Accounting majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

- BUL 4421 (Business Law I)
- ENC 3213 (Writing for Management)
- FIN 3403 (Principles of Financial Management)
- MAN 3025 (Introduction to Management & Organizational Behavior)
- MAN 3506 (Operations Management)
- MAN 4720 (Global Strategy & Policy)
- QMB 3600 (Quantitative Methods in Administration)
- MAR 3023 (Marketing Management)
- ACG 3402 (Business Process and Accounting Control)
- ACG 4401 (Accounting Information Systems I)

**CONTENT KNOWLEDGE (Declarative Knowledge):** Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- **Finance:** capital budgeting, cash flows, cost of capital, valuation,
- **Management:** managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- **Marketing:** segmenting and targeting customers; elements of a marketing mix.
- **Operations:** product and process design, supply chain management, service operations, and quality management
- **Information Systems:** information technology use in organizations, types of large scale systems, ethical issues

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

**COMMUNICATION (Written Communication, Team/Collaborative Communication):** Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.
CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

CONTENT KNOWLEDGE (Technical skills): Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decision-making tools and techniques for business.

In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting. Accounting majors will also demonstrate an understanding of accounting processes and controls in a computerized environment by completing examinations and assignments using computerized database software in either ACG 3402 (Business Process and Accounting Control) or ACG 4401 (Accounting Information Systems I).

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate knowledge of basic concepts and analytical skills in:

- Financial Accounting: the conceptual framework, accounting transactions and financial statement effects, financial statement presentation, articulation of financial statements, and the time value of money;
- Cost Accounting: internal control framework, transaction flow, cost behavior and relationships, product costing, budget concepts; and
- Tax Accounting: major inclusions and exclusions, timing of income and deductions, cost recovery calculation, non-taxable exchanges, and taxation of flow-through entities.

COMMUNICATION (Written Communication): Students will demonstrate their abilities to communicate effectively on accounting issues and problems.

Students will complete several accounting core courses: ACG 3131 (Financial Reporting); ACG 3341 (Managerial Decision Making and Accounting); and TAX 4001 (Federal Taxation I). Students will be assessed on content knowledge and critical thinking skills of the core courses via quizzes, exams, and other assignments. In addition, each course requires students to complete written assignments, such as a memo to client or boss, essay questions, or term papers.

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COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG
The Anthropology curriculum is designed to ensure that each student receives a broad background in the discipline. Additionally, the program is built for each student to have the flexibility to specialize in their particular interest through further coursework. A major requirement is that all students complete at least six credits in research methods. The research methods courses in the Department of Anthropology provide the opportunity for students to demonstrate content knowledge, communication skills, and critical thinking in a variety of contexts. These research methods courses are:

- ANT 4192 (Research Methods in Bioarchaeology)
- ANT 4495 (Research Methods in Cultural Anthropology)
- ANT 4802 (Ethnographic Field Work)
- ANT 4824 (Fieldwork in Archaeology)
- ANT 4905 (Directed Independent Study)
- ANG 5126 (Zooarchaeology), and
- ANG 5183 (Archaeology Laboratory Methods).

**CONTENT KNOWLEDGE (Declarative Knowledge):** Student will demonstrate knowledge of the major concepts, theories, and methods of each of the three subdisciplines: archaeology, biological anthropology, and cultural anthropology.

Assessment of students will be based on demonstration of satisfactory or better performance (on average) on exams, papers, and other coursework for two upper-division courses in each of three subdisciplines (archaeology, biological anthropology, and cultural anthropology) for individual graduating students. Refer to the degree requirements for a list of these courses.

**COMMUNICATION (Written Communication):** Students will demonstrate the ability to communicate anthropological knowledge in written form. Depending on topic, students will produce written work in conformity with the publication
guidelines of the American Association of Physical Anthropology, the American Anthropological Association, or the Society for American Archaeology.

Each student will complete six credit hours in anthropology research methods courses for which in-depth papers (10 pages or more) are required and in which the successful student is evaluated “satisfactory” or better on such papers.

**CONTENT KNOWLEDGE (Declarative Knowledge): Students demonstrate knowledge of the major vocabulary, concepts, theories, and arguments associated with a research question or topic.**

Assessment of students will be based on demonstration of satisfactory or better performance on literature review and research significance sections (or equivalents) of research papers or laboratory reports in research methods courses.

**CONTENT KNOWLEDGE (Research Skills): Student will demonstrate the ability to apply basic data collection strategies and methodologies to anthropological research projects based on library research, field research, or laboratory research.**

Assessment of students will be based on demonstration of satisfactory or better performance on methodology sections of research papers or laboratory reports in research methods courses.

**CRITICAL THINKING (Analytical Skills): Students will demonstrate the ability to conduct library or field-based research on an anthropological topic that demonstrates critical, analytical (qualitative and/or quantitative), or technical skills.**

Assessment of students will be based on demonstration of satisfactory or better performance on analysis sections (or equivalents) of research papers or laboratory reports in research methods courses.

**COMMUNICATION (Team/Collaborative Skills): Students will demonstrate the ability to communicate and work collaboratively with other students and/or with individual faculty members on research projects and/or in research settings.**

Assessment of students will be based on demonstration of satisfactory or better performance for collaborative and/or team work in research methods courses.
The School of Architecture adheres to the National Architectural Accrediting Board’s Student Performance Criteria (NAAB/SPC). What follows is the first 6 of the 34 NAAB criteria. A full list of these criteria is available in the 2004 Edition of the NAAB Conditions for Accreditation: http://www.naab.org/usr_doc/2004_CONDITIONS.pdf

COMMUNICATION (Written Communication, Oral Communication): Students will demonstrate the ability to read, write, listen and speak effectively (NAAB/SPC #1: Verbal and Writing Skills).

CRITICAL THINKING (Analytical Skills): Students will demonstrate the ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards (NAAB/SPC #2: Critical Thinking Skills).

CONTENT KNOWLEDGE (Technical Skills): Students will demonstrate the ability to employ appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process (NAAB/SPC #3: Graphic Skills).

CONTENT KNOWLEDGE (Research Skills): Students will demonstrate the ability to gather, assess, record, and apply relevant information in architectural coursework (NAAB/SPC #4: Research skills).

CRITICAL THINKING (Creative Skills; Practical Skills): Students will demonstrate an understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design (NAAB/SPC #5: Formal Ordering Systems).
CONTENT KNOWLEDGE (Technical Skills): Students will demonstrate the ability to use basic architectural principles in the design of buildings, interior spaces, and sited (NAAB/SPC #6: Fundamental Design Skills).

