

# FGCU Program Specific Learning Outcomes

## College of Arts & Sciences

- Art (B.A.)
- Biology (B.A.)
- Biotechnology (B.S.)
- Clinical Laboratory Science (B.S.)
- Communication (B.A.)
- English (B.A.)
- English (M.A.)
- Environmental Science (M.S.)
- Environmental Studies (B.A.)
- History (B.A.)
- Individualized Program (B.A.)
- Marine Science (B.A.)
- Mathematics (B.A.)
- Psychology (B.A.)
- Social Sciences (B.A.)
- Spanish (B.A.)
- Theatre (B.A.)

## College of Business

- Accounting & Taxation (M.S.)
- Accounting (B.S.)
- Business Administration (M.B.A.)
- Computer Information Systems (B.S.)
- Computer Information Systems (M.S.)
- Computer Science (B.S.)
- Executive M.B.A
- Finance (B.S.)
- Management (B.S.)
- Marketing (B.S.)

## College of Education

- Counseling (M.A.-M.Ed.)
- Curriculum & Instruction (M.A. - M.Ed.)
- Early Childhood Education (B.A.)
- Educational Leadership (M.A. - M.Ed.)
- Elementary Education (B.A.)
- Elementary Education (M.A. - M.Ed.)
- Reading (M.Ed.)
- Secondary Education (M.A.T.)
- Special Education (B.A.)
- Special Education (M.A. - M.Ed.)

## College of Health Professions

- Community Health (B.S.)
- Geriatric Recreation Therapy (M.S.)
- Health Science (B.S.)
- Health Science (M.S.)
- Human Performance (B.S.)
- Nursing (B.S.N.)
- Nursing (M.S.N.)
- Occupational Therapy (B.S.)
- Occupational Therapy (M.S.)
- Physical Therapy (M.S.)

## College of Professional Studies

- Criminal Forensic Studies (B.S.)
- Criminal Justice (B.S.)
- Human Services (B.S.)
- Legal Studies (B.S.)
- Political Science (B.A.)
- Public Administration (M.P.A.)
- Resort & Hospitality Management (B.S.)
- Social Work (B.S.W.)
- Social Work (M.S.W.)

## University Programs

- Applied Science B.S.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Art

**Degree Type:** BA

### **Outcomes:**

A student of the FGCU Art Program needs to be broadly educated as well as firmly grounded in the practices, histories and aspirations of their artistic medium or discipline. This expectation requires the educational experience for students be shaped to prepare them for various possibilities rather than a single defined set of static conditions. To that end, a graduate of the FGCU Art Program, in addition to meeting the University and College of Arts and Science requirements, (General Education, 120 course credits, Service Learning Requirements, University Outcomes, Collegium, etc.) will in every case be required to meet the following five outcomes in order to receive a degree. Each of these goals requires the FGCU student to draw upon multiple sources of information. and to integrate and personalize different facets of their undergraduate experience.

Demonstrate mastery of the technical requirements to produce work in the student's chosen media or discipline. (FGCU Goal 4 and 7)

Produce a coherent, self-generate project appropriate to their area of study. (FGCU Goal 1 and 4)

Demonstrate the ability to present their own work in a professional manner: visually, orally, and in a written form. (FGCU Goal 2, 4, 7, 8 and 9)

Demonstrate a command of the history of their chosen media or discipline as it relates to their own work. (FGCU Goal 6 and 8)

Create a plan for their continuing growth as a learner and member of the larger community. (FGCU Goal 3, 5, 7, 9)

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Arts & Sciences

**Program:** Biology

**Degree Type:** BA

**Outcomes:**

Students must demonstrate the ability to evaluate and implement the scientific process and its application in different settings and to explore creative alternative problem solving approaches within the context of standard scientific conventions

- Gather and critically evaluate information including development of library research skills.
- Exhibit competency in experimental design.
- Synthesize information through formation of hypotheses, the use of statistical techniques and simulation models, and the application of a system approach.
- Effectively communicate in a professional setting, including technical writing, oral presentations, and use of available technology.
- Design and conduct a research investigation.
- Function effectively and safely in research settings.

Students must demonstrate a knowledge of the interactions between science and society

- Demonstrate awareness of the ethical aspects of science and their personal conduct as scientists and citizens
- Display an understanding of the ethical complexities of biological research.
- Demonstrate the ability to understand and participate in the development and implementation of public policy.
- Solve Problems in individual and group settings incorporating a diversity of values and approaches.

**Outcomes:** *(Continued)*

Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and aesthetic considerations of that knowledge.

- Understand the theories for how life originated on earth and the evolutionary mechanisms shaping that life, with an emphasis on natural selection.
- Understand the organization and increasing complexity of biological systems from cells through the biosphere.
- Understand biological systems at the molecular, cellular and organismal level including a historical view of their development.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Biotechnology

**Degree Type:** BS

### **Outcomes:**

Students must demonstrate the ability to think critically and implement the scientific process in the context of how scientific principles are manifested in technology applications, and possess and utilize creative problem solving skills to address technology questions in a cross disciplinary manner.

- Collect, organize and critically evaluate science and technology information and data and demonstrate the ability to utilize a wide range of information sources (e.g., library, internet, including development of library research skills.
- Exhibit competency in experimental design with statistical rigor.
- Synthesize information through formation of hypotheses, the use of statistical techniques and simulation models and the application of a system approach.
- Effectively communicate in a professional setting, including technical writing, oral presentations, and use of modern presentation technologies.
- Identify a research question and design, conduct and cortically evaluate a research investigation.
- Function effectively and safely in research settings on campus and elsewhere.

Students must demonstrate a knowledge of the interactions among science, technology and society

- Demonstrate awareness of the ethical aspects of science and their personal conduct as scientists and citizens
- Display an understanding of the ethical complexities of biological, biomedical and biotechnological research.
- Solve Problems in individual and group settings incorporating a diversity of values and approaches.

**Outcomes:** *(Continued)*

Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and the potential value and implications of that knowledge for mankind

- Understand the theories, and evolutionary and molecular mechanisms driving biological diversity
- Understand the organization and increasing complexity of biological systems from molecules through cells and organisms
- Understand biological systems at the molecular, genetic, cellular, and organismal levels

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Clinical Laboratory Science      **Degree Type:** BS

### **Outcomes:**

CLS Program Learning Objectives (The following text is taken from the CLS Student Handbook which is presented to each newly admitted student in the program) As a reflection of the Clinical Laboratory Science Program faculty leadership and exemplary curriculum, program graduates will be able to:

- Demonstrate the integration of art and science in professional practice.
- Integrate individual, social, cultural, and intellectual diversity with openness in which multiplicity and difference are viewed with tolerance and equity in the local and global communities.
- Promote and practice safety procedures including universal precautions in the environment; ensure safe working environment for personal safety and the safety of coworkers, other health care professionals, the patient, and the public; and practice ecologically sound disposition of chemical and biohazard waste.
- Engage in effective communication as individuals and as members of the team by listening, speaking, and writing in the transfer of ideas and knowledge.
- Practice high standards of ethical behavior in daily interactions with other personnel, patients, and the public; maintain confidentiality of reports and records at work and in the community; exercise honesty and integrity in the performance of all tasks.
- Maintain a scholarly environment through formal and informal discussions, presentations, and attendance at workshops and meetings; recognize multiple resources for investigation in the evaluation of new procedures and information; and embrace the need for continued learning to maintain competency in the rapidly expanding professions.
- Apply critical thinking skills to integrate knowledge in problem solving to outcomes through deductive, inductive, and inferential reasoning.
- Incorporate technological advances in the practice of science testing and embrace information system technology for the dissemination of information; utilize technology as a resource for information gathering.

**Outcomes:** *(Continued)*

- Demonstrate understanding of the role of teamwork; utilize knowledge to facilitate and enhance community awareness of health issues and promote healthy lifestyles by example, dissemination of information, and active community participation.

(for Clinical Laboratory Technologists only) Demonstrate competency as set forth in the Standards of Accredited Educational Programs for the Clinical Laboratory Scientist©, 2001, by the National Accrediting Agency for Clinical Laboratory Sciences®. Clinical Laboratory Scientists/Medical Technologists are competent in:

- developing and establishing procedures for collecting, processing, and analyzing biological specimens and other substances;
- performing analytical tests of body fluids, cells, and other substances;
- integrating and relating data generated by the various clinical laboratory departments while making decisions regarding possible discrepancies;
- confirming abnormal results, verifying quality control procedures, executing quality control procedures, and developing solutions to problems concerning the generation of laboratory data;
- making decisions concerning the results of quality control and quality assurance measures, and instituting proper procedures to maintain accuracy and precision;
- establishing and performing preventive and corrective maintenance of equipment and instruments as well as identifying appropriate sources for repairs;
- developing, evaluating, and selecting new techniques, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment, space and budgetary resources;
- demonstrating professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals, and the public;
- establishing and maintaining continuing education as a function of growth and maintenance of professional competence;
- providing leadership in educating other health personnel and the community;
- exercising principles of management, safety, and supervision;
- applying principles of educational methodology
- applying principles of current information systems.



# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Communication

**Degree Type:** BA

### **Outcomes:**

The Communication major integrates the Florida Gulf Coast University undergraduate Student Learning Goals and Outcomes throughout the program. All nine of the outcomes are developed at some point in the Communication Program. These outcomes include: (1) Aesthetic Sensibility, (2) Culturally Diverse Perspective, (3) Ecological Perspective, (4) Effective Communication, (5) Ethical Responsibility, (6) Information Literacy, (7) Problem Solving Abilities, (8) Technological Literacy, and (9) Community Awareness and Involvement.

- The primary learning goal for the Communication program is effective communication. This includes deepening understanding of and improving skills in speaking, listening, reading, and writing. All courses in the program directly link to achieving this learning goal.
- The development of a culturally diverse perspective. SPC 3721, Interracial/Intercultural Communication is required of all students in the program and directly links to this goal.
- The development of problem-solving abilities. SPC 3210, Theories of Human Communication, PHI 3223, Philosophy of Human Communication, PHI 3106, Principles of Rhetoric & Argumentation, SPC 3360, Group Communication, SPC 3513, Argumentation and Debate, and COM 3120, Organizational Communication Behavior all directly link to this goal.
- The development of a strong sense of ethical responsibility. PHI 3223, Philosophy of Human Communication directly links to this goal.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** English

**Degree Type:** BA

### **Outcomes:**

#### Discipline Specific Content Knowledge

- an in-depth understanding of several canonical and marginal authors and works in United States and British literature in their appropriate contexts
- an awareness of writers from diverse cultural traditions
- an awareness of critical approaches and terms in Literary and Cultural Studies
- the ability to conduct Literary and Cultural Research and Scholarship

#### Critical and Creative Thinking Skills

- the ability to analyze a variety of texts in their relevant contexts
- the ability to connect the study of literature to other disciplines

#### Information and Technological Literacy

- the ability to search databases and resource systems in order to collect useful information
- the ability to communicate using technology (word processing, email, internet, etc.)
- an awareness of a variety of resource systems in Literary and Cultural Studies

#### Effective Communication

- the ability to compose coherent and convincing written works
- the ability to make effective presentations

#### Ethical Responsibility

- the ability to analyze a variety of ethical issues
- the ability to consider diverse perspectives

**Outcomes:** *(Continued)*

Aesthetic Sensibility

- an awareness of the aesthetic frameworks that shape the creation of literary works
- an awareness of the values that inform the reception of literary works
- the ability to examine the aesthetic qualities of a literary work

Collegium Goals

- Community awareness and involvement

Collegium Goals: Critical Thinking and Problem Solving Abilities.

- Ability to identify the elements of thought in their own thinking
- Ability to identify the elements of thought in the thinking of others.
- Ability to understand how the elements of thought form an integrated whole in any given example of thinking.
- Ability to evaluate the quality of one's own or others thinking through applying the standards of the critical thinking to this thought.
- Ability to make practical use of critical thinking abilities in the execution of a service project
- which is a required component of Foundations of Civic Engagement (IDS 3300).

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** English

**Degree Type:** MA

**Outcomes:**

Recipients of advanced degrees offered through the English Program at FGCU will demonstrate advanced skills and abilities in the following areas:

- interpretation of meaning from human communication
- analysis of literary and non-literary texts and their cultural contexts
- communication of complex ideas through formal exposition supported by appropriate technology
- understanding of texts and literary history and their artistic, cultural, and political functions
- articulation of the elements involved in the creative process both in themselves and in the artists they study

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Environmental Science

**Degree Type:** MS

### **Outcomes:**

Graduate students in Environmental Science will develop skills and experience in:

- an understanding of, and the ability to apply, the scientific method, and the capacity to design and conduct a relevant research investigation using qualitative and quantitative techniques
- the ability to understand and apply systems analysis and simulation modeling techniques to environmental education, management, or research
- advanced ability to use appropriate technologies (statistical analyses, geographic information systems, field and laboratory techniques)
- an understanding of geologic, biological, physical, and evolutionary processes and their impact on ecosystems
- a strong foundation in ecological principles and their application to the description and interpretation of environmental systems. an understanding of anthropogenic impacts on ecosystems
- knowledge of local plant and animal communities and ecosystem dynamics, and the ability to translate this understanding to regional and global levels
- knowledge and field skills in identifying and investigating a core cluster of life groups
- expertise in a limited group of organisms, or ecosystems. an understanding of the concept of sustainability and its application to the formation and implementation of public policy, decision making, problem identification, ethical dilemmas, creative problem solving, and conflict resolution, the ability to function in a professional setting
- an empathy and respect for the environment and all life within it, and recognition of the many ways of knowing the environment.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Environmental Studies

**Degree Type:** BA

### **Outcomes:**

All science students must demonstrate: 1, 2, and 3.

