

# Program SLOs Political Science

Certificates of Proficiency – Global Studies - Europe

Certificates of Proficiency – Global Studies - Latin America

## Political Science Program Student Learning Outcomes From the 2005 PrOF (Program Review)

**P-SLO 1** Students will identify important questions and points, distinguish interpretations and opinions from more factual information, and construct accurate interpretations of the viewpoints and reasoning of a written or spoken text.

**P-SLO 2** Students will apply ethical reasoning skills within the courses in this program.

**P-SLO 3** Students will describe both verbally and in writing the historical development of American political, social and cultural institutions including the key individuals and/or movements and their motivations.

**P-SLO 4** Students will demonstrate an understanding of the basic national, state and/or local political processes including the US Constitution and the rights and obligations of citizenship through responsible engagement in civic duties.

**P-SLO 5** Students will examine the possible causes and suggest solutions to introductory problems of a conceptual nature using methods of historians and political scientists.

**P-SLO 6** Students will articulate the development of and relationships between different civilizations, cultural traditions, ideas and/or institutions through the application of non-empirical, analytical reasoning.

**P-SLO 7** Students will demonstrate the ability to critically evaluate analyses and interpretations (including significant historical or contemporary analyses and interpretations) or arts, ideas, skills (including language) and/or institutions.

## Certificates – Global Studies of Europe, Globe Studies of Latin America Student Learning Outcomes\*

**SLO 1** Explain the origins, evolution and organization of area cultures and politics. This includes the ability to: A. Describe the factors that influence the development and organization of cultures and politics. B. Trace the impact of those factors by describing the major events in the history of the region. C. Compare and contrast the impact of those factors on specific aspects of the cultural and political development of specific regions. D. Describe the dynamics of the area's political processes in the contexts of social and economic forces of globalization, regional integration and disintegration. E. Describe major forces of globalization and regional integration and disintegration. F. Assess the impact of these forces on specific political processes in different regions. G. Compares and contrasts theories and concepts utilized in the disciplined study of countries and regions. H. Synthesize and refine their process of thinking and communicating with regard to other cultures, nations and regions, enhancing critical analysis skills and independent action. I. Evaluate texts and other sources critically and be able to draw rational conclusions from that reading. J. Communicate effectively about cultures, nations, and regions both verbally and in short and long written formats. K. Research information concerning the politics and cultures of various regions and produce a research paper based on this information.

**SLO 2** Understand short spoken dialog and to answer simple questions, such as telling time, greetings, days of the week, academic subjects, identifying people, and sports. This includes the ability to: A. Follow a series of basic oral instructions requiring non-verbal response. B. Demonstrate knowledge of geography and an understanding of the culture of the regions where the language is spoken. C. Understand a short spoken dialog or incident (related) and answer questions about it. D. Write down simple sentences about travel, family, classroom, pastime, weather, and weather. E. Incorporate basic learned materials, such as phrases and expressions in daily life situations. F. Comprehend a reading

selection based on familiar topics, such as travel, family, classroom and academic life, pastime, and weather. G. Write and to describe a list from material read or heard, supply specific biographical information

**SLO 3** Demonstrate an understanding of the place and significance of humanities materials within a particular culture context (i.e. demonstrate cultural literacy). This includes the ability to demonstrate a general appreciation for the humanities materials studied and experienced in the course and an appreciation for particular culture figures and their creative achievements.

**SLO 4** Provide a basis for the understanding of the arts. This includes the ability to: A. Demonstrate a basic ability to explain and evaluate a work of art (poem, painting, architecture work, musical selection, etc.) in regard to its meaning and form. B. Appreciate individual differences within and between groups of people. C. Establish some knowledge of the cultural influences in the arts. D. Develop an understanding of basic design principles and the elements of art. E. Provide an overview of art history.

**SLO 5** Study and consciously develop skill in critical thinking. This includes the ability to: A. Understand and appreciate how the various themes and approaches to philosophy are consistent with critical thinking techniques. B. Apply critical thinking techniques to important philosophical content. C. Develop critical thinking abilities that accompany rigorous study of philosophy. D. Transfer the ability to think critically regarding philosophical arguments to non-philosophical arguments. E. Develop the philosophical skills necessary to develop one's own world view (weltanschauung), relevant for today's world and the student's life. F. Lead the student to an appreciation of the first and parent of all academic disciplines and sciences with the desire to study philosophy further. G. Utilize critical and philosophical skills in moral reflection, thereby contributing to responsible participation in our democratic society.

**SLO 6** Develop an awareness of cultures other than our own which have placed major roles in shaping the area of study. This includes the ability to: A. Understand the "cyclical" nature of historic events: how the past continues to influence the present. B. Evaluate major historic patterns and trends as "indicators" of directions for the future.

**SLO 7** Utilize defining cultural and environmental criteria such as language, religion, ethnicity, politics, economics, natural resources, and climate to delineate the area of study as distinct from other major geographic regions. This includes the ability to: A. Compare and contrast regional similarities and differences in order to identify unique and shared cultural patterns within the area of study. B. Recognize factors that lead to cultural change and diffusion and explain how such changes affect regional geographic identity. C. Utilize maps, tables, and graphs to analyze and interpret spatial relationships within and between major world geographic regions. D. Identify environmental, political and socioeconomic threats to regional stability and prosperity and assess the impacts of such threats on world political and economic order.

\*Developed through the Curriculum Committee approval process.