Almost one-third (28 out of 99) of the upper-division credit hours for the B. Architecture are obtained in performance studios. The studio sequence concludes with a Comprehensive Design Project, in which students must demonstrate in an integrated way all components of the Academic Learning Compact. As in all of the other required courses, students must obtain a grade of C or higher as a minimum passing grade. In each studio, students prepare and submit 2-dimensional and 3-dimensional representations. For the Comprehensive Design Project studio students also submit a journal of the design process that includes written and drawn components. All studios conclude with student presentations to a multi-member jury composed of several members of the faculty and the instructor of the course. These juries frequently include invited professionals, the phase-coordinators, and the School’s director. The course-instructor assigns the grades, but s/he considers the comments made by other jury-members in developing a final assessment.

Approved 12-09-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
B.A. Studio Art

CONTENT KNOWLEDGE: Students will study and discuss artists and their works using vocabulary relevant to the disciplines of visual art and art history and will learn to utilize critical, theoretical and historical methodologies current within the field. Through course exams and/or essays in 4000-level art history courses, students will demonstrate their knowledge of art historical discourse, particularly as it relates to contemporary artistic practice.

Students will demonstrate an understanding of the principles of studio foundations and a proficiency regarding formal, technical, creative and practical skills, addressing content issues as they relate to a broad knowledge in the use of processes and methodologies in art practices.

CRITICAL THINKING (Analytical and Synthetic Skills):
Students will evaluate, critique and discuss both historical and contemporary art theory and practices. In a cohesive and scholarly manner, students will demonstrate the ability to combine applicable textual and visual materials through written and studio class assignments.

Students will demonstrate proficiency in documenting, representing, and discussing their work. Students will put into practice their professional knowledge and skills by completing a collaborative art project and through a presentation of their senior portfolio.

COMMUNICATION (Visual, Written, and Oral Communication)
ART 4954, Senior Seminar is a class required of all B.A. in Studio Arts majors during their senior year of study. Students will demonstrate skills in written and oral communication by writing an essay relevant to contemporary art practices, by preparing an artist statement, and by developing both visual and oral self-presentations of their artwork from three studio arts area. Student portfolios will document and present their creative skills. The final portfolio is to include a résumé, an artist statement, documentation of oral and visual self-presentations of their artwork, and relevant supporting materials.

Students will organize and participate in a class collaborative project.
B.F.A. Studio Art

**CONTENT KNOWLEDGE:** Students will study and discuss artists and their works using vocabulary relevant to the disciplines of visual art and art history and will learn to utilize critical, theoretical and historical methodologies current within the field. Through course exams and/or essays in 4000-level art history courses, students will demonstrate their knowledge of art historical discourse, particularly as it relates to contemporary artistic practice.

Students will demonstrate an understanding of the principles of studio foundations and an advanced proficiency regarding formal, technical, creative and practical skills addressing content issues in their studio area of concentration.

**CRITICAL THINKING** (Analytical and Synthetic Skills):
Students will evaluate, critique and discuss both historical and contemporary art theory and practices. In a cohesive and scholarly manner, students will demonstrate the ability to combine applicable textual and visual materials through written and studio class assignments.

Students will demonstrate proficiency in documenting, representing, and discussing their work. Students will put into practice their professional knowledge and skills by presenting a collaborative exhibition of their work.

**COMMUNICATION** (Visual, Written, and Oral Communication)
ART 4955C, Senior Seminar is a class required of all B.F.A. majors during their senior year of study. Students will demonstrate skills in written and oral communication by writing an essay relevant to contemporary art practices, by preparing an artist statement, and by developing both visual and oral self-presentations of their artwork. Student portfolios will document and present their creative skills. The final portfolio is to include a résumé, an artist statement, documentation of oral and visual self-presentations of their artwork, and relevant supporting materials.

Students will organize and participate in a class exhibition of artwork approved by faculty in the department.

**DOROTHY F. SCHMIDT COLLEGE OF ARTS & LETTERS**
**DEPARTMENT OF VISUAL ARTS AND ART HISTORY**
**B.F.A. STUDIO ART**
**COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG**
The principle mission of the Department of Biological Sciences is to train students for careers in biological sciences or to pursue advanced training in graduate and professional schools. Through both education and research, our department seeks an increased appreciation and respect for our environment and awareness of the impact of our decisions on local, regional and global issues concerning the economy, personal health and welfare, and the environment.

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate an understanding of cell structure, cell physiology and the molecular processes of cells. Students will be able to describe the features which distinguish the major groups of organisms and the developmental and physiological mechanisms which are fundamental to all living organisms. Students will demonstrate an understanding of the principles of organismal genetics, evolution and ecology.

Students majoring in the biological sciences are required to successfully complete the following core courses:

- BSC 1010: Biological Principles
- BSC 1011: Biodiversity
- MCB 3020: General Microbiology
- PCB 4023: Molecular and Cell Biology
- PCB 4043: Principles of Ecology
- PCB 3063: Genetics

Students’ knowledge of the material will be assessed by examinations, typically using multiple-choice and short-answer questions. In upper division courses, examinations consist of advanced objective questions and high level problem solving.

CONTENT KNOWLEDGE (Technical Skills): Students will demonstrate proper laboratory practice, use of equipment, and ability to use basic and advanced techniques in several areas of biology.
Students majoring in the biological sciences are required to successfully complete the following core laboratory courses:

BSC 1010L: Biological Principles Laboratory  
BSC 1011L: Biodiversity Laboratory  
MCB 3020L: General Microbiology Laboratory

In BSC 1010L, students are tested primarily over conceptual material via short answer and essay questions. In BSC 1011L, students are tested with practical examinations on their technical skills. In MCB 3020L, students are tested with practical examinations over a variety of laboratory skills including microscope technique, sterile technique, and tissue culture.

**COMMUNICATION (Written Communication, Oral Communication):** Students will demonstrate the ability to speak and write effectively on biological topics.

Students in BSC 1010L and BSC 1011L are assigned to discussion groups of eight to ten students where they discuss course concepts and are evaluated for group participation. In addition, students are tested for written communication skills via essay and short answer examinations. In MCB 3020L, students also demonstrate their written communication skills by completing laboratory reports, homework assignments, and reviews of technical papers.

**CRITICAL THINKING (Analytical Skills):** Students will use critical thinking to evaluate information and data related to behavioral and psychological processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) threats to the validity and reliability of observations, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of correlational and experimental data.