Environmental Studies students also must demonstrate: 4, 5, 6, 7, 8 and 9.

1. All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.
2. Students must demonstrate a knowledge of the interaction between science and society.
3. Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and aesthetic considerations of that knowledge.
4. An historical perspective on the trends in environmental philosophies and the role of literature and the arts in communicating these attitudes.
5. Knowledge of the natural history of the ecosystems found in southwest Florida.
6. Understanding of local, regional, and global ecosystems and landscapes and ways in which human cultures live within and interact with.
7. Understanding of the concept of sustainability and an ability to apply this concept in problem solving and management situations.
8. Understanding of the science of ecology and its application to environmental studies.
9. Professional experience.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** History

**Degree Type:** BA

**Outcomes:**

### I. Discipline Specific Content Knowledge

- a familiarity with the ways historical research is done with the aid of modern technology
- an appreciation for the key ethical and epistemological problems historians face
- the acquisition of an understanding of the nature of knowledge from a historical perspective, including the major theories, methodologies, and interpretive schools of the discipline of history
- the acquisition of knowledge of the history and interdependence of the regions and countries of the world, including the United States
- the acquisition of a sense of historical consciousness, an understanding of forces, ideas, events, movements, persons, and creative expressions of the past the acquisition of an enhanced understanding of diverse cultures and of shared human achievements

### II. Critical and Creative Thinking Skills

- the ability to critically analyze a variety of historical texts
- the ability to critically differentiate between primary and secondary sources
- the ability to connect the study of history to other disciplines
- the ability to critically formulate interpretations through syntheses of material from diverse texts, contexts and sources

### III. Technological Literacy

- the ability to search databases and resource systems in order to collect useful information
- the ability to communicate effectively using technology such as word processing, e-mail, the Internet, and quantitative analysis procedures

**Outcomes:** *(Continued)*

- the ability to evaluate critically the utility of a variety of technological systems and resources

IV. Effective Communication

- the ability to construct critical interpretations and analyses
- the ability to present ideas and conclusions in a variety of forms, e.g. (oral, written, and technological)
- the ability to interact respectfully with others who hold divergent historical and cultural perspectives
- the ability to work in groups to collect, analyze, synthesize, and present information

V. Ethical Responsibility

- an awareness of a variety of ethical issues that have impacted all human societies
- the ability to examine a variety of ethical issues from an awareness of past ideas and events
- the ability to engage diverse historical and contemporary perspectives sensitively

VI. Aesthetic Sensibility

- an awareness of the historicity of aesthetic standards and judgments
- the ability to examine the aesthetic qualities of works of literature and art in the proper historical and cultural contexts

VII. Ecological Perspective

- an awareness of the relationship between humans and the natural world
- an awareness of how human cultures have shaped ecologies and ecological frontiers, which have in turn affected human cultures
- an understanding of why and how humans have sought to alter the natural environment
- the ability to apply historical perspectives in assessing the ecological consequences of contemporary political and economic decisions



**Outcomes:** *(Continued)*

VIII. Culturally Diverse Perspectives

- the acquisition of knowledge about the origin and development of non-Western cultures
- an understanding of the legacy of colonialism on non-Western societies
- the ability to collaborate with others through service learning opportunities that cross ethnic, linguistic, gender, and disciplinary boundaries
- an understanding of the dynamic historical and contemporary relationships between indigenous and immigrant cultures in the United States.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Individualized Program

**Degree Type:** BA

### **Outcomes:**

All students enrolled in the Liberal Studies program are required to write a rationale for their learning goals. This rationale is then used as the basis for helping them select appropriate coursework to fulfill those goals. The rationale and program are reviewed by the academic advisor, the appropriate division chairs, and the assistant dean of the college to insure the coursework fulfills all the requirements for the degree.

- **Aesthetic Sensibility:** Learners will be able to recognize aesthetic frameworks and to apply that recognition in their analysis of contemporary issues. Mastery of this learning outcome is demonstrated through projects, papers and examinations in IDS 3300 and 3301.
- **Culturally Diverse Perspective:** Learners will be able to recognize cultural differences and to apply that recognition in their analysis of contemporary issues. Mastery of this learning outcome is demonstrated through projects, papers and examinations in IDS 3300 and 3301.
- **An Ecological Perspective:** Learners will be able to recognize ecological perspectives and to apply that recognition in their analysis of contemporary issues. Mastery of this learning outcome is demonstrated through projects and papers in IDS 3920.
- **Effective Communication:** Learners will be able to develop, organize and effectively present an analysis of contemporary issues in oral, written and technological forms. Mastery of this learning outcome is demonstrated through projects, papers and presentations in IDS 3300, 3301, 3303 and 4910.
- **Ethical Responsibility:** Learners will be able to recognize ethical positions and to apply that recognition in their analysis of contemporary issues. Mastery of this learning outcome is demonstrated through participation in service learning components of IDS 3300 and through projects and papers in IDS 3300 and 4910.
- **Information Literacy:** Learners will be able to locate, evaluate and employ information relevant to their analysis of contemporary issues. Mastery of this learning outcome is demonstrated through projects, papers and presentations in IDS 3300, 3301, 3303 and 4910.

**Outcomes:** *(Continued)*

- **Problem Solving Abilities:** Learners will be able to apply the perspectives of multiple disciplines in their analysis of contemporary issues. They will be able to employ critical, creative and systems thinking in their analysis of contemporary issues and will be able to recognize and solve problems in collaboration with others. Mastery of this learning outcome is demonstrated through presentations, discussions and group projects in IDS 3300 and 4910.
  
- **Technological Literacy:** Learners will be able to recognize the implications of technological choices and to apply that recognition in their analysis of contemporary issues. Mastery of this learning outcome is demonstrated through presentations, projects and papers in IDS 3303.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Marine Science

**Degree Type:** BA

### **Outcomes:**

#### *Collegium:*

Learners will be able to analyze contemporary issues and choose courses of action individually and in collaboration with people of diverse backgrounds and viewpoints.(IDS 3300, 3301, 3302, 3303, 3304, 3305, 4910)

#### *Concentration*

1. All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.
  - a. Students must demonstrate the ability to gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography, Oceanography; all Marine Science pathway electives; all Ecology pathway electives.
  - b. Students must demonstrate the ability to analyze information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography, Oceanography; Marine Science electives; Ecology pathway electives.
  - c. Students must demonstrate the ability to synthesize information via the formation of hypotheses, the use of numerical and statistical techniques, the use of simulation models, and the ability to apply a system approach. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography, Oceanography; Marine Science electives; Ecology pathway electives.
  - d. Students must demonstrate the ability to effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology.Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography, Oceanography; Marine Science electives; Ecology pathway electives.

**Outcomes:** *(Continued)*

2. Students must demonstrate a knowledge of the interaction between science and society.
  - a. Students must demonstrate an awareness the ethical aspects of science, their conduct as a scientist, and their conduct as a citizen. Courses: Scientific Process; all Ecology pathway electives
  - b. An ability to understand and participate in the development and implementation of public policy.Courses: Global Systems, Oceanography, Oceanography; Current Topics Seminar; all Marine Science electives; all Ecology pathway electives.
  - c. Students must demonstrate the ability to solve problems in individual and group settings and incorporating a diversity of values and approaches.Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography, Oceanography; all Marine Science electives; all Ecology pathway electives.
3. Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and the aesthetic considerations of that knowledge.
  - a. The origin of life on earth, and the mechanisms of evolution that shape that life, including an emphasis on natural selection.Courses: General Geology (prerequisite); General Biology II (prerequisite); Global Systems, Oceanography; numerous Ecology pathway electives; numerous Marine Science electives.
  - b. The origin of the earth and the processes that shape the globe, including an emphasis on plate tectonics.Courses: General Geology (prerequisite); Global Systems, Oceanography; all Marine Science electives.
  - c. The origin of the universe and the mechanisms that control it.Courses: General Geology (prerequisite); numerous Earth Systems pathway electives.
  - d. The structure and organization of biotic systems from cells through the biosphere. Including and emphasis on the organization and functions of the human organism. Courses: General Biology II (prerequisite); some Ecology pathway electives; some Marine Science electives.
4. Obtain a working knowledge of the major Earth systems (atmosphere, hydrosphere, geosphere, & biosphere) and their interaction through study of the geologic, oceanographic, and atmospheric sciences.Courses: Global Systems, Oceanography; all Marine Science electives.
5. Acquire an historical perspective of Earth change throughout the planet's 4.6 billion year history.Courses: Global Systems, Oceanography; all Marine Science electives.

**Outcomes:** *(Continued)*

6. Obtain a basic knowledge of the traditional scientific disciplines (i.e., biology, geology, chemistry, physics, and mathematics) and how they are employed in an interdisciplinary fashion to understand global environmental problems. Courses: Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.

7. The ability to function effectively in both laboratory and field settings. Courses: Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives; Senior Project Research & Presentation; Internship.

8. The ability to initiate and complete an independent scientific research project. Courses: Scientific Process; Senior Project Research & Presentation; Internship.

*Collegium*

Learners will develop and apply a liberal arts perspective, founded on a respect for human processes of knowing and informed by immediate local knowledge, historical understanding, and global awareness, to the analysis of contemporary issues. (IDS 4910)

*Concentration*

1. Students must demonstrate a knowledge of the interaction between science and society.
  - a. Students must demonstrate an awareness the ethical aspects of science, their conduct as a scientist, and their conduct as a citizen. Courses: Scientific Process; all Ecology pathway electives
  - b. An ability to understand and participate in the development and implementation of public policy. Courses: Global Systems, Oceanography; Current Topics Seminar; all Marine Science electives; all Ecology pathway electives.
  - c. Students must demonstrate the ability to solve problems in individual and group settings and incorporating a diversity of values and approaches. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.

*Collegium*

1. Learners will effectively assess their own performances on projects involving analysis of contemporary issues, collaboration with others, and presentation of ideas. (IDS 3300, 3301, 3302, 3303, 3304, 3305, 4910)

2. Learners will demonstrate their ability to work independently and to direct their own processes of learning. (IDS 4910)

## **Outcomes:** *(Continued)*

### *Concentration*

1. All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.
  - a. Students must demonstrate the ability to gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.
  - b. Students must demonstrate the ability to analyze information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.
  - c. Students must demonstrate the ability to synthesize information via the formation of hypotheses, the use of numerical and statistical techniques, the use of simulation models, and the ability to apply a system approach. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.
  - d. Students must demonstrate the ability to effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.
2. The ability to initiate and complete an independent scientific research project. Courses: Scientific Process; Senior Project Research & Presentation; Internship.

### *Collegium*

Learners will be able to recognize aesthetic frameworks and to apply that recognition in their analysis of contemporary issues. (IDS 3305)

### *Concentration*

1. Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and the aesthetic considerations of that knowledge.
  - a. The origin of life on earth, and the mechanisms of evolution that shape that life, including an emphasis on natural selection. Courses: General Geology (prerequisite); General Biology II (prerequisite); Global Systems, Oceanography; numerous Ecology pathway electives; numerous Marine Science electives.
  - b. The origin of the earth and the processes that shape the globe, including an emphasis on plate tectonics. Courses: General Geology (prerequisite); Global Systems, Oceanography; all Marine Science electives.

**Outcomes:** *(Continued)*

- c. The origin of the universe and the mechanisms that control it. Courses: General Geology (prerequisite); numerous Marine Science electives.
- d. The structure and organization of biotic systems from cells through the biosphere. Including and emphasis on the organization and functions of the human organism. Courses: General Biology II (prerequisite); some Ecology pathway electives; some Marine Science electives.

*Collegium*

Learners will be able to recognize cultural differences and to apply that recognition in their analysis of contemporary issues. (IDS 3301)

*Concentration*

1. Students must demonstrate a knowledge of the interaction between science and society.
  - a. Students must demonstrate the ability to solve problems in individual and group settings and incorporating a diversity of values and approaches. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.

