
| | 4. Students will understand the concept of power, its sources and operation. | |
| | 5. Students will appreciate and understand the historical context of the development of political ideas, institutions, and policy processes. | |
| | 6. Students will understand contrasting views of the role of individuals in politics and policy-making through such organizations as groups and political parties. | |
| | 7. Students will gain a knowledge of the competing normative philosophies and scientific theories regarding political behavior and the role of government. | |
| | 8. Students will develop quantitative analytical skills in data creation and analysis and an ability to apply social science methodologies. | |
| | 9. Students will develop political and administrative skills by working in government and public organizations. | |
| **Psychology** | | |
| | 1. Students will be able to demonstrate knowledge of the following areas of psychology: developmental, abnormal, social, and research and statistical methodology. | |
| | 2. Students will be able to demonstrate competence in helping design empirical research. | |
| | 3. Students will be able to demonstrate competence in using a statistical package to analyze data and to present those results in APA manuscript style. | |
| | 4. Students will be able to communicate proficiently, both orally and in writing. | |
| **Sociology** | | |
| | 1. Students will be able to think critically, write and speak effectively, and utilize library and internet resources. | |
| | 2. Students will be able to understand sociocultural perspectives, demonstrate cross-cultural awareness, and identify forms of social inequality and stratification. | |
| | 3. Students will be able to understand social science research methods | |

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| | and findings. | |
| | 4. Students will be able to acquire active/applied learning experiences. | |
| | 5. Students will be prepared for careers and graduate school. | |