In PSY 3213 (Research Methods in Psychology), students will complete examinations and write a research paper that will assess students’ understanding and application of scientific methodology.

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COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Declarative knowledge): Graduates in Chemistry will understand basic concepts, theories, and experimental findings in four core areas of chemistry (analytical, biochemical, inorganic and physical).

CRITICAL THINKING (Analytical Skills): Graduates in Chemistry will use critical thinking to evaluate information and data related to chemical processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) threats to the validity and reliability of observations, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of correlational and experimental data.

Students will complete the following courses, which adhere to guidelines of the American Chemical Society’s Committee on Professional Training:  
CHM 3120 & CHLM 3120: Quantitative Analysis Lecture and Lab  
BCH 3033 & BCHL 3103: Biochemistry 1 and Biochemistry Lab  
CHM 3609 & CHML 3609: Inorganic Chemistry Lecture and Lab  
CHM 3410 & CHML 3410: Physical Chemistry 1 Lecture and Lab  
CHM 3400: Introduction to Physical Chemistry

Examinations, research papers, and laboratory reports in each of these courses will be used to assess students’ content knowledge and understanding of scientific methodology. Students with a grade of C- or higher in each of the core courses will be deemed to have met this outcome. Students who earn grades below C- will be required to repeat the course.
**CONTENT KNOWLEDGE (Technical Skills):** Graduates in Chemistry will be able to perform laboratory techniques sufficient to conduct basic and advanced experiments in Chemistry and Biochemistry.

Students will complete laboratory courses (CHML 3120, BCHL 3103, CHML 3609, and CHML 3410) in which they will conduct laboratory experiments. Students will be assessed on their technical expertise, in accord with the guidelines of the American Chemical Society’s Committee on Professional Training.

**COMMUNICATION (Written communication):** Graduates in Chemistry will be able to produce writing that is grammatically correct, well-organized, and properly formatted and in accord with the American Chemical Society’s Style Guide.

**COMMUNICATION (Graphic Communication):** Graduates in Chemistry will be able to produce and interpret charts, graphs and tables that effectively and accurately display chemical data, relationships and principles.

Students will complete laboratory courses (CHML 3120, BCHL 3103, CHML 3609, and CHML 3410) in which they will complete laboratory reports that require written and graphical components as appropriate to the assignment. These reports will be assessed for knowledge and application of the guidelines of the American Chemical Society’s Style Guide and for skills in conveying knowledge of chemistry in written and graphical forms. In addition, students will be required to take and pass one course designated in the university’s Writing Across the Curriculum program to demonstrate general writing skills. Students must earn a grade of C- or higher in that course, as well as in all of the above courses that are required in their degree program. Students who earn grades below C- will be required to repeat that course.
The department maintains for each student a portfolio of assignments that received a failing grade in the courses identified for each outcome. In addition, the department maintains for each student a “flow-chart” that lists all of the coursework required and documents the overall student’s progress towards their degree. The “flow-chart” is in electronic format and is updated at the end of each semester after grades are posted.

The evaluation of the flow-chart records and the student’s portfolio is conducted in a timely manner by the Undergraduate faculty/advisor members and the Chair. Failure to maintain satisfactory progress will initiate a review by the Department.

Industry supervisors in the Cooperative Education Program evaluate students on content knowledge, communication skills, and critical thinking skills. Possible outcomes for a student who receives an unsatisfactory evaluation include repeating an industrial placement or portion of the placement, tutoring, additional coursework, or removal from the Cooperative Education Program with no credit given.

**CONTENT KNOWLEDGE (Declarative Knowledge, Research Skills, Technical Skills):** Students will recognize and apply concepts, principles and theories in core Civil Engineering courses (structures; civil engineering materials; hydraulics; soil mechanics; transportation; and environmental engineering).

Student portfolios will include failing grades on in-class tests, homework assignments, laboratory reports, and research projects for:

- EGM 3510 or EOC 3105: Statics
- EGM 3524 or EOC 3150: Strength of Materials
- CGN 2402C: Civil Engineering Fundamentals
- CGN 3501C: Civil Engineering Materials
- CWR 3201: Applied Hydraulics
- ENV 3001: Environmental Science and Engineering
- CEG 3011C: Soil Mechanics
- CES 3102: Analysis of Structures
- TTE 4004: Transportation Engineering I
COMMUNICATION (Written Communication; Oral Communication, Team/Collaborative communication): Students will:
- Describe the interrelatedness of contemporary issues in a global and society context with Civil Engineering solutions.
- Communicate effectively in writing.
- Convey technical material through oral presentations.
- Function effectively in multidisciplinary teams.

Student portfolios will include failing grades on individual paper assignments, individual oral presentations, group papers and presentations evaluated by peer group and faculty/industry team for the following courses:
- EGN 1002: Fundamentals of Engineering
- CGN 4803C: Civil Engineering Design I
- CGN 4804C: Civil Engineering Design II

CONTENT KNOWLEDGE (Technical Skills) and CRITICAL THINKING (Analytical Skills, Creative Skills, Practical Skills): Students will:
- Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design.
- Identify, formulate and solve novel civil engineering problems.
- Design and conduct scientific and engineering experiments including analysis and interpretation of data.
- Deliver engineering results that meet performance standards for cost, safety, and quality.
- Describe the ethical and professional responsibilities of the civil engineer.
- Make and defend ethical judgments in keeping with professional standards.

Student portfolios will include failing grades on laboratory reports, evidence of synthesis of current knowledge into new designs or products, and in-class projects and case study analyses for the following courses:
- CWR 3201C: Applied Hydraulics
- CWR 4202: Hydrologic Engineering
- CEG 4012: Foundation Engineering
- CES 4742: Structural Design
- TTE 4005: Transportation Engineering II
- ENV 3001: Environmental Science and Engineering
- ENV 4501: Water and Wastewater Technology
- CGN 4803C: Civil Engineering Design I
- CGN 4804C: Civil Engineering Design II

In addition, the students will be evaluated based on their overall performance in the National ASCE Design competition.

Approved 1-06-2006
All students in the Intercultural Communication track are required to complete SPC 3710 (Intercultural Communication), a multi-section gateway course with a standard syllabus. Students will show mastery of the basic components of cultural patterns in oral presentations delivered in teams and in written examinations. Students who achieve unsatisfactory rankings on either their presentations or exams will not pass SPC 3710 and must retake the course. Passing SPC 3710 constitutes the minimum competency in discipline content knowledge, research skills, and communication skills. Other courses in the curriculum will reinforce these skills and increase each student’s level of sophistication and understanding of the discipline.