*Collegium*

Learners will be able to recognize ecological perspectives and to apply that recognition in their analysis of contemporary issues. (IDS 3304)

*Concentration*

1. Students must demonstrate a knowledge of the interaction between science and society.
  - a. An ability to understand and participate in the development and implementation of public policy. Courses: Global Systems, Oceanography; Current Topics Seminar; all Marine Science electives; all Ecology pathway electives.
2. Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and the aesthetic considerations of that knowledge.
  - a. The origin of life on earth, and the mechanisms of evolution that shape that life, including an emphasis on natural selection. Courses: General Geology (prerequisite); General Biology II (prerequisite); Global Systems, Oceanography; numerous Ecology pathway electives; numerous Marine Science electives.
  - b. The origin of the earth and the processes that shape the globe, including an emphasis on plate tectonics. Courses: General Geology (prerequisite); Global Systems, Oceanography; all Marine Science electives.
  - c. The structure and organization of biotic systems from cells through the biosphere. Including and emphasis on the organization and functions of the human organism. Courses: General Biology II (prerequisite); some Ecology pathway electives; some Marine Science electives.



**Outcomes:** *(Continued)*

3. Obtain a working knowledge of the major Earth systems (atmosphere, hydrosphere, geosphere, & biosphere) and their interaction through study of the geologic, oceanographic, and atmospheric sciences. Courses: Global Systems, Oceanography; all Marine Science electives.
4. Acquire an historical perspective of Earth change throughout the planet's 4.6 billion year history. Courses: Global Systems, Oceanography; all Marine Science electives.
5. Obtain a basic knowledge of the traditional scientific disciplines (i.e., biology, geology, chemistry, physics, and mathematics) and how they are employed in an interdisciplinary fashion to understand global environmental problems. Courses: Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.
6. The ability to function effectively in both laboratory and field settings. Courses: Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives; Senior Project Research & Presentation; Internship.
7. The ability to initiate and complete an independent scientific research project. Courses: Scientific Process; Senior Project Research & Presentation; Internship.

*Collegium*

Learners will be able to develop, organize, and effectively present an analysis of a contemporary issue in oral, written, and technological forms. (IDS 3301, 3302, 3303, 3304, 3305, 4910)

*Concentration*

1. All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.
  - a. Students must demonstrate the ability to effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.

*Collegium*

Learners will be able to recognize ethical positions and to apply that recognition in their analysis of contemporary issues. (IDS 4910)

*Concentration*

1. Students must demonstrate a knowledge of the interaction between science and society.
  - a. Students must demonstrate an awareness the ethical aspects of science, their conduct as a scientist, and their conduct as a citizen. Courses: Scientific Process; all Ecology pathway electives; Some Marine Science electives.

**Outcomes:** *(Continued)*

*Collegium*

Learners will be able to locate, evaluate, and employ information relevant to their analysis of contemporary issues. (IDS 3301, 3302, 3303, 3304, 3305, 4910)

*Concentration*

1. All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.

- a. Students must demonstrate the ability to gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.
- b. Students must demonstrate the ability to analyze information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.

*Collegium*

1. Learners will be able to apply the perspectives of multiple disciplines to their analysis of contemporary issues. (IDS 4910)

2. Learners will be able to employ critical, creative, and systems thinking in their analysis of contemporary issues. (IDS 3301, 3302, 3303, 3304, 3305, 4910)

3. Learners will be able to recognize and solve problems in collaboration with others. (IDS 3301, 3302, 3303, 3304, 3305, 4910)

*Concentration*

1. All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.

- a. Students must demonstrate the ability to gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.
- b. Students must demonstrate the ability to analyze information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.

**Outcomes:** *(Continued)*

- c. Students must demonstrate the ability to synthesize information via the formation of hypotheses, the use of numerical and statistical techniques, the use of simulation models, and the ability to apply a system approach. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.
  - d. Students must demonstrate the ability to effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.
2. The ability to initiate and complete an independent scientific research project. Courses: Scientific Process; Senior Project Research & Presentation; Internship.

*Collegium*

1. Learners will be able to recognize the implications of technological choices, and to apply that recognition in their analysis of contemporary issues. (IDS 3303)
2. Learners will be able to employ appropriate technological tools in their analysis of contemporary issues. (IDS 3301, 3302, 3303, 3304, 3305, 4910)

*Concentration*

1. All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.
  - a. Students must demonstrate the ability to gather and critically evaluate information including library research skills, experimental design in laboratory or field settings, and the use of technology for gathering information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.
  - b. Students must demonstrate the ability to analyze information. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.
  - c. Students must demonstrate the ability to synthesize information via the formation of hypotheses, the use of numerical and statistical techniques, the use of simulation models, and the ability to apply a system approach. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.
  - d. Students must demonstrate the ability to effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; Marine Science electives; Ecology pathway electives.

**Outcomes:** *(Continued)*

2. Obtain a basic knowledge of the traditional scientific disciplines (i.e., biology, geology, chemistry, physics, and mathematics) and how they are employed in an interdisciplinary fashion to understand global environmental problems. Courses: Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.

3. The ability to function effectively in both laboratory and field settings. Courses: Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives; Senior Project Research & Presentation; Internship.

*Collegium*

Learners will understand the concept of community, recognize the needs and interests that form and disrupt communities, and apply that knowledge in their analysis of contemporary issues. (IDS 3302)

*Concentration*

1. Students must demonstrate a knowledge of the interaction between science and society.
  - a. Students must demonstrate an awareness the ethical aspects of science, their conduct as a scientist, and their conduct as a citizen. Courses: Scientific Process; all Ecology pathway electives
  - b. An ability to understand and participate in the development and implementation of public policy. Courses: Global Systems, Oceanography; Current Topics Seminar; all Marine Science electives; all Ecology pathway electives.
  - c. Students must demonstrate the ability to solve problems in individual and group settings and incorporating a diversity of values and approaches. Courses: Scientific Process; Current Topics; Senior Project Research & Presentation; Internship; Global Systems, Oceanography; all Marine Science electives; all Ecology pathway electives.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Mathematics

**Degree Type:** BA

### **Outcomes:**

The mathematics concentration aims to develop rigorous habits of thought and analytical skills in students, and to prepare students for a career in which critical thinking and symbolic modeling and analysis of processes are a central feature. Students will receive a broad training in the major areas of mathematics, and receive guidance in preparing themselves specially for their chosen career paths, whether that is graduate school in the discipline, post-graduate professional studies, a mathematics-related profession, or teaching in the K-12 system. Students will gain an appreciation and understanding of the role of mathematics in society, and the skills needed to study mathematics independently as a lifelong pursuit and recreation.

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Arts & Sciences

**Program:** Psychology

**Degree Type:** BA

**Outcomes:**

The increasingly complex challenges of the 21st century call for university graduates who can think creatively and critically and who can communicate effectively. The fundamental mission of undergraduate education in psychology recognizes the importance of lifelong learning, and advancing psychology as a science and as a means of promoting human welfare. Understanding of the empirical bases of psychology promotes the development of informed consumers and evaluators of psychological information. Students in the Psychology Concentration develop skills that enhance their ability to understand the scientific method, ethical considerations in applied and basic research, and recognition of ethnic, cultural, social, and gender diversity.

Within the context provided by the General Education Program and the Liberal Studies Core, the Psychology concentration will foster:

**Specific Learning Outcomes for the Psychology Concentration**

Students who complete the Psychology Concentration of the Liberal Studies program will demonstrate significant progress towards the following learning outcomes.

*Specific Content Knowledge Discipline*

- Understanding of the biological, developmental and social basis of behavior.
- Understanding of the schools of thought, origins and historical contexts of contemporary psychology.
- Evaluating research methods (quantitative, qualitative and archival), research designs (experimental, correlational, and observational), statistics and psychometric properties.
- Understanding of applications of psychological science to clinical, community, social; and organizational settings.
- Understanding of the relationship between psychological science and that of the other natural and social sciences.

**Outcomes:** *(Continued)*

*Culturally Diverse Perspective*

- Understanding the ethnic, cultural and social diversity of human behavior and experience and appreciating the opportunities for science and social interaction that such differences provide.
- Understanding how the study of psychology enables individuals to contribute to making their community a better place.

*Ecological Perspective*

- Understanding of human behavior and well being in relation to social and physical environments.
- Understanding of environmental/behavioral relationships as integral units.
- Understanding of the reciprocal relationships between humans and the built and natural environments.
- Understanding of the systematic and reciprocal interrelationships between the social and physical environments and the human experience.

*Effective Communication*

- Ability to express thoughts, knowledge and research, through both speech and writing.
- Ability to proficiently use APA writing style.
- Ability to collaborate with others.
- Ability to defend ideas concisely and objectively yet still recognize the possibility of alternate explanations.

*Ethical Responsibility*

- Understanding of ethical mandates and legal issues affecting research participants and clients.
- Knowledge of APA's ethical guidelines concerning human and animal research.

*Information Literacy*

- Ability to locate information competently through the use of traditional and electronic literature and research inquiries.
- Ability to analyze, synthesize and apply information from a variety of sources.

**Outcomes:** *(Continued)*

*Problem Solving Abilities*

- Development of critical thinking skills to analyze and interpret information.
- Development of skills necessary for effective and creative thinking and the application of these skills outside of the classroom setting.
- Ability to determine scientifically based research from pseudoscience.
- Understanding of empirical reasoning.

*Technological Literacy*

- Ability to utilize technology to acquire knowledge.
- Ability to effectively utilize technology for communication purposes.
- Ability to critically evaluate the scientific integrity of information acquired through the use of technology.



# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Social Sciences

**Degree Type:** BA

### **Outcomes:**

The Social Sciences program strives to achieve the following Learning Outcomes for students in our program.

#### *Holistic Understanding*

- We educate students to combine the insights of multiple disciplines and multiple theoretical frameworks within and across these disciplines in order grasp the complexity of social reality. This capacity will allow students to make better sense of the world; in particular, it will allow them to develop significant insights into the topics and issues that are of interest to them.
- We also recognize the utility of combining the insights of the social sciences with the approaches of disciplines outside of the social sciences.

These combinations offer students opportunities to pursue holistic understanding in the context of their guided electives.

#### *Conduct Social Research*

- We educate students to conduct social research by using theoretical understandings of the social sciences to formulate research questions and strategies.
- We also provide basic skills in research design, data collection, data analysis, and presentation of findings.
- We emphasize the acquisition of both qualitative and quantitative research skills.
- We also recognize that research is a fundamental enterprise of disciplines outside of the social sciences. By means of their guided electives, students can further enhance their ability to conduct social research through exposure to and participation in these other research enterprises.

#### *Respond Effectively to Social Issues*

- We recognize the obvious: society is continuously changing. Based on this recognition, we educate students to be effective participants in processes of social change. Effective participation has both intellectual and pragmatic dimensions: Intellectually, students are able to insightfully analyze issues of significance to them. In exercising this ability, students draw on their ability to articulate holistic understanding and conduct social research. Pragmatically, we educate students to effectively participate in organizational settings where issues of significance to them are considered and acted upon. In these settings, students learn how to analyze the way in which particular organizational settings work. They also learn

**Outcomes:** *(Continued)*

how to analyze their own conduct within these settings. We recognize that responding to social of this learning outcome, students can further enhance their abilities in these areas issues is an activity that occurs across the disciplines and throughout society. Through guided electives choices that focus on both the intellectual and pragmatic aspects.

*Development of Discipline-Specific Abilities*

- These abilities will vary from one discipline to the next. For more specific discussion of these abilities, visit the different discipline sites.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Spanish

**Degree Type:** BA

**Outcomes:**

Communication: *ability to communicate in the Spanish language*

A. Interpersonal communication

1. Students demonstrate ability to converse effectively in a culturally appropriate manner between individuals in personal contact.
2. Students demonstrate ability to write effectively in a culturally appropriate manner between individuals in personal contact.

B. Interpretation

1. Students demonstrate ability to effectively understand and interpret real written language in formal and informal settings.
2. Students demonstrate ability to effectively understand and interpret real spoken language in formal and informal settings

C. Presentation

1. Students demonstrate ability to effectively present information, concepts and ideas in oral form using formal styles.
2. Students demonstrate ability to effectively present information, concepts and ideas in written form using formal styles.

Cultures: *Gain knowledge and understanding of Spanish-speaking cultures and groups.*

A. Relationship between practices and perspectives: Students demonstrate an understanding of the ideas and attitudes of Spanish-speaking groups or societies.

B. Relationship between the products and perspectives: Students demonstrate ability to understand how the products of Spanish-speaking cultures reflect perspectives of those cultures.

Connections: *Connect with other disciplines and acquire information*

A. Interdisciplinarity: Students demonstrate ability to connect the knowledge acquired in the Spanish-program courses with other disciplines and vice versa.

B. Diverse sources of information

1. Students are able to examine sources of information available to native speakers of Spanish and analyze the different perspectives of information given in different cultures including their own.

**Outcomes:** *(Continued)*

2. Students show ability to effectively use technology to access current and authentic materials for this purpose.

*Communities: Participate in multilingual communities at home and around the world*

A. Use of the language

1. Students demonstrate the use of the Spanish language with their college classmates.
2. Students demonstrate the use of the Spanish language with Spanish-speaking groups in their communities and abroad.

- B. Lifelong learners: Students demonstrate that the use of the language and cultural skills are used beyond traditional classroom settings.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Arts & Sciences

**Program:** Theatre

**Degree Type:** BA

### **Outcomes:**

Students who complete the Theatre Major in the Liberal Studies program will demonstrate significant progress toward the following learning outcomes:

#### *1. Discipline Specific Content Knowledge and Skills*

- in-depth understanding of theatre history
- awareness of plays and playwrights from the beginnings of Western theatre to the present
- awareness of plays and playwrights from diverse cultural traditions
- in-depth understanding of Stanislavski-based acting tradition and awareness of contemporary acting techniques
- awareness of the principles of lighting, set, costume and prop design
- ability to perform for live audience
- awareness of play directing theory
- ability to use the voice and body effectively in performance

#### *2. Critical and Creative Thinking Skills*

- the ability to analyze a variety of dramatic texts
- ability to analyze and critique acting, directing and production skills
- ability to self-assess
- ability to direct or design a theatrical work

#### *3. Effective Communication*

- the ability to write coherently and persuasively
- the ability to speak effectively

**Outcomes:** *(Continued)*

- the ability to make effective presentations

4. *Information and Technological Literacy*

- the ability to use a variety of research tools
- the ability to communicate using word processing, email and Internet

5. *Ethical Responsibility*

- the ability to analyze a variety of ethical issues
- the ability to consider diverse perspectives

6. *Aesthetic Sensibility*

- awareness of the frameworks that create theatrical performances, literature and designs
- awareness of the values which shape appreciation of theatrical performances, literature and designs
- ability to critically examine theatrical works and develop personal preferences

7. *Culturally Diverse Perspective*

- awareness of the diversity of: culture, gender, ethnicity, economic status, sexual orientation, intellectual and disciplinary approaches in theatre work
- ability to work collaboratively with diverse people, ideas and values

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Accounting

**Degree Type:** MS

### **Outcomes:**

*Mission:* We will develop professional accountants possessing technological skills to become productive members of decision making teams, with the ability to meet the needs of stakeholders in a high-tech, global environment. We achieve this by emphasizing the development of accounting skills within a business context and through the integration of technology skills throughout the accounting curriculum.

Demonstrate excellence in critical thinking, problem -solving, analysis and strategic planning.

- To provide students with current and in-depth knowledge of professional accounting standard and theories and their application within the context of business processes.
- To help students understand the need to present reliable and relevant information to users in a style and manner that facilitates understanding and that focuses attention on critical issues and key facts.

Demonstrate effective use of a variety of communication skills and modalities.

- To improve students' writing, speaking and listening skills so that they can effectively communicate and interact with clients, coworkers, government agencies and other business information users.

Exhibit professional and technical expertise consistent with discipline and/or content area specific accrediting or licensing bodies.

- To develop students' life-long learning skills through the application of analytical tools to define, develop and use information.

Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.

1. To explore the evolution of accounting, auditing and tax rules and procedures and to help students understand how economic conditions, historical events and social pressures influence differing sets of rules in diverse environments.
2. To prepare students to be effective members of cross-disciplinary, and culturally diverse business teams

**Outcomes:** *(Continued)*

Demonstrate capacity for continued learning, growth, and scholarly activity in their respective disciplines and field of study

- To acquaint students with the latest and most effective use of technology, both for professional practice and as a life-long learning tool.

*Ethical Framework:* In their leadership role, understand that organizations operate within a global environment with a responsibility to their stakeholders to consider the organizations' impact on legal, ethical, social and environmental issues.



# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Accounting

**Degree Type:** BS

### **Outcomes:**

*Mission:* We will develop professional accountants possessing technological skills to become productive members of decision making teams, with the ability to meet the needs of stakeholders in a high-tech, global environment. We achieve this by emphasizing the development of accounting skills within a business context and through the integration of technology skills throughout the accounting curriculum.

- To provide students with current and in-depth knowledge of professional accounting standard and theories and their application within the context of business processes.

*Goal 1 - Aesthetic Sensibility:* Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.

- To help students understand the need to present reliable and relevant information to users in a style and manner that facilitates understanding and that focuses attention on critical issues and key facts.

*Goal 2 – A Culturally Diverse Perspective:* Know and understand the diversity of the local and global communities, including cultural, social, political and economic differences. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual-orientation and intellectual/disciplinary approaches. Participation in collaborative projects requiring productive interaction with culturally-diverse people, ideas and values.

- To explore the evolution of accounting, auditing and tax rules and procedures and to help students understand how economic conditions, historical events and social pressures influence differing sets of rules in diverse environments.
- To prepare students to be effective members of cross-disciplinary, and culturally diverse business teams.

*Goal 3 – An Ecological Perspective:* Know the issues related to economic, social and ecological sustainability. Analyze and evaluate ecological issues locally and globally.

**Outcomes:** *(Continued)*

Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

- To acquaint students with the proper accounting and auditing procedures related to environmental accounting.

*Goal 4 – Effective Communication:* Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking and listening skills. Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques. Participate in collaborative projects requiring effective communications among team members.

- To improve students' writing, speaking and listening skills so that they can effectively communicate and interact with clients, coworkers, government agencies and other business information users.

*Goal 5 – Ethical Responsibility:* Know and understand the key ethical issues related to a variety of disciplines and professions. Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts. Participate in collaborative projects requiring ethical analysis and/or decision-making.

- To enhance students' professional integrity and make them aware of the ethical and social responsibilities of accounting professionals.

*Goal 6 – Information Literacy:* Identify and locate multiple sources of information using a variety of methods. Analyze and evaluate information within a variety of disciplinary and professional contexts. Participate in collaborative analysis and/or application of information resources.

- To develop students' life-long learning skills through the application of analytical tools to define, develop and use information.

*Goal 7 – Problem Solving Abilities:* Understand the multi-disciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.

- To develop students' abilities to analyze data and to integrate knowledge in decision-making frameworks.

*Goal 8 – Technological Literacy:* Develop knowledge of modern technology. Collaborate with others using technology tools.

- To acquaint students with the latest and most efficient use of technology, both for professional practice and as a life-long learning tool.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Business Administration

**Degree Type:** MBA

### **Outcomes:**

*University Student Learning Outcomes (Graduates will:)*

- 1.1-Demonstrate excellence in critical thinking, problem-solving, analysis and strategic planning.
- 1.2- Demonstrate effective use of a variety of communication skills and modalities.
- 1.3 - Exhibit professional and technical expertise consistent with discipline and/or content area specific accrediting or licensing bodies.
- 1.4- Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.
- 1.5- Demonstrate capacity for continued learning, growth, and scholarly activity in their respective disciplines and fields of study.

*College Core Competencies (Graduates will):*

- 2.1 Creative and Analytical Thinking: be able to link data, knowledge and insight to make quality strategic decisions on a timely basis.
- 2.2 Communication Skills: in their leadership position, be able to give and exchange information within meaningful contexts and with appropriate delivery and inter-personal skills.
- 2.3 Systems Orientation: understand the inter-related nature of the various functional areas of organizations and the information needs and flows of the organizations. They will also be able to lead and to adapt to changes in the internal and external environments.
- 2.4 Teamwork and Interpersonal Skills: be able to work with others in diverse and cross-functional environments, and to lead as the need arises.
- 2.5 Technological Proficiency: be able to use technology to facilitate life-long learning, to enhance leadership development, and to add value to stakeholders, customers and employers.

**Outcomes:** *(Continued)*

2.6 Diverse Environment of Business: have a broad perspective of the diverse environment of business and of the issues and challenges encountered by profit and not-for-profit entities, entrepreneurial enterprises and business functioning in a global economic environment.

*AACSB Basic Skills: Prior Experience and Education or as part of MBA*

3.1 Quantitative Analysis

3.2 Written and Oral Communication

3.3 Computer Usage

*AACSB Perspectives*

4.1 Ethical Issues

4.2 Legal and Regulatory Issues

4.3 Political and Social Issues

4.4 Demographic Issues

4.5 Technological Issues

4.6 Global Issues -- Environmental Issues

*AACSB Core Areas*

5.1 Creation of Goods and Services

5.2 Distribution of Goods and Services

5.3 Financial Reporting

5.4 Financial Analysis

5.5 Markets

5.6 Human Behavior in Organizations

5.7 Domestic and Global Organizational Issues

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Computer Information Systems

**Degree Type:** BS

### **Outcomes:**

Students completing the BS in CIS will be prepared for positions in the information technology (IT) field. They will be equipped with the following perspectives:

**Aesthetic Sensibility:** know and understand the variety of aesthetic frameworks; analyze and evaluate aesthetic principles at work; and collaborate in projects involving aesthetic awareness and/or analysis.

- 1a. Understand user interfaces and design. [CGS 1100; ISM 3010]

**Culturally Diverse Perspective:** know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values.

- 1b. Develop IT business opportunities and frame business challenges within a multicultural/global perspective. [ISM 3010; Second Circle Model activities.]

**Ecological Perspective:** know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; and participate in ecological/ environmental projects

- 1c. Understand sustainability issues involved in the information systems function and business decision-making. [ISM 3010]

**Effective Communication:** know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.

- 1d. Communicate effectively using oral, written and media skills. [ISM 3010, 3113, 4332]

**Ethical Responsibility:** know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions.

- 1e. Recognize IT security and ethical issues affecting the business information systems function. [CGS 1100; ISM 3010, 3220, 3232, 4331, 4332; QMB 3200]

**Outcomes:** *(Continued)*

**Information Literacy:** identify and locate sources of information; analyze and evaluate information in variety of contexts; and participate in collaborative analysis/application of information.

- 1f. Evaluate and employ IT to solve information-related problems. [ISM 3010, 3113, 3212, 3220, 3232, 4331, 4332]

**Problem-Solving Abilities:** Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems.

- 1g. Use multiple paradigms and frameworks to understand organizational processes and design appropriate information systems solutions. [ISM 3010, 3113, 3212, 3220, 3230, 3141, 3232, 4331, 4332; MAN 3504; QMB 3200]

**Technological Literacy:** Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.

- 1h. Apply hardware and software tools to create solutions to information problems, including programming, database, communication and networking. [ISM 3010, 3113, 3141, 3212, 3220, 3230, 3232, 4331, 4332]

**Community Awareness and Involvement:** Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects

- 1i. Community awareness and involvement in local information-based service entities. [ISM 3113, 3142, 4332]

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Business

**Program:** Computer Information Systems    **Degree Type:** MS

**Outcomes:**

1. Students completing the MS in CIS will be prepared for leadership positions in the information technology field. They will be equipped with the following foundations and perspectives:

- Demonstrate excellence in critical thinking, problem-solving, analysis and strategic planning.

1a. Use multiple paradigms and frameworks to understand organizational processes and design appropriate information systems solutions. [ISM 6021\*, 6155, 6121, 6239, 6217, 6231, 6122, 6316, QMB 6305]

- Demonstrate effective use of a variety of communication skills and modalities.

1b. Communicate effectively using oral, written and media skills. [ISM 6021\*, 6121, 6231, 6155]

- Exhibit professional and technical expertise consistent with discipline and/or content area specific accrediting or licensing bodies.

1c. Evaluate and employ IT to solve information related problems. [ISM 6021\*, 6121, 6217, 6231, 6122, 6316, 6155]

- Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.

1d. Community awareness and involvement in local information-based service entities. [ISM 6121, 6316]

- Demonstrate capacity for continued learning, growth, and scholarly activity in their respective disciplines and fields of study.

1e. Apply hardware and software tools to create solutions to information problems, including programming, database, and networking. [ISM 6021, 6121, 6122, 6217, 6239, 6231, 6316, 6155]

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Computer Science

**Degree Type:** BS

### **Outcomes:**

#### Discipline Specific Knowledge

1. An understanding of programming methodology, algorithms, and data structures
2. An understanding of important programming paradigms such as object oriented programming, procedural programming, and key hardware paradigms such as structured design
3. An understanding of digital logic circuits
4. An understanding of sequential and parallel computer architecture and microarchitecture
5. An understanding of operating system software
6. An awareness of the variety of information resource systems in computer science
7. An understanding of biological (wetware) systems
8. An understanding of networking systems

#### Design and Analysis Skills

1. The ability to design hardware and software systems from a set of cost/performance specifications.
2. The ability to test the performance of systems
3. The ability to conduct supervised research in computer science and engage in new approaches to specific design problems

#### Discipline Specific Content Knowledge

1. The ability to design, analyze and document hardware and software systems (All courses).
2. An understanding of programming methodology, programming abstractions, algorithms, important programming paradigms, software engineering, and operating systems (CEN 2001, COP 2002, COP 2532, COP 2550, COT 3400, CEN 3031, and COP 4610).
3. An understanding of digital logic, digital systems, computer organization, and computer architecture (CDA 3200, CDA 3104, CDA 4150).
4. An understanding of the computations performed by biological systems, and the implications of these computations in the design of advanced computing (CAP 3611).
5. The ability to complete and document an integrated computer science project of substantial scope (COP 4906 – Senior Project).
6. An awareness of the resources available to computer scientists both in print and on-line form (All courses).