**COMMUNICATION (Oral Communication, Team/Collaborative Communication): Students will demonstrate oral communication skills and team/collaborative skills related to their knowledge of the dimensions of cultural patterns and the relationship between culture and communication.**

The cumulative project in SPC 3710 is an oral presentation delivered as part of a three- or four-person team. Students will become proficient at working with a team in gathering research, structuring, and delivering a team presentation to an audience of their peers on a topic in intercultural communication. Team members will rank each other using a 4-point scale (Excellent, Very Good, Good, Unsatisfactory) according to the degree and quality of participation in the group. The audience of peers will rank each team according to the clarity and effectiveness of the presentation. The instructor will rank the team according to effectiveness and accuracy of the presentation. Students who receive unsatisfactory rankings on the oral presentation must retake the course. Students are required to take an additional course from the Department of Communication among its “Performance and Production” electives that will reinforce and further develop the students’ competencies in oral and written communication.
CONTENT KNOWLEDGE (Research Skills): Students will demonstrate skills in acquiring knowledge through research methods appropriate to intercultural communication, including library research and personal interviews.

The team presentations require students to collect information through library research and personal interviews. These skills will be assessed by an audience of peers and by the instructor as indicated above.

CONTENT KNOWLEDGE (Declarative Knowledge) and COMMUNICATION SKILLS (Oral Communication; Written Communication): Students will demonstrate knowledge of the basic components of cultural patterns (e.g., the methods that cultures orient themselves to activities, social relations, the self, the world, and time) through both their oral presentations and through writing.

The instructor will rate each team presentation according to the accuracy of information presented by the team. In addition, students will be assessed by the instructor for the clarity and completeness of their responses to short answer questions on written examinations that cover course content similar to the oral presentations.

CRITICAL THINKING (Analytical Skills): Students will demonstrate critical thinking skills in their analyses of intercultural conflicts or problems.

Students are required to take a minimum of six credits of “Critical/Analytical” elective courses. In these courses, students learn to analyze a particular kind of intercultural conflict or problem. Students will exhibit their analysis in a variety of forms – both written essays and oral presentations or debates. Students will be ranked according to level of sophistication in analyses performed on a four point scale taking into account the following criteria:

1) Knowledge of key concepts/vocabulary within each major;
2) Skills in creating cogent arguments;
3) Skills in critiquing arguments; and
4) Awareness of diverse publics.

Approved 12-2-2005
All students in the Media and Cultural Studies sequence are required to complete COM 3342 (U.S. Cultural Studies), a gateway course with a standard syllabus. Passing COM 3342 constitutes the minimum competency for the major in content knowledge, research skills, communication skills, and critical thinking skills as described below. Upper-division courses in the curriculum will reinforce these skills and increase the depth of methodological understanding and analysis of a particular media form.

CONTENT KNOWLEDGE (Declarative Knowledge): Students in the Media Studies sequence will demonstrate knowledge of key media and cultural studies concepts such as gender, identity, representation, postmodernity, structuralism, subjectivity, and textuality.

CONTENT KNOWLEDGE (Research Skills): Students will conduct research using a variety of media sources (including but not limited to Web sites, movies, magazines, and physical locations), view cultural events, and document their use of sources.

In COM 3342, students will show mastery of key concepts in a research paper that requires them to document their use of a variety of media sources. Papers will be assessed according to the students’ understanding of the key concepts and the student’s facility in using a wide variety of media sources.

CONTENT KNOWLEDGE (Declarative Knowledge): COMMUNICATION SKILLS (Written Communication):
CRITICAL THINKING (Analytical Skills): Students will demonstrate their skills in written communication, their ability to create and critique arguments, and their understanding of diversity issues by analyzing an aspect of popular US culture.
In COM 3342, students will demonstrate mastery of written communication skills and analytical skills in a 3000-word cultural analysis. Students will be assessed on their ability to organize, synthesize, and present clearly an analysis drawn from a wide variety of sources. Students will also demonstrate mastery of written communication skills in a take-home essay exam. Students will be assessed on their ability to give a clear exposition of key concepts.

COMMUNICATION SKILLS (Oral Communication, Visual Communication): Students will demonstrate oral presentation skills and visual communication skills by presenting a complex cultural analysis in an extemporaneous manner that incorporates appropriate visual aids during the oral presentation.

In COM 3342, students will demonstrate their analysis of a particular aspect of popular U. S. culture in an oral presentation that involves appropriate visual aids.
To satisfy the requirements for the B.A. in Multimedia Studies, all students are required to complete VIC 4943 (Multimedia Practicum), a multimedia laboratory and senior capstone experience. As part of this course, students create cross-media content, producing works engaged with art, culture, and cross-disciplinary critical inquiry. There are significant opportunities for students to pursue exploratory multimedia production projects as well as essayistic and research-oriented endeavors in new and multimedia; to this end, students will examine the evolving role of film, video, television and print in a new media landscape.

**CONTENT KNOWLEDGE (Technical Skills):** Students will demonstrate competency with non-linear video editing, web design and layout, and embedded media (the insertion of video, audio, and still images in web pages).

**CONTENT KNOWLEDGE (Declarative Knowledge):** Students will demonstrate familiarity with the major developments in the history of multimedia production in the United States and abroad, including history of new technologies, tactics and strategies of new media production, and implementation of technological developments in the public and private sectors.

In VIC 4943, students will develop projects using multimedia production software such as Apple Final Cut Pro and Macromedia Dreamweaver. Faculty will assess and grade students' projects on their historical and theoretical knowledge, their use of critical vocabulary and demonstration of their media and computer literacy on the following scale: Above Satisfactory; Satisfactory; Below Satisfactory; Unsatisfactory; or No Work. Students must obtain ratings of Above Satisfactory or Satisfactory as an average on all projects in order to pass this course.
COMMUNICATION (Written Communication, Oral Communication, Multimedia Communication): Students will develop multimedia projects, present their projects to their peers, and produce oral and written self-critiques on both technical and aesthetic aspects of their work.

In VIC 4943, each student will complete a multi-stage project that engages some of the questions and issues addressed in class. As part of this final exercise, students will articulate the relationship between one work and the field as a whole, present their work to the class and lead discussion on both technical and aesthetic points, and conduct an oral and written self-critique that addresses their work in the above contexts. Faculty will assess and grade students’ projects and assignments considering their communication skills, their mastery of form/content relations, and their development of textual strategies on the following scale: Above Satisfactory; Satisfactory; Below Satisfactory; Unsatisfactory; or No Work. Students must obtain ratings of Above Satisfactory or Satisfactory as an average of all projects in order to pass this course.