7. The ability to work in groups in order to collect, analyze, and synthesize computing systems (All courses).

*Aesthetic Sensibility:* know and understand the variety of aesthetic frameworks; analyze and evaluate aesthetic principles at work; and collaborate in projects involving aesthetics awareness and/or analysis.

#### Discipline Specific Knowledge

1. An understanding of important programming paradigms such as object oriented programming, procedural programming, and key hardware paradigms such as structured design.

*Culturally Diverse Perspective:* know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values.

#### Effective Communication

1. The ability to present material serving diverse purposes in a variety of forms (oral, written, and technological)
2. The ability to interact respectfully with other who hold divergent perspectives
3. The ability to work in groups in order to collect, analyze, and synthesize information

#### Ethical Responsibility

1. The ability to rationally consider diverse perspectives on a given issue

*Effective Communication:* know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.

#### Effective Communication

1. The ability to compose specific technical documents such as executive summaries, system specifications, users manuals, cost/performance analysis documents, test results documents, and progress reports
2. The ability to present material serving diverse purposes in a variety of forms (oral, written, and technological)
3. The ability to interact respectfully with others who hold divergent perspectives
4. The ability to work in groups in order to collect, analyze, and synthesize information

*Ethical Responsibility:* know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions

#### Ethical Responsibility

1. An awareness of the ethical issues associated with a given technology, and the impact of that technology on contemporary society

2. The ability to rationally consider diverse perspectives on a given issue

Information Literacy: identify and locate sources of information; analyze and evaluate information in variety of contexts; and participate in collaborative analysis/application of information

#### Discipline Specific Knowledge

1. An awareness of the variety of information resource systems in computer science

#### Design and Analysis Skills

1. The ability to conduct supervised research in computer science and engage in new approaches to specific design problems

#### Technological Literacy

1. The ability to search databases and resource systems in order to collect useful information
2. The ability to communicate using technology (word processing, email, Web, etc.)
3. The ability to evaluate the usefulness of a variety of technological systems and resources

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Business Administration

**Degree Type:** EMBA

### **Outcomes:**

University Student Learning Outcomes (Graduates will:)

- 1.1-Demonstrate excellence in critical thinking, problem-solving, analysis and strategic planning.
- 1.2- Demonstrate effective use of a variety of communication skills and modalities.
- 1.3 - Exhibit professional and technical expertise consistent with discipline and/or content area specific accrediting or licensing bodies.
- 1.4- Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.
- 1.5- Demonstrate capacity for continued learning, growth, and scholarly activity in their respective disciplines and fields of study.

College Core Competencies (Graduates will:)

- 2.1 Creative and Analytical Thinking: be able to link data, knowledge and insight to make quality strategic decisions on a timely basis.
- 2.2 Communication Skills: in their leadership position, be able to give and exchange information within meaningful contexts and with appropriate delivery and inter-personal skills.
- 2.3 Systems Orientation: understand the inter-related nature of the various functional areas of organizations and the information needs and flows of the organizations. They will also be able to lead and to adapt to changes in the internal and external environments.
- 2.4 Teamwork and Interpersonal Skills: be able to work with others in diverse and cross-functional environments, and to lead as the need arises.
- 2.5 Technological Proficiency: be able to use technology to facilitate life-long learning, to enhance leadership development, and to add value to stakeholders, customers and employers.

**Outcomes:** *(Continued)*

- 2.6 Diverse Environment of Business: have a broad perspective of the diverse environment of business and of the issues and challenges encountered by profit and not-for-profit entities, entrepreneurial enterprises and business functioning in a global economic environment.

AACSB Basic Skills: Prior Experience and Education or as part of MBA

- 3.1 Quantitative Analysis
- 3.2 Written and Oral Communication
- 3.3 Computer Usage

AACSB Perspectives

- 4.1 Ethical Issues
- 4.2 Legal and Regulatory Issues
- 4.3 Political and Social Issues
- 4.4 Demographic Issues
- 4.5 Technological Issues
- 4.6 Global Issues -- Environmental Issues

AACSB Core Areas

- 5.1 Creation of Goods and Services
- 5.2 Distribution of Goods and Services
- 5.3 Financial Reporting
- 5.4 Financial Analysis
- 5.5 Markets
- 5.6 Human Behavior in Organizations
- 5.7 Domestic and Global Organizational Issues

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Finance

**Degree Type:** BS

### **Outcomes:**

*Mission:* The Department of Finance will develop finance professionals, and non-finance majors, possessing the appropriate analytical and technological skills to become productive members of decision-making teams. We will achieve this by emphasizing the development of finance skills within a business context integrating technology and global financial markets throughout the finance curriculum.

- To provide students with current and in-depth knowledge of financial techniques and theories and their application within the context of business processes.
- To help students understand the need to present reliable and relevant financial information to users in a style and manner that facilitates understanding and that focuses attention on critical issues and key facts.
- Provide students with a basic knowledge and understanding about how economic conditions, historical events and social pressures influence differing sets of rules in diverse environments.
- To prepare students to be effective members of cross-disciplinary, and culturally diverse business teams.
- To acquaint students with the impact that financial decisions may have on the environment.
- To improve students' writing, speaking and listening skills so that they can effectively communicate and interact with clients, coworkers, government agencies and other business information users.
- To enhance students' professional integrity and make them aware of the ethical and social responsibilities of finance professionals,
- To develop students' life-long learning skills through the application of analytical tools to define, develop and use information.
- To develop students' abilities to analyze data and to integrate knowledge in decision-making frameworks.
- To acquaint students with the latest and most efficient use of technology, both for professional practice and as a life-long learning tool.
- To provide students with an understanding of the political, economic, and social environment within which businesses operate.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Business

**Program:** Management

**Degree Type:** BS

### **Outcomes:**

Students completing the BS in Management will be experienced in the state-of-the-art management decision-making tools and methods and be prepared for and find employment in lower to mid-level management positions, including involvement in entrepreneurial activities. Graduates from the undergraduate Management Program will be equipped with the following perspectives:

**Aesthetic Sensibility:** know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.

- 1a. Understand the aesthetic issues related to the management of organizations.[MAN 3503; 4232; 4333]

**Culturally Diverse Perspective:** know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values.

- 1b. Understand the effects of cross-cultural differences on the practice of management and frame business challenges within a multicultural/global perspective. [MAN 3503; 3613; 4156; 4721; 4804; Second Circle Model activities.]

**Ecological Perspective:** know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; participate in ecological/ environmental projects

- 1c. Understand sustainability issues involved in the management function and business decision-making and the effect of ecological issues on the practice of management in the domestic and global environment.[MAN 4156; 4203; 4232; 4841]

**Effective Communication:** know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.

- 1d. Develop and effectively utilize multi-sensual communication skills using oral, written and media.[MAN 3023; 3400; 3506; 3613; 4156; 4203; 4232; 4333; 4403; 4461; 4713; 4721; 4804; 4841]

**Outcomes:** *(Continued)*

**Ethical Responsibility:** know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions.

- 1e. Recognize ethical issues affecting the management function and the ethical implications of management decisions and actions.[ MANAGEMENT set]

**Information Literacy:** identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information.

- 1f. Be able to locate, gather, evaluate and employ management information system to obtain and analyze data needed from diverse sources to solve management related problems.[Management set]

**Problem-Solving Abilities:** Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems.

- 1g. Use multiple paradigms and frameworks to understand organizational processes, synthesize diverse information and design appropriate management solutions.[Management set ]

**Technological Literacy:** Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.

- 1h. Apply hardware and software tools to create solutions to management problems, including multimedia; database, spreadsheets; communication, web pages and media.[Management set]

**Community Awareness and Involvement:** Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects.

- 1i. Know and understand the major issues that affect the community; and become involved in developing effective solutions and strategies.[GEB 4890; MAN 4802; 4804; 4930]

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Business

**Program:** Marketing

**Degree Type:** BS

**Outcomes:**

Students completing the BS in Marketing will be experienced in the state-of-the-art marketing tools and methods and be prepared for and find employment in lower to mid-level positions in marketing related endeavors, including involvement in entrepreneurial activities related to the field of marketing. Graduates from the undergraduate Marketing Program will be equipped with the following perspectives:

*Aesthetic Sensibility:* know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.

- 1a. Understand the aesthetic issues related to marketing.[MAR 3503; MAR 4232; MAR 4333]

*Culturally Diverse Perspective:* know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values.

- 1b. Understand the effects of cross-cultural differences on the practice of marketing and develop marketing business opportunities and frame business challenges within a multicultural/global perspective. [MAR 3503; MAR 3613; MAR 4156; MAR 4721; MAR 4804; Second Circle Model activities.]

*Ecological Perspective:* know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; participate in ecological/ environmental projects

- 1c. Understand sustainability issues involved in the marketing function and business decision-making and the effect of ecological issues on the practice of marketing in the domestic and global environment.[MAR 4156; MAR 4203; MAR 4232; MAR 4841]

*Effective Communication:* know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.

- 1d. Develop and effectively utilize multi-sensual communication skills using oral, written and media.[ MAR 3023; MAR 3400; MAR 3503; MAR 3613; MAR 4156; MAR 4203; MAR 4232; MAR 4333; MAR 4403; MAR 4645; MAR 4713; MAR 4721; MAR 4804; MAR 4841]



**Outcomes:** *(Continued)*

*Ethical Responsibility:* know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions.

- 1e. Recognize ethical issues affecting the marketing function and the implications of marketing related decisions and actions.[ MARKETING set]

*Information Literacy:* identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information.

- 1f. Be able to locate, gather, evaluate and employ marketing information system to obtain and analyze data needed from diverse sources to solve marketing related problems.[Marketing set]

*Problem-Solving Abilities:* Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems.

- 1g. Use multiple paradigms and frameworks to understand organizational processes, synthesize diverse information and design appropriate marketing solutions.[Marketing set ]

*Technological Literacy:* Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.

- 1h. Apply hardware and software tools to create solutions to marketing problems, including multimedia; story-boards; database, communication, web pages and media.[Marketing set]

*Community Awareness and Involvement:* Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects.

- 1i. Know and understand the major issues that affect the community; and become involved in developing effective solutions and strategies.[MAR 4804]

# **Florida Gulf Coast University**

## **Program Specific Learning Outcomes**

**College:** Education

**Program:** Counseling

**Degree Type:** M.A.-M.Ed.

**Outcomes:**

Outcomes for College of Education's Counseling program:

1. Students will thoroughly understand their profession and their role as defined by it.
2. Students will learn to plan and coordinate student development and/or counseling services for children, adolescents, and adults.
3. Students will learn to provide educational, career, personal, social, mental health counseling or student development services to children, adolescents, and adults.
4. Students will learn to consult with other professionals, families, and community agencies regarding appropriate student development and/or counseling services for children, adolescents, and adults.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Education

**Program:** Curriculum & Instruction

**Degree Type:** M.A. - M.Ed.

### **Outcomes:**

#### *Outcomes for College of Education's Environmental Education Concentration:*

- Demonstrate an historical and philosophical understanding of the field
- Developing a sense of place in the environment, and human relationship therein
- Demonstrate the ability to critically review and discuss the primary literature related to environmental education
- Investigate the roles of science, social science, education, and policy in addressing interrelated environmental, economic, and social issues
- Investigate the environmental, economic, and social bases of sustainability
- Develop an ethical and moral understanding about human impact on the environment
- Demonstrate ability to conduct original research in the field of environmental education
- Integrate across the awareness to action model for environmental education
- Demonstrate knowledge of environmental education pedagogy
- Develop an understanding of Resource use
- Broaden knowledge of local ecosystems

#### *Outcomes for College of Education's English Education Concentration:*

- experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education
- use the English language arts to help students become familiar with their own and others' cultures;
- Demonstrate the ability to critically review and discuss the primary literature related to English Education

**Outcomes:** *(Continued)*

- engage in reflective practice and pursue continued professional growth and collaboration with colleagues;
- demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
- demonstrate how to respond to and interpret what is read in different ways;
- Demonstrate ability to conduct original research in the field of English Education
- Demonstrate knowledge and understanding of literature written specifically for older children and young adults
- demonstrate how to discover and create meaning from texts
- Demonstrate knowledge of English education pedagogy
- Demonstrate knowledge and understanding of different composing processes
- Demonstrate knowledge and understanding of reading processes

*Outcomes for College of Education's Educational Technology Concentration:*

- Demonstrate ability to conduct original research in the field of Educational Technology
- Demonstrate knowledge of Educational Technology pedagogy
- Demonstrate interdisciplinary competence in theory, curriculum development & the application of research in secondary education;
- Apply knowledge of how individuals learn;
- Create learning environments that promote positive social interaction, active engagement in learning, and self-motivation
- Demonstrate different learning approaches that are equitable and adaptable to the needs of diverse learners;
- Plan and employ a variety of learning strategies for development of critical thinking, problem solving decision-making & performance skills;
- Demonstrate effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation to foster learning;
- Promote formal and informal assessment strategies to fairly evaluate student learning progress and achievement;

**Outcomes:** *(Continued)*

- Engage in reflective practice and pursue continued professional growth and collaboration with colleagues.
- Provide leadership in applying information technology to various of educational systems and settings
- Provide in-service education and basic technical support to teachers and instructors who wish to use technology in curriculum and instruction
- Assist in curriculum development that integrates technology as a tool for teaching and learning
- Design and implement courses in computer applications, literacy, and programming.