CRITICAL THINKING (Analytical Skills): Students will develop argumentative and analytic strategies that demonstrate their understanding of the central aesthetic and critical questions of the field, including the lexicon of new media, the relation between old and new media forms, the impact of new media on self and community, the intersections of art, science, and information technology, and the role of differing formal choices and modes of address.

In completing the multi-stage project for VIC 4943, students must consider the properties of audio, video, still imagery, text and graphics as recombinant elements that can be utilized to construct an extended argument or point of inquiry. The purpose of this assignment is to focus on video and new media as potential elements of an argument or investigation. The completed work should take the semblance of a critical essay in multimedia form. The general goal is to develop an analytic “statement” that bridges the personal and the social. Faculty will assess and grade students’ projects and assignments based on their ability to develop argumentative and analytic strategies, to develop research methods, to learn independently, and to demonstrate social/civic responsibility on the following scale: Above Satisfactory; Satisfactory; Below Satisfactory; Unsatisfactory; or No Work. Students must obtain ratings of Above Satisfactory or Satisfactory as an average of all projects in order to pass this course.

Approved 12-2-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG
All students in the Public Communications sequence are required to complete SPC 4371\(^1\) (Communication, Democracy, & Civic Engagement), a capstone course with a standard syllabus designed to synthesize theoretical, critical, and performance/applied strands from previous course work in the major into a contextualized examination of public communication in a democratic culture, culminating in application through civic engagement. This capstone course integrates knowledge and skills students have acquired by completing SPC 1340 (Discovering Human Communication and Rhetoric), SPC 3233 (Classical Rhetoric), SPC 3235 (Contemporary Rhetoric), SPC 4633 (Rhetoric of Social Protest), and SPC 4680 (Rhetorical Criticism).

**CONTENT KNOWLEDGE (Declarative Knowledge):** Students will use concepts in rhetorical theory and communication as a framework for examining relationships between discourse and democracy.

**COMMUNICATION (Oral Communication, Written Communication, Team/Collaborative Communication) and CRITICAL THINKING (Analytical Skills, Practical Skills):** Students in the Public Communication will demonstrate skills in effective citizenship that include “a well-developed capacity for effective communication, including moral and political discourse; skills in political participation; the capacity to work effectively with people, including those who are very different from oneself; and the ability to organize other people for action” (Colby, 2003).

Students in SPC 4371 will be assigned to work with a non profit organization either on campus or in the surrounding community that has a message it wishes to communicate clearly to an audience. Students will interview the leaders of the organization to determine what the message is and who the intended audience is. Then students will develop a service learning project that is appropriate to the needs of the organization. Students will research examples of the successful implementation of similar projects. The project plan must be approved by the instructor. To insure that the project is informed by appropriate communication theory and

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\(^1\) Communication, Democracy, and Civic Engagement will be taught as a Special Topics (SPC 4930) course until the State of Florida approves its final course number; SPC 4371 is the proposed course number sent to the State.
research, the instructor will assign short papers, quizzes and group reports designed to evaluate students understanding of the required reading and class discussions used in the development and implementation of their service learning project. Students will also submit oral and written progress reports and reflective writing assignments crafted as part of their project, connecting conceptual materials to their service learning experience. This material will be gathered in a final report that will be graded by the instructor.

**CONTENT KNOWLEDGE (Technical Skills): Students will demonstrate skills in facilitating discussion on scholarly readings in the discipline.**

Student groups in SPC 4371 will facilitate classroom discussion of scholarly readings that: (1) elicits discussion describing the main concepts, arguments, and supporting evidence in the readings, (2) elicits discussion on how the reading relate to other class readings or discussions, (3) elicits discussion on how concepts in the readings may relate to real world practices, especially to the class service-learning project, and (4) elicits discussion evaluating the readings. Each group will submit an outline of a group discussion facilitation plan, a clear description of the group’s division of labor, and a bibliography of works consulted.
COMMUNICATION (Written communication, Oral communication): Students will produce written reports and oral presentations on topics relating to computing.

All students are required to complete COT 4935 (Senior Seminar), in which they give oral presentations and submit written reports regarding ethical, social, and legal issues related to computing. Students must make their points in these reports and presentations in a manner that is clear and effective.

CONTENT KNOWLEDGE (Declarative Knowledge, Research Skills, Technical Skills) and COMMUNICATION (Team/Collaborative communication) and CRITICAL THINKING ( Practical skills): Students will work in teams to plan and execute an engineering design to meet an identified need.

In the required EGN 4410C (Engineering Design I) and EGN 4411C (Engineering Design II), students work in interdisciplinary teams to carry through the complete engineering design process, from conceptualization to implementation including presentations. The course guidelines for EGN 4410C and EGN 4411C provide for formal assessment of each student against specific criteria by the faculty teaching the course and by the student peers. These criteria are intended to guarantee that each student has:

- An understanding of professional ethical responsibilities.
- A working knowledge of fundamentals, engineering tools, and experimental methodologies.
- An understanding of the social, economic, and political contexts in which engineers must function.
- An ability to plan and execute an engineering design to meet identified need.
- An ability to function on multidisciplinary teams.
- An ability to communicate effectively (oral, written, and graphic).
- Preparation for real-world practice.
CONTENT KNOWLEDGE (Technical Skills) and CRITICAL THINKING (Analytical Skills, Practical Skills): Students will demonstrate knowledge of, and proficiency in, the application of standard methods regarding software implementation and programming, and will demonstrate the ability to implement and test computer programs. In particular, students will develop programming proficiency in C++.

Students are required to complete the CE core courses COT 3002 (Foundations of Computer Science) and COP 3530 (Data Structures and Algorithms). In these courses, students complete C++ programming assignments and projects. These assignments and projects are judged based on correctness of code, clarity of code, and run-time efficiency.

CONTENT KNOWLEDGE (Technical skills) and CRITICAL THINKING (Analytical skills, Practical skills): Students will demonstrate knowledge and analytical skills regarding the mathematical foundations of computer engineering.

Students are required to complete MAD 2104 (Discrete Mathematics) and STP 4821 (Stochastic Models for Computer Science). In these courses, students take tests and complete assignments that exercise their ability to prove theorems, apply theorems to real computing situations, and compare rigorously obtained mathematical predictions to results obtained by computer simulations.