*Outcomes for College of Education's Interdisciplinary Concentration:*

- demonstrate interdisciplinary competence in theory, curriculum development & the application of research in secondary education;
- know and demonstrate the central concepts, tools of inquiry, and structures of the chosen content area(s)
- apply knowledge of how individuals learn;
- create learning environments that promote positive social interaction, active engagement in learning, and self-motivation;
- demonstrate different learning approaches that are equitable and adaptable to the needs of diverse learners;
- plan and employ a variety of learning strategies for development of critical thinking, problem solving decision-making & performance skills;
- demonstrate effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation to foster learning;
- promote formal and informal assessment strategies to fairly evaluate student learning progress and achievement;
- engage in reflective practice and pursue continued professional growth and collaboration with colleagues.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Education

**Program:** Early Childhood Education      **Degree Type:** BA

**Outcomes:**

Rationale – Component I - Personal Position Statement

Authentic voice – the writer speaks from a personal, confident, and knowledgeable perspective. The writer reflects a range of thinking and a sense of audience.

Clear and purposeful focus in selection of references – the selection reflects the writer’s ability to make connections.

References – the rationale contains two quotations or references that clearly support the rationale statements

Knowledge of content – the writer convinces the reader of his/her expertise. Makes effective use of necessary concepts.

Accuracy of information - all concepts, data, and information are correctly used. Correct use of terminology

Rationale – Component II – Selection of Artifact

Explanation of selection - statement listing

Pedagogical reasons for the selection of the artifact

Personal investment – statement describing what the artifact means to the writer

Artifact

Pedagogical integrity – the reflects appropriate methodology and/or best practice

Support for the rationale – the artifact strongly supports the rationale and indicates mastery of the EAP

Design - the artifact is well designed and attractively displayed.

Classroom application – the artifact clearly exhibits usefulness and/or practical use in the classroom

**Outcomes:** *(Continued)*

Reflection

*Growth and development* – the reflection evidences growth in making connections among various facets of teaching/learning.

Examples might include:

- In (content/EAP area) I have been trying to \_\_\_\_\_.
- I chose this item because \_\_\_\_\_.
- I have learned to \_\_\_\_\_.
- This item was selected because it shows that I \_\_\_\_\_.

*Insightfulness* – The reflection goes beyond technical and practical emphasis on ends and means to also bring up moral and ethical criteria and to make judgments about whether practice is equitable, just, and respectful of others.

*Self-assessment* – The writer displays the ability to describe what one sees and knows about one's own strengths and weaknesses in teaching.

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Education

**Program:** Educational Leadership

**Degree Type:** MA - MEd

**Outcomes:**

Outcomes for College of Education's Educational Leadership program:

*Leadership*

- A. Knowledge of basic leadership theories.
- B. Knowledge of basic theories of human motivation.
- C. Knowledge of group dynamics in managing the productive interaction of school faculty and support personnel.
- D. Identification of basic concepts of the change process.
- E. Recognition of the importance of external influences that impact upon the school.
- F. Knowledge of the components, stages, and appropriate applications of macro and micro planning systems.

*Organizational Management and Development*

- A. Knowledge Recognition of the importance of external influences that impact upon the school.
- B. Recognition of the importance of forcefulness and self-confidence in making decisions.
- C. Knowledge of the need for a set of values about the school.
- D. Knowledge of the need for gathering information before arriving at an understanding of an event or problem.
- E. Recognition of the relationships among various sources of information; generation of hypotheses based upon this information.
- F. Recognition of the need for concern for the image of the school via impressions created by the students and staff; management of impressions through public relations.



**Outcomes:** *(Continued)*

- G. Recognition of the importance of feedback in monitoring progress.
- H. Recognition of the need for planning in goal accomplishment.
- I. Recognition of the need for delegating authority and responsibility in accomplishing organizational goals.
- J. Recognition of the effects of behavior and decisions on other people and groups inside and outside of organizations.

*Human Resource Management and Development*

- A. Knowledge of the principal's role in the selection of staff.
- B. Knowledge of induction process activities.
- C. Knowledge of staff development programs.
- D. Knowledge of appraisal procedures for school district personnel.
- E. Knowledge of the organization and use of materials found in a personnel file.
- F. Knowledge of the procedures for termination of school employees.
- G. Knowledge of the objectives and administration of the collective bargaining process.
- H. Knowledge of the purpose of reward systems in attracting and retaining qualified employees.

*Communications*

- A. Knowledge of the communication process.
- B. Knowledge of the relationship between effective communication and interpersonal relationships.
- C. Knowledge of the effect one's behavior and decisions have on other individuals and on the culture and climate of groups and organizations.
- D. Knowledge of the purpose, presentation, and management of information.
- E. Knowledge of a variety of communication techniques.
- F. Knowledge of effective communication skills in school-community relationships.
- G. Ability to write effectively on a topic.

**Outcomes:** *(Continued)*

*Public School Curriculum*

- A. Knowledge of the principles of curriculum development.
- B. Identification and organization of resources to achieve curricular and instructional goals.
- C. Employment of principles of curriculum implementation by establishing goals and motivating staff.
- D. Knowledge of methods and principles of program evaluation.
- E. Determination of school needs and use of principles of implementing and evaluating curricular and instructional innovations.
- F. Knowledge of the prevalent concepts of schooling.
- G. Knowledge of research on instructional effectiveness.
- H. Knowledge of student performance evaluations and appropriate practices in student performance evaluations.
- I. Knowledge of the main components of a performance measurement system.

*School Finance*

- A. Knowledge of Florida's funding plan for public elementary and secondary schools.
- B. Ability to analyze the processes of planning, developing, implementing, and evaluating a budget.
- C. Knowledge and application of school finance concepts.
- D. Knowledge of the processes of financial accounting, auditing, and reporting.
- E. Knowledge of the precedence and purposes for funding public elementary and secondary education.

*School Law*

- A. Knowledge of federal constitutional provisions that apply to the public education.
- B. Knowledge of federal statutory and regulatory provisions that influence public education.
- C. Knowledge of state constitutional, statutory, and regulatory provisions governing the Florida public school system.

**Outcomes:** *(Continued)*

- D. Knowledge of tort and contract liability as related to the operation of Florida public schools.

*Technology*

- A. Knowledge of various computer hardware and related technologies appropriate to the management of a school.
- B. Knowledge of various types of software for assisting in the management of a school.
- C. Knowledge of various computer hardware and related technologies appropriate to the instructional program of a school.
- D. Knowledge of various types of computer software and related technologies for supporting the instructional program of a school.
- E. Knowledge of management policies for the appropriate use of technological resources to serve the mission of the school.
- F. Knowledge of common computer and related technological applications.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Education

**Program:** Elementary Education

**Degree Type:** BA

### **Outcomes:**

Rationale – Component I - Personal Position Statement

Authentic voice – the writer speaks from a personal, confident, and knowledgeable perspective. The writer reflects a range of thinking and a sense of audience.

Clear and purposeful focus in selection of references – the selection reflects the writer’s ability to make connections.

References – the rationale contains two quotations or references that clearly support the rationale statements

Knowledge of content – the writer convinces the reader of his/her expertise. Makes effective use of necessary concepts.

Accuracy of information - all concepts, data, and information are correctly used. Correct use of terminology

Rationale – Component II – Selection of Artifact

Explanation of selection - statement listing

Pedagogical reasons for the selection of the artifact

Personal investment – statement describing what the artifact means to the writer

Artifact

Pedagogical integrity – the reflects appropriate methodology and/or best practice

Support for the rationale – the artifact strongly supports the rationale and indicates mastery of the EAP

Design - the artifact is well designed and attractively displayed.

Classroom application – the artifact clearly exhibits usefulness and/or practical use in the classroom

**Outcomes:** *(Continued)*

Reflection

*Growth and development* – the reflection evidences growth in making connections among various facets of teaching/learning.

Examples might include:

- In (content/EAP area) I have been trying to \_\_\_\_\_.
- I chose this item because \_\_\_\_\_.
- I have learned to \_\_\_\_\_.
- This item was selected because it shows that I \_\_\_\_\_.

*Insightfulness* – The reflection goes beyond technical and practical emphasis on ends and means to also bring up moral and ethical criteria and to make judgments about whether practice is equitable, just, and respectful of others.

*Self-assessment* – The writer displays the ability to describe what one sees and knows about one's own strengths and weaknesses in teaching.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Education

**Program:** Elementary Education

**Degree Type:** MA - MEd

### **Outcomes:**

Master of Education and Master of Arts in Elementary Education

The Master of Education in Elementary Education degree program is designed to provide focused graduate study in an area of specialization for certified teachers in the elementary grades. Three concentrations (areas of specialization) are available and total program length varies, depending on concentration:

- Elementary Curriculum [33- hours];
- Literacy in a Diverse Society, which leads to endorsement in teaching English Speakers of Other Languages (ESOL) [36 hours];
- Early Childhood Education [33- hours].

The Master of Arts in Elementary Education enables students with a BS/BA in another field to meet requirements for the master's degree. This degree program is designed to provide a core curriculum of elementary education graduate study in addition to an area of specialization for teachers with eligibility for certification in the elementary grades prior to graduation. State exams and other certification requirements are the student's responsibility. Four concentrations (areas of specialization) are available in addition to the 21-24 hour program core.

- Elementary Curriculum (15 additional hours);
- ESOL Concentration [15 additional hours];
- Reading Concentration (15 additional hours).
- Special Education Concentration (15 additional hours)

This program is scheduled to begin in the fall, 2004.

*\* MA only (unless electives in M. Ed.)*

1. Learning professionals in these programs (M. Ed. and MA) will demonstrate grounding in theory and current research in elementary school content, human development, and pedagogy.
2. Learning professionals will demonstrate knowledge, skills, and attitudes enabling them to be effective teachers in an inclusive elementary classroom.
3. Learning professionals will advocate for and meet the needs of all students in the classroom

**Outcomes:** *(Continued)*

4. Learning professionals will model principles of best practice to support the needs of learners in a diverse society.
5. Learning professionals will demonstrate critical thinking, data-based decision making and technological proficiency.
6. Learning professionals will have varied clinical practice with appropriate reflective experiences.
7. Learning professionals will demonstrate competency in the Florida Educator Accomplished Practices and the Five Core Propositions of the National Board of Professional Teaching Standards.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Education

**Program:** Reading

**Degree Type:** M.Ed.

**Outcomes:**

Outcomes for College of Education's Reading program:

1. Candidates have foundational knowledge of reading and writing processes and how to teach those to K-12 students in diverse classrooms.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction for all learners in inclusive classrooms.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction to meet national, state and local mandates.
4. Candidates are highly effective teachers who create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates appreciate and value the career-long commitment to professional development and continue to participate in order to critically inform their teaching.
6. Candidates are capable of taking leadership roles in K 12 schools at classroom, school and district levels.



# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Education

**Program:** Secondary Education

**Degree Type:** MAT

**Outcomes:**

Outcomes for College of Education's Secondary Education program:

1. Students will have a mastery of the content subject matter equivalent to a major in the subject.
2. Students will thoroughly understand their profession and their role as defined by it.
3. Students will provide diverse learners with quality educational opportunities.
4. Students will have knowledge of general pedagogy issues and solutions.
5. Students will be able to implement specific teaching strategies.
6. Students will be able to integrate technology in the classroom.
7. Students will be engaged in a variety of activities related to professional practice.

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Education

**Program:** Special Education

**Degree Type:** BA

**Outcomes:**

Rationale – Component I - Personal Position Statement

Authentic voice – the writer speaks from a personal, confident, and knowledgeable perspective. The writer reflects a range of thinking and a sense of audience.

Clear and purposeful focus in selection of references – the selection reflects the writer’s ability to make connections.

References – the rationale contains two quotations or references that clearly support the rationale statements

Knowledge of content – the writer convinces the reader of his/her expertise. Makes effective use of necessary concepts.