CONTENT KNOWLEDGE (Declarative knowledge, Technical skills): Students will demonstrate proficiency in the areas of electronics, computer architecture, and computer design.

Students are required to complete CAD 3331C (Introduction to Microprocessors) and CDA 3201C (Introduction to Logic Design), as well as completing two courses from the Computer Engineering Core Systems Group and two courses from the Computer Engineering Core Technology Group. In these courses students take tests, complete lab reports, and complete assignments that enhance their ability to design and analyze circuits, their understanding of microprocessor and microcontroller architecture, their ability to design and code assembly language programs, and their understanding of the hardware-software interface.

Approved 12-02-2005

REFER TO FAU'S UNIVERSITY CATALOG FOR ADDITIONAL DEGREE REQUIREMENTS
COMMUNICATION (Written Communication, Oral Communication): Students will produce written reports and oral presentations on topics relating to computing.

All students are required to complete the COT 4935 (Senior Seminar), in which they give oral presentations and submit written reports regarding ethical, social, and legal issues related to computing. Students must make their points in these reports and presentations in a manner that is clear and effective.

CONTENT KNOWLEDGE (Technical Skills) and CRITICAL THINKING (Analytical Skills, Practical Skills): Students will demonstrate knowledge of, and proficiency in, the application of the standard methods regarding software implementation and programming, and will demonstrate the ability to implement and test computer programs.

Students are required to complete COT 3002 (Foundations of Computer Science), COP 3530 (Data Structures and Algorithms), and COP 4400 (Design and Analysis of Algorithms). In these courses, students complete C++ programming assignments and projects. These assignments and projects are judged based on correctness of code, clarity of code, and run-time efficiency.

CONTENT KNOWLEDGE (Declarative Knowledge, Technical Skills): Students will demonstrate knowledge regarding computer hardware and the major categories of computer software.

Students must complete two hardware courses in the CS core, CDA 3201A (Introduction to Logic Design) and CDA 3331C (Introduction to Microprocessor Systems). Students must also complete the following courses that regard major categories of software systems: COP 4610 (Computer Operating Systems) and COP 3540 (Introduction to Database Structures). In the latter two courses, in addition to learning
concepts relative to the overall structure of operating systems and database systems, the students master programming techniques specific to these systems.

**CONTENT KNOWLEDGE (Declarative Skills, Technical Skills) and CRITICAL THINKING (Analytical Skills, Practical Skills): Students will demonstrate knowledge and analytical skills regarding the mathematical foundations of computer science.**

Students are required to complete the following CS core courses: MAD 2104 (Discrete Mathematics), STA 4821 (Stochastic Models for Computer Science), and COT 4420 (Formal Languages and Automata Theory). In these courses, students take tests and complete assignments that exercise their ability to prove theorems, apply theorems to real computing situations, and compare rigorously obtained mathematical predictions to results obtained by computer simulations.

**CONTENT KNOWLEDGE (Technical Skills) and CRITICAL THINKING (Analytical Skills, Practical Skills): Students will demonstrate knowledge of standard software engineering methodologies, and be able to critically apply these methodologies in the planning and execution of a problem design to meet an identified need.**

**CONTENT KNOWLEDGE (Declarative Knowledge, Technical Skills): Students will develop analytical skills, and demonstrate proficiency in, the areas of algorithmic design, development, and analysis, including the ability to critically compare and select among competing structures and methods.**

Content regarding important data structures and algorithmic methods, as well as the analytical skills required in designing and analyzing algorithms, are studied in COT 3002 (Foundations of Computer Science), COP 3530 (Data Structures and Algorithms), and COT 4400 (Design and Analysis of Algorithms). Students will be exercised through tests and sequences of programming assignments that involve algorithmic design and data structure selection. The overall software life cycle is studied in CEN 4010 (Principles of Software Engineering). Students in this class complete tests, assignments, and a course project involving the requirements analysis, design, implementation, testing, and documentation of software.

Approved 12-02-2005

REFER TO FAU'S UNIVERSITY CATALOG FOR ADDITIONAL DEGREE REQUIREMENTS
CONTENT KNOWLEDGE (Declarative Knowledge): Graduates in Criminology and Criminal Justice will demonstrate an understanding of basic concepts, theories, theorists, and research findings in three core areas:

Criminology: History and philosophy of law, crime, and criminal codes; survey of major theories and theorists, including classical school, positive school, choice theories, trait theories, social process theories, social structure theories, conflict theory, and integrated theories.

Criminal Justice Systems: History, philosophy, organization of the American police, the courts, and correctional institutions, including probation and parole, the study of crime, law and the administration of justice.

Research Methods: Understanding and applying the basic principles of scientific methodology including the nature of scientific explanation, issues relating to reliability and validity, the limitations of measurement scales, hypothesis testing, and the interpretation of correlational and experimental data.

All majors will complete CCJ 3014 (Criminology), CCJ 3024 (The Criminal Justice System), and CCJ 4700 (Methods of Research in Criminal Justice). Master syllabi for these courses are available from the departmental office and include a list of student learning outcomes to be addressed in all sections of the course and the types of course assignments and examinations that will be used to assess student proficiency on these learning outcomes.

COMMUNICATION (Written communication): Graduates in Criminology and Criminal Justice will be able to produce writing that is grammatically correct, well-organized, and properly formatted.

Students will be required to complete the university’s Writing Across the Curriculum program to demonstrate general writing skills. Students will also be required to
demonstrate competency in communication skills by completing a written research assignment as a part of their research methods class CCJ 4700 (Methods of Research in Criminal Justice).

CONTENT KNOWLEDGE (Research Skills) and CRITICAL THINKING (Analytical Skills): Graduates in Criminology and Criminal Justice will use critical thinking to evaluate information and data related to criminological and criminal justice processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) issues relating to reliability and validity, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of correlational and experimental data.

Performance on examinations in CCJ 4700 (Research Methods) will be used to assess students’ understanding and application of these concepts.
CONTENT KNOWLEDGE (Declarative Knowledge): Students in Economics will demonstrate an understanding of concepts, theories and facts about the behavior of consumers and firms, the role of prices in resource allocation and the impact of the behavior of consumers, firms and governments on the level of income, employment and inflation in the economy.

All economics students will complete examinations in several required courses that will assess their mastery of the content of the discipline: ECO 3101 (Intermediate Microeconomics), ECO 3203 (Intermediate Macroeconomics) and one of the three international economics courses (ECS 3013: International Economic Development; ECO 4704: Economics of International Trade; or ECO 4713: International Monetary Economics). ECO 3101 and 3203 will cover the broad content of the economics discipline and the international course will expand the student’s understanding of the international economy.