Accuracy of information - all concepts, data, and information are correctly used. Correct use of terminology

Rationale – Component II – Selection of Artifact

Explanation of selection - statement listing

Pedagogical reasons for the selection of the artifact

Personal investment – statement describing what the artifact means to the writer

Artifact

Pedagogical integrity – the reflects appropriate methodology and/or best practice

Support for the rationale – the artifact strongly supports the rationale and indicates mastery of the EAP

Design - the artifact is well designed and attractively displayed.

Classroom application – the artifact clearly exhibits usefulness and/or practical use in the classroom

**Outcomes:** *(Continued)*

Reflection

*Growth and development* – the reflection evidences growth in making connections among various facets of teaching/learning.

Examples might include:

- In (content/EAP area) I have been trying to \_\_\_\_\_.
- I chose this item because \_\_\_\_\_.
- I have learned to \_\_\_\_\_.
- This item was selected because it shows that I \_\_\_\_\_.

*Insightfulness* – The reflection goes beyond technical and practical emphasis on ends and means to also bring up moral and ethical criteria and to make judgments about whether practice is equitable, just, and respectful of others.

*Self-assessment* – The writer displays the ability to describe what one sees and knows about one's own strengths and weaknesses in teaching.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Education

**Program:** Special Education

**Degree Type:** MA - Med

### **Outcomes:**

Outcomes for College of Education's Special Education program:

1. To acquire and apply knowledge and skills in the behavior management of children who present challenging and disruptive behaviors.
  - a. demonstrate sensitivity to the ethical issues associated with classroom discipline, control over student behavior, and dealing with confidential information.
  - b. Evaluate and discuss the ethical implications of intervening in the lives of children with special needs.
2. To demonstrate skills in different skills in different types of systematic inquiry that include planning and conducting field studies, single subject design research projects, and position papers and literature reviews drawn from the research literature.
  - a. To be sensitive to ethical dilemmas that arise during the assessment process.
3. To acquire and apply knowledge of specialized academic methods, teaching strategies, curriculum programs, and program adaptations that have been demonstrated to be effective in working with special education populations and children at risk.
4. To demonstrate skills in different types of systematic inquiry that include planning and conducting field studies, single subject design research projects, and position papers and literature reviews drawn from the research literature.
  - a. to become familiar with the internet for accessing information.
  - b. To become familiar with how to integrate technology into curriculum planning.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Community Health

**Degree Type:** BS

### **Outcomes:**

Graduates of the Bachelor of Science Degree in Community Health will be able to:

- Articulate the ethical dimensions of promoting community health, advocating for services for constituents, and demonstrating cultural competence in dealing with various members of a diverse community.
- Demonstrate an understanding of health in the context of human development and occupation.
- Describe major initiatives in the local community, state, nation, and the world directed toward health through community action.
- Discuss the determinants of health and the community resources, both potential and existing, supporting healthy living.
- Demonstrate an understanding of the reciprocal interaction of the growing and developing individual and dynamic environmental factors, and the impact on health of this interaction.
- Mobilize individuals and organizations within the community to be advocates for community health.
- Demonstrate skill in assessing health needs within the community, identifying potential sources for funding initiatives, and writing proposals for funding to meet these needs.
- Design programs, activities, and/or educational materials that will help to improve the health of the community.
- Utilize information and communication technology resources in accessing information, dissemination of information, and delivery of services to the community.
- Demonstrate problem-solving skills in addressing health needs of individuals, communities, and populations.
- Demonstrate ability to communicate effectively, orally and in writing, in the development and presentation of health information to individuals across the lifespan.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Geriatric Recreation Therapy

**Degree Type:** MS

### **Outcomes:**

Graduates of the Master of Science in Geriatric Recreation Therapy Program are prepared to serve as health care leaders in advanced professional roles within the diverse geriatric health services delivery system. Graduates will demonstrate proficiencies in their selected concentrations, and will be prepared to:

- demonstrate the ability to be competent geriatric recreational therapists and contributing members of a demographically changing society;
- develop creative and flexible evidence-based practice approaches to meet the rapidly changing demands of geriatric practice;
- contribute to the advancement of knowledge in geriatric recreational therapy through scholarly inquiry;
- effectively collaborate and interact with other disciplines within geriatric healthcare and human service settings;
- actively participate in and contribute to professional activities at the local, state, and national levels;
- supervise and work in cooperation with rehabilitation paraprofessionals and professionals in aging services;
- articulate and apply professional standards, intervention approaches, conceptual frameworks, and expected outcomes as related to geriatric recreational therapy;
- uphold the ethical standards and values of the recreational therapy profession;
- contribute to the community through both leadership roles and advocacy roles for quality healthcare and quality of life for older adults; and
- practice in a wide variety of settings for older adults with appropriate service delivery models for each setting.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Health Science

**Degree Type:** BS

### **Outcomes:**

Graduates of the Bachelor of Science in Health Science Program are prepared to serve in professional roles within the diverse and dynamic health services delivery system.

Graduates will demonstrate the following entry level competencies:

- basic skills and an understanding of the principles, concepts, and processes of health sciences;
- an understanding of the multifaceted roles of health care professionals;
- an understanding of the social, economic, political and professional forces that shape the health care delivery system;
- attentiveness to the environment, ecological issues, and professional practice as related to safety practices in health services delivery;
- development of effective and appropriate communication skills in health sciences;
- an understanding of legal and ethical implication in health sciences;
- the application of principles of research and inquiry to investigate problems, demonstrate outcomes and apply findings to professional practice;
- integrate skills, knowledge and practice experiences that demonstrate professional growth and career mobility in health sciences;
- an ability to assess needs, develop priorities and implement solutions to problems using discipline specific and interdisciplinary approaches in health sciences;
- an understanding and utilization of technology as it relates to health sciences; and
- participation in community, university, and professional activities.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Health Science

**Degree Type:** MS

### **Outcomes:**

Graduates of the Master of Science in Health Science Program are prepared to serve as health care leaders in advanced professional roles within the diverse and dynamic health services delivery system. Graduates will demonstrate proficiencies in their selected concentrations, and will be prepared to:

- serve as health professional leaders and educators within the health care delivery system;
- understand, evaluate, and analyze concepts and theories of policies and procedures in the health care delivery system;
- evaluate and differentiate the roles, duties, responsibilities, and skills of leaders and practitioners in the concentration of study;
- evaluate current philosophies, principles, issues and trends which impact the legal and ethical foundations of health care, and serve as innovators and change agents;
- conduct and evaluate research;
- serve in leadership positions in professional activities;
- master human relations, communication and information technology skills; and
- employ appropriate assessment procedures and intervention strategies to enhance the quality of patient care within the scope of practice.



# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Human Performance

**Degree Type:** BS

**Outcomes:**

Bachelor of Science in Human Performance

- Athletic Training (AT)
- Physical Performance (PP)
  - Model professional behaviors that are consistent with professional excellence and the expectations of the profession and the consumer.
  - Practice utilizing technical skills consistent with current practice in the profession.
  - Experience areas of personal growth necessary for the transition to become a professional.
  - Recognize the importance of and pursue community involvement as part of his/her professional and civic responsibility.
  - Appropriately use and modify written, oral and non-verbal communication with clients and families and colleagues
  - Practice effectively to respond to change within a dynamic professional practice environment.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Nursing

**Degree Type:** BSN

### **Outcomes:**

Outcomes for College of Health Profession's Nursing program:

- Integrates the aesthetics of caring with the science of nursing to transform the domain of nursing practice.
- Practices culturally congruent, ethically sound, holistic nursing within the framework of the ANA code of ethics.
- Builds community partnerships that support health promotion to guide individuals, families, groups, and communities toward wellness and self-actualization and to ensure a healthy environment.
- Engages in transpersonal and virtual communication to ensure interdisciplinary, client-directed, and client-centered health care.
- Practices culturally congruent, ethically sound, holistic nursing with clients and other colleagues.
- Integrates foundational, discipline-specific, and interdisciplinary knowledge essential for excellent practice in complex, multicultural and rapidly changing health care settings.
- Models professional behavior through application of research findings to practice, involvement in professional organizations, commitment to life long learning, and sustainment of transpersonal Serviceships that are based upon respect, sensitivity, and integrity.
- Applies critical thinking through deductive, inductive, reflective, and intuitive, and inferential reasoning to formulate decisions, establish priorities, delegate responsibilities, evaluate outcomes, and transform nursing practice.
- Integrates interdisciplinary teaming as an essential component to delivery of holistic health care.
- Integrates futuristic communication technologies into nursing practice for delivery of compassionate care.
- Practices care coordination in a community environment which empowers clients in directing their own care.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Nursing

**Degree Type:** MSN

### **Outcomes:**

School of Nursing graduate faculty identify the following Learning Outcomes of its graduates as a reflection of program success and student achievement as an advanced Nursing practice clinician:

- Create advanced Nursing practice roles that emerge from client needs.
- Exercise critical thinking to design and implement innovative approaches that are financially viable, culturally connected, evidenced-based, and community partnered.
- Exhibit professional leadership by influencing policy processes aimed at improving global health.
- Practice as caring scholar, advanced practice nurses who are singularly sensitive and critically reflective.

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Health Professions

**Program:** Occupational Therapy

**Degree Type:** BS

**Outcomes:**

Graduates of the Master of Science Degree in Occupational Therapy will be able to:

- Utilize a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to globalism and diversity, as a foundation for practice.
- Practice in a wide variety of settings, having been exposed broadly to delivery models and systems utilized in settings where occupational therapy is currently practiced as well as those where it is emerging as a service.
- Demonstrate entry-level competence in the practice of occupational therapy.
- Articulate and apply professional principles, intervention approaches and rationales, and expected outcomes as related to occupation.
- Effectively collaborate with professionals in other disciplines.
- Supervise and work in cooperation with the occupational therapy assistant and other occupational therapy support personnel.
- Articulate the need for and value of lifelong learning, and keep current with best professional practice.
- Uphold the ethical standards and values of the occupational therapy profession.
- Effectively consume and utilize the latest research and knowledge bases that undergird practice and contribute to the growth and dissemination of research and knowledge.
- Contribute to the community through leadership and advocacy for the disabled, for other vulnerable populations, and for quality in health care.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Occupational Therapy

**Degree Type:** MS

### **Outcomes:**

Graduates of the Master of Science in Occupational Therapy will be able to:

- Utilize a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to globalism and diversity, as a foundation for practice.
- Practice in a wide variety of settings, having been exposed broadly to delivery models and systems utilized in settings where occupational therapy is currently practiced as well as those where it is emerging as a service.
- Apply occupational therapy theories and best-practice methods to specific client situations in clinical settings.
- Articulate and apply professional principles, intervention approaches and rationales, and expected outcomes as related to occupation.
- Effectively collaborate with professionals in other disciplines.
- Supervise and work in cooperation with the occupational therapy assistant and other occupational therapy support personnel.
- Articulate the need for and value of lifelong learning, and keep current with best professional practice.
- Uphold the ethical standards and values of the occupational therapy profession.
- Effectively consume and utilize the latest research and knowledge bases that undergird practice.
- Contribute to the growth and dissemination of research and knowledge.
- Formulate and apply strategies for community leadership to contribute to the community through advocacy for the disabled, for other vulnerable populations, and for quality in health care.
- Select and conduct evaluations appropriate to client's needs, and interpret then utilize results to plan interventions.
- Analyze needs of community groups, and develop programming and outcomes assessment plans specific to the setting.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Health Professions

**Program:** Physical Therapy

**Degree Type:** MS

**Outcomes:**

Outcomes for College of Health Profession's Physical Therapy program:

- Model Professional behaviors which are consistent with professional excellence and the expectations of the profession and the consumer.
- Practice utilizing technical Skills consistent with entry into the profession of Physical Therapy.
- Experience areas of personal growth necessary for the transition into becoming a professional.
- Recognize the importance of and pursue Community Involvement as part of his/her professional and civic responsibility.
- Appropriately use and modify written, oral and non-verbal communication with clients, families and colleagues.
- Practice effectively and are able to respond to change within a dynamic health care environment.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Criminal Forensic Studies      **Degree Type:** BS

### **Outcomes:**

Upon successful completion of the Bachelor of Science in Criminal Forensic Studies, graduates will

- Enumerate the multidisciplinary nature of Forensics,
- Articulate the relationship of criminalistics, behavioral analysis of crime, and Constitutional Criminal Law.
- Demonstrate the collection and preservation of physical evidence form a crime scene.
- Explain the process of “chain of evidence”,
- Infer behavioral motivation form crime scene evidence,
- Recognize the behavioral manifestations of mental illness and personality disorders,
- Suggest precursor behaviors from behavioral patterns,
- Predict future behavior based upon current behavioral manifestations,
- Delineate victimology,
- Delineate probable suspect groups,
- Integrate the physical evidence with the behavioral manifestations
- Correlate Constitutional Due Process guarantees with the activity of evidence collection, suspect interviewing and interrogation, and objectivity in crime resolution,
- Present evidence in court in a logical, professional manner.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Criminal Justice

**Degree Type:** BS

### **Outcomes:**

The Criminal Justice Program in the College of Professional Studies (CPS) prepares students for careers in criminal justice or related professions and/ or the preparation of students for graduate education. The criminal justice curriculum provides students with the opportunity and assistance to acquire knowledge of the roles and challenges faced by police, courts, and corrections and their interrelationship within our justice system. Criminal justice required courses are designed to facilitate these opportunities. The curriculum also provides a theoretical foundation combined with an understanding of the scientific method and its applications to criminal justice. This combination ideally will sharpen students' competencies of reasoning and judgment and enhance their ability to function in the discipline.