CONTENT KNOWLEDGE (Technical Skills): Students in Economics will demonstrate an understanding of statistical techniques applied to economic theories and data using an econometrics computer package.

In ECO 4421 (Introduction to Econometric Methods), students will complete a written research project that requires the application of an econometric technique to economic data using an econometrics computer package. This course will assess the students’ technical skills by means of examinations and the research project completed by the student.

COMMUNICATION SKILLS (Written Communication; Oral Communication): Students in Economics will write about concepts and theories in economics in a grammatically correct and logically consistent manner. Students will make a
classroom presentation about an economic issue that is clear, comprehensive, and demonstrates knowledge of the relevant economic concepts and theories. CRITICAL THINKING SKILLS (Analytical Skills): Students in Economics will demonstrate an ability to identify economic problems and issues, review relevant economic theories and analyses, and formulate and support their own conclusions.

In ECO 4933 (Senior Seminar in Economics), students will complete one or more research papers and classroom presentations in which they will identify an economic problem or issue, review relevant economics literature, and contain the student’s own conclusions and the basis for those conclusions.

COMMUNICATION SKILLS (Graphical Communication): Students in Economics will apply graphical analysis to explain market prices, consumer and firm behavior, national income, employment and inflation.

Students will be assessed on their graphical skills via papers and assignments in ECO 3101, ECO 3203, and one of the three international economics courses (ECS 3013, ECO 4704, or ECO 4713). Students will also be assessed on their proficiency in graphical analysis via the research papers submitted in ECO 4933.

Approved 12-21-2005
CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate subject matter knowledge. (FAU Indicator 8.1)

The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge. (Florida Board of Education, Educator Accomplished Practice 8)

State standards for subject matter content and subject matter competencies and skills will be used to help identify significant subject content knowledge that will be included in methods courses taught within the College of Education. In order to graduate, all students must pass the Florida Teacher Certification subject exam in elementary education. This exam is based on the state defined subject matter competencies and skills.

CONTENT KNOWLEDGE (Technical Skills): Students will plan activities that help participants develop knowledge through a variety of strategies. (FAU Indicator 10.2)

The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences. (Florida Board of Education, Educator Accomplished Practice 10)

In RED 4750 (Reading Development 2: Grades 3-8), students will complete an assignment titled “Before, During, and After Lesson Plans”. For this assignment, students work collaboratively to develop pre-reading, during reading, and post-reading lesson plans.

COMMUNICATION (Written Communication, Oral Communication): Students will demonstrate the ability to communicate effectively verbally and in writing. (FAU Indicator 2.2).

The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom. (Florida Board of Education, Educator Accomplished Practice 2)
In EDE 4943 Student Teaching, students learn to write an appropriate lesson plan and practice its delivery. Supervisors evaluate lesson plans and implementation during classroom observations while student teaching. Observers evaluate student interns on 34 indicators that represent the quality of the written lesson plan, the presentation of content during the lesson, the use of questioning and feedback, the use of communication skills, the use of practice activities and assessment, and the management of student conduct. The indicators for the section titled “Communication Skills” are: positively communicates high expectation for all students; appropriately varies volume and inflection; communicates an attitude of enthusiasm; uses clear, unscrambled discourse; exhibits positive body language related to content.

Student interns receive ratings on each indicator: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations. Student interns must earn an Overall Rating of at least Meets Expectations on more than half of the indicators in each section and no more than a total of three ratings of Does Not Meet Expectations among all sections to receive a passing grade. Individual students may receive remediation based upon their individual needs.

CRITICAL THINKING (Analytical Skills, Practical Skills): Students will employ traditional and alternative assessment strategies and use the data to modify interventions (FAU Indicator 1.1). Students will demonstrate and model the use of higher order thinking skills (FAU Indicator 4.2).

The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively. (Florida Board of Education, Educator Accomplished Practice 1)

For EDG 3324 Effective Teaching Practices II, students complete an Assessment Cycle assignment in which they analyze the effectiveness of lesson planning and instruction on students’ achievement. It consists of a pre-test with analysis, three lessons with post-teaching reflections, and a post-test with analysis. The Assessment Cycle is graded through the rubric below. This assignment demonstrates each student’s ability to use critical analytic skills to assess student learning. Each assignment will receive a rating of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations. The criteria for Meets Expectations are:

1. **Data Collection- Raw Data (Knowledge):** Collects and presents raw data from the post-test indicating the class, grade level, subject or post test, and individual results of post test.
2. **Data Displays (Skill):** Creates a data display which presents the post-test data clearly and one that shows the comparison of pre-test and post-test data.
3. **Data Analysis/Reflection (Disposition):** Explains the class data adequately analyzing the results of the post-test and comparing the results with the data from the pre-test reflecting on the effectiveness of instruction. Connects analysis to the appropriate EAP indicators.
4. **Portfolio Evidence Form (Reflection):** Portfolio Evidence Form documents the indicator demonstrated with sufficient explanation and examples supporting the accomplishment.
5. **Written presentation:** Typed, Standard English, proofread for spelling and grammatical errors. Submitted in a timely fashion.
Students must have an overall rating of at least “Meets Expectations” on the Assessment Cycle assignment. The overall rating is determined using the described rubric criteria and an assigned point value.

Approved 2-9-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate subject matter knowledge. (FAU Indicator 8.1)

The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge. (Florida Department of Education, Educator Accomplished Practice 8)

State standards for subject matter content and subject matter competencies and skills will be used to help identify significant subject content knowledge that will be included in content and methods courses. This knowledge will be included in content courses taught by faculty outside the College of Education, and knowledge and methodology will be included in methods courses taught within the College of Education. In order to graduate, all students must pass the Florida Teacher Certification subject exam in their area of study. This exam is based on the state defined subject matter competencies and skills.

CONTENT KNOWLEDGE (Technical Skills): Students will plan activities that help participants develop knowledge through a variety of strategies. (FAU Indicator 10.2)

The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences. (Florida Department of Education, Educator Accomplished Practice 10)

In RED 4335 (Content Reading: Middle and Secondary School), students will complete an assignment titled “Before, During, and After Lesson Plans”. For this assignment, students work collaboratively to develop pre-reading, during reading, and post-reading lesson plans.