- Recognize the roles and challenges faced by the police, courts, and corrections and their interrelationship within our justice system
- Recognize the relationship between research, theory, and practice
- Demonstrate an understanding of modern technology and its relevance and applications to the field of criminal justice
- Demonstrate reasoning and judgment skills applicable to the criminal justice setting
- Demonstrate an understanding of a sound ethical framework necessary to criminal justice professionalism
- Identify and understand cultural and gender issues within the discipline
- Recognizer and adapt to the evolving nature of the discipline and practice of criminal justice
- Demonstrate an understanding of the value of leadership among various criminal justice related agencies



# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Human Services

**Degree Type:** BS

**Outcomes:**

Outcomes for College of Professional Studies' Human Services program:

- exhibit an interdisciplinary perspective
- demonstrate an ability to engage in generalist practice
- develop a core set of skills in counseling, case management, information and referral, community organization and outreach.
- demonstrate in actual fieldwork settings the skills, values, and the ethical framework necessary in human services.
- demonstrate their readiness to enter professional practice and/or pursue graduate education.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Legal Studies

**Degree Type:** BS

**Outcomes:**

FGCU students earning a B.S. degree in Legal Studies will develop:

1. a working knowledge of the law and its impact on the legal system and society; (objective accomplished through all coursework)
2. mastery of those technical skills required for legal document drafting (supports University Learning Outcome Goals: Effective Communication, Information Literacy and Technological Literacy); (objective accomplished through all coursework; specific drafting courses include PLA 4116 and PLA 4850)
3. written and verbal communication skills, with particular emphasis on the development of effective and persuasive oral and written arguments in the legal arena (supports University Learning Outcome Goal: Effective Communication); (objective accomplished through PLA 3700, PLA 3763, PLA 3433, PLA 4940, PLA 3236, PLA 4565, and PLA 4850)
4. business, professional, and office management skills required to succeed in the legal profession; (supports University Learning Outcome Goal: Technological Literacy); (objective accomplished through PLA 3763, PLA 3433, PLA 4940, PLA 4565, and PLA 4850)
5. mastery of those skills required to pass national certification examinations such as The National Association of Legal Assistant's (NALA) Certified Legal Assistant (CLA) Examination and/or The National Federation of Paralegal Association's (NFPA) Paralegal Advanced Competency Examination (PACE). (objective accomplished through all coursework but most specifically through PLA 4565)
6. mastery of computational, computer and organizational skills required of legal assistants/paralegals in the legal profession (supports University Learning Outcome Goal : Technological Literacy); (objective accomplished through PLA 3763, PLA 3433, PLA 4940, and PLA 4850)
7. competency to effectively handle ethical issues through an understanding of those conflicts between components and individuals involved in the legal environment (supports University Learning Outcome Goal: Ethical Responsibility); (objective accomplished through all coursework but most specifically through PLA 3700)

**Outcomes:** *(Continued)*

8. an understanding of environmental, economic and ecological issues as each relates to law making and law enforcement through interdisciplinary learning experiences (supports University Learning Outcome Goal: Ecological Perspective); (objective accomplished through all coursework but most specifically through IDS 3920)
9. a working knowledge and understanding of the relationships between individuals and their communities; individuals and the legal system; and the community and the legal system and the role diversity plays in the system (supports University Learning Outcome Goals: Community Awareness and Involvement and Cultural Diverse Perspective); (objective accomplished through all coursework but most specifically through PLA 4850, PLA 4940 and PLA 4933)
10. an understanding of how the access, control and dissemination of information determines and shapes law and policy making (supports University Learning Outcome Goal: Information Literacy); (objective accomplished through all coursework but most specifically through PLA 4116 and PLA 4850)
11. the ability to appreciate diversity among cultures and different legal systems (supports University Learning Outcome: Cultural Diverse Perspective); (objective accomplished through all coursework but most specifically through PLA 4850 and PLA 4940)
12. techniques for problem solving through fictional and factually based scenarios (supports University Learning Outcome: Problem-Solving Abilities); (objective accomplished through all coursework but most specifically through PLA 3700)
13. the ability to locate and interpret data through both text-based and electronic based sources of information (support University Learning Outcome Goals: Information Literacy and Technological Literacy); (objective accomplished through all coursework but most specifically through PLA 4116 and PLA 4850)
14. an appreciation of life-long learning, professional excellence and community service (objective accomplished through student internships, participation in service learning/volunteer opportunities, employment and/or attendance at law/graduate school)

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Political Science

**Degree Type:** BA

### **Outcomes:**

Faculty members in the B.A. Political Science degree program have identified eight core learning outcomes for the program's core courses (completed by all B.A. Political Science majors), as well as supplementary learning outcomes for the elective portion of the program.

- an understanding of how political institutions, processes, laws, and ideas combine to influence policy and political outcomes;
- an understanding of transnational conflict and collaboration and their impacts on policymaking;
- an understanding of the reciprocal influences between culture and politics, with particular emphasis on an understanding of the symbolic and material impacts of culture on policymaking;
- written and spoken communication skills, with particular emphasis on the development of strategic communication skills tailored to both objectives and audiences;
- an understanding of the conflicts between politics and ethics in contemporary pluralistic and bureaucratic environments;
- the ability to find, interpret, evaluate, and apply both traditional text-based and contemporary electronic sources of information;
- an ability to conceptualize questions and problems in a comprehensive fashion;
- knowledge of how to conduct quantitative and qualitative research to address political issues and problems.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Public Administration

**Degree Type:** MPA

**Outcomes:**

As set forth in the 2003-04 MPA Student Handbook (pp. 2 & 3), Student Learning Objectives are as follows:

1. Demonstrate an understanding of the evolution of and the policy issues affecting the field of public administration
2. Demonstrate an understanding of the interaction of public administration with the broader social, economic, and political environment
3. Demonstrate effective technological, managerial, analytical, and communicative skills
4. Integrate ethical and professional behavior, diverse perspectives, and interdisciplinary approaches in designing and implementing solutions to complex public and social problems
5. Demonstrate an appreciation of life-long learning, public services, professional excellence, and community involvement

Concentrations: No specific learning outcomes are designated for the four program concentration areas of Administration of Justice, Environmental Policy & Planning, General Public Administration and Management.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Resort & Hospitality Management      **Degree Type:** BS

### **Outcomes:**

Outcomes for College of Professional Studies' Resort & Hospitality Management program:

- Have substantive resort, hospitality, recreation and tourism management knowledge essential to the profession.
- Be able to translate theory into practical application in the resort, hospitality, recreation and tourism industry.
- Be sensitive to, and supportive of, a culturally diverse, complex, and technologically advanced workplace that is found in resort, hospitality, recreation, and tourism organizations.
- Be able to think quickly, make decisions, problem solve, be creative and flexible, embrace changing work environments, and provide leadership skills necessary to succeed in the resort, hospitality, recreation, and tourism profession.
- Master good communication, listening, and interpersonal skills.
- Be able to communicate with and manage employees and demanding customers in the resort, recreation and tourism workplace.
- Complete a minimum of 1500 division approved internship/field experience hours in the resort, hospitality, recreation, or tourism industry.
- Students after completing major core requirements of the RHM degree will be able to select and complete the courses in a specialized track to provide the student with a more customized program of study in specific areas of resort & hospitality, management and operations.
- RHM students will be encouraged to spend a semester or more abroad to experience resorts in other environmental and cultural locations around the world.
- Students must maintain a 2.0 GPA (on a 4.0 scale) in the major courses.

**Florida Gulf Coast University**  
**Program Specific Learning Outcomes**

**College:** Professional Studies

**Program:** Social Work

**Degree Type:** BSW

**Outcomes:**

Student learning outcomes for the BSW program and FGCU undergraduate goals and learning outcomes that are directly related are outlined below:

- *BSW Outcome 1:* Prepares students to apply critical thinking skills within the context of professional social work practice.
- *University Goal 7 and Outcomes:* Problem-solving abilities. Understand the multidisciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.
- *BSW Outcome 2:* Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- *University Goal 5 and Outcomes:* Ethical Responsibility. Know and understand the key ethical issues related to a variety of disciplines and professions. Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts. Participate in collaborative projects requiring ethical analysis and/or decision-making.
- *BSW Outcome 3:* Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- *University Goal 2 and Outcomes:* Culturally diverse perspective. Know and understand the diversity of the local and global communities including cultural, social, political and economic difference. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation and intellectual/disciplinary approaches. Participate in collaborative projects requiring productive interaction with culturally-diverse people, ideas, and values.
- *BSW Outcome 4:* Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

**Outcomes:** *(Continued)*

- *University Goal 9 and Outcomes:* Community awareness and involvement. Know and understand the important and complex relationships between individuals and the communities in which they live and work. Analyze, evaluate and assess human needs and practices within the context of community structures and traditions. Participate collaboratively in community service projects.
- *BSW Outcome 6:* Apply the knowledge and skills of generalist social work practice with systems of all sizes.
- *University Goal 9 and Outcomes:* Community awareness and involvement. Know and understand the important and complex relationships between individuals and the communities in which they live and work. Analyze, evaluate and assess human needs and practices within the context of community structures and traditions. Participate collaboratively in community service projects.
- *BSW Outcome 9:* Evaluate research studies, apply research findings to practice, and evaluate their own practice.
- *University Goal 6 and Outcomes:* Information literacy. Identify and locate multiple sources of information using a variety of methods. Analyze and evaluate information within a variety of disciplinary and professional contexts. Participate in collaborative analysis and/or application of information resources.
- *BSW Outcome 10:* Use communication skills differentially across client populations, colleagues, and communities.
- *University Goal 4 and Outcomes:* Effective Communication. Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking, and listening skills. Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques. Participate in collaborative projects requiring effective communication among team members.



# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** Professional Studies

**Program:** Social Work

**Degree Type:** MSW

### **Outcomes:**

To prepare social workers for advanced clinical community practice (CCP) in the public and non-profit sector agencies with diverse client systems of various sizes.

- Acquire knowledge, understanding and practice competence in clinical community practice including the use of comparative theories of clinical practice, clinical activism, group work, and community organization and planning.

To prepare social workers for competent agency-based practice with a strong commitment to professional social work values and ethics, promotion of social and economic justice, diversity, alleviation of oppression and discrimination and skills to address ethical dilemmas.

- Integrate the liberal arts perspective that enriches the understanding of the person-in-environment context of professional practice with critical analysis and assessment of interpersonal, cultural, bio-psychosocial, cultural and environmental factors.

To prepare students with knowledge and skills for informed practice, including the development of critical thinking and life long learning based upon a solid liberal arts foundation.

- Learn to evaluate practice and use knowledge from professional practice including the literature.

Provide students with knowledge and skills to evaluate their own practice and programs based upon a solid liberal arts foundation.

- Use research to inform and update professional practice, to select interventions, and to evaluate their practice and using both quantitative and qualitative methods.

Educate students about the behavior of communities and organizations within the social contexts of social work practice, and the dynamics of change from a local, regional and international perspective

- Acquire knowledge, understanding and practice competence in clinical community practice including the use of comparative theories of clinical practice, clinical activism, group work, and community organization and planning.

# Florida Gulf Coast University

## Program Specific Learning Outcomes

**College:** University Programs

**Program:** Applied Science

**Degree Type:** BS

**Outcomes:**

Concentration: Public Services Management

Each graduate of the B.S. in A.S. with a concentration in Public Services Management (PSM) will be able to:

1. Demonstrate personal competencies essential to professional service, including teamwork, leadership, integrity, decision-making, community responsibility, valuing diversity and oral/written communication.
2. Demonstrate skills necessary to effective organizations, including managing financial and human resources; planning and strategic management; negotiating and consensus building; agency systems and administrative processes; administrative law; internal/external communications and information technologies; research, proposal writing and contract management.
3. Demonstrate an understanding of the interdependence and interaction of public services with the broader social, economic and political environments at the local, regional, state and federal levels.

Concentration: Computer Technology

Each graduate of the B.S. in A.S. with a concentration in Computer Technology will be able to:

1. Demonstrate the breadth of knowledge in systems, technology and related areas necessary for them to advance and adapt to changes in their professions.
2. Put into practice the theories and methodologies necessary to enable them to integrate, troubleshoot, and manage the products of information systems and computer science specialists.
3. Display advanced skills in communication, problem solving and leadership, as well as an understanding of systems integration and the practical technological problems of end users in today's organizations.