COMMUNICATION (Written and Oral Communication): Students will demonstrate the ability to communicate effectively verbally and in writing. (FAU Indicator 2.2).
The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom. (Florida Department of Education, Educator Accomplished Practice 2)

In Student Teaching (ARE 4940, FLE 4945, LAE 4948, MAE 4945, MUE 4940, SCE 4944, or SSE 4944) students learn to write an appropriate lesson plan and practice its delivery. Supervisors evaluate lesson plans and implementation during classroom observations while student teaching. Observers evaluate student interns on 34 indicators that represent the quality of the written lesson plan, the presentation of content during the lesson, the use of questioning and feedback, the use of communication skills, the use of practice activities and assessment, and the management of student conduct. The indicators for the section titled “Communication Skills” are: positively communicates high expectation for all students; appropriately varies volume and inflection; communicates an attitude of enthusiasm; uses clear, unscrambled discourse; exhibits positive body language related to content.

Student interns receive ratings on each indicator: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations. Student interns must earn an Overall Rating of at least Meets Expectations on more than half of the indicators in each section and no more than a total of three ratings of Does Not Meet Expectations among all sections to receive a passing grade. Individual students may receive remediation based upon their individual needs.

CRITICAL THINKING (Analytical Skills, Practical Skills): Students will identify strategies, materials, and technologies that expand critical thinking. (FAU Indicator 4.1).

The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively. (Florida Department of Education, Educator Accomplished Practice 4)

For ESE 3940, students compile a Critical Thinking and Materials File. The File is a collection of at least 6 strategies and materials to promote critical/creative thinking and problem solving throughout the semester for use in future teaching. Critical Thinking and Materials Files are graded through the rubric below. Each file will receive a rating of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations.

1. **Data Collection (Knowledge):** Collects appropriate strategies according to assignment: two from each indicated group.
2. **Data Analysis (Skill):** Adequately discusses each strategy including how the strategy might be used in the classroom and the expected results; or, if the strategy has been used, indicating the results of the strategies that were used in the classroom, any adaptations and the reasons for the adaptations. Makes appropriate connections to applicable EAP indicators.
3. **Reflection (Disposition):** Reflection shows adequate thought and reexamination of writer’s beliefs, practices, and/or assumptions. Reflection includes connections to previous learning and considers how this new data will affect the writer’s decision-making and instruction in the future.
4. **Portfolio Evidence Form (Reflection):** Portfolio Evidence Form documents the indicator demonstrated with sufficient explanation and examples supporting the accomplishment.
5. **Written presentation:** Typed, Standard English, carefully proofread for spelling and grammatical errors. Submitted in a timely fashion.
Students must have an overall rating of at least “Meets Expectations” on the Critical Thinking and Materials File assignment. The overall rating is determined using the described rubric criteria and an assigned point value.

Approved 10-25-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
For graduation, students must obtain a grade of “C” or better in each calculus course, each physics course, and each Electrical Engineering core course, and students must obtain a 2.0 GPA in all Electrical Engineering courses attempted.

The department maintains for each student a portfolio of assignments that receive a failing grade in the courses identified below. A performance evaluation of each student’s portfolio will be conducted in a timely manner by the Undergraduate Advisors and Chair. Failure to attain a passing grade on the student’s performance evaluation for any of the key courses will initiate an academic review by the Academic Affairs Committee. Possible outcomes of these evaluations involve repeating the same, or equivalent, coursework; tutoring; referral to the University Center for Excellence in Writing; or course failure.

Industry supervisors in the Cooperative Education Program will evaluate students on content knowledge, communication skills, and critical thinking skills. Possible outcomes for a student who receives an unsatisfactory evaluation include repeating an industrial placement or portion of the placement, tutoring, additional coursework, or removal from the Cooperative Education Program.

CONTENT KNOWLEDGE (Declarative Knowledge): Students will recognize and apply concepts, principles, and theories in core Electrical Engineering topics: basic circuit analysis, electronics, electromagnetics, and linear systems.

Student portfolios will include failing grades on in-class tests, research projects, and in-class projects for the following courses:
EEL 3111: Circuits 1  EEL 4656: Linear Systems Analysis
EEL 3470: Electromagnetic Fields & Waves  EEL 4361: Electronics 2
COMMUNICATION (Written Communication, Oral Communication, Team/Collaborative Communication): Students will:

- Describe the interrelatedness of contemporary issues in a global and society context with Electrical Engineering solutions.
- Communicate effectively in writing.
- Convey technical material through oral presentations.
- Function effectively in multidisciplinary teams.

Student portfolios will include failing grades on individual paper assignments, individual oral presentations, group papers and presentations evaluated by peer group and faculty/industry team for the following courses.

EGN 1002: Fundamentals of Engineering  EGN 4410: Engineering Design 1
EGN 3012: Electrical Engineering Practice  EGN 4411: Engineering Design 2

CRITICAL THINKING (Analytical Skills, Creative Skills, Practical Skills): Students will:

- Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design.
- Identify, formulate and solve novel electrical engineering problems.
- Design and conduct scientific and engineering experiments including analysis and interpretation of data.
- Deliver engineering results that meet performance standards for cost, safety, and quality.
- Describe the ethical and professional responsibilities of the electrical engineer.
- Make and defend ethical judgments in keeping with professional standards.

Student portfolios will include failing grades on laboratory reports, evidence of synthesis of current knowledge into new designs or products, and in-class projects and case study analyses for the following courses.

EEL 3012: Electrical Engineering Practice  ELR 4309L: Laboratory 2
EEL 3111: Circuits 1  EGN 4410: Engineering Design 1
EEL 4361: Electronics 2  EGN4411: Engineering Design 2
ELR 3308L: Laboratory 1

Approved 11-04-2005

REFER TO FAU’S UNIVERSITY CATALOG FOR ADDITIONAL DEGREE REQUIREMENTS
CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills): Students will demonstrate the ability to apply perspectives from literary criticism and theory explicitly in formal essays as they analyze/interpret a complex literary work. Essays are expected to demonstrate an understanding of the content and theoretical vocabulary elicited by the particular prompt.

COMMUNICATION SKILLS (Written Communication): Students will demonstrate effective communication skills by writing in-class thesis-driven essays, under time constraints, in response to a specific prompt. Essays are expected to exhibit the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.

CRITICAL THINKING (Analytical Skills; Creative Skills): Students will have the ability to analyze/interpret a complex literary work, demonstrating the capacity to formulate and develop in a formal essay a significant topic in depth and in an independent and even original way. Essays are expected to exhibit mature creative and analytical thinking, and an ability to create a mature critical argument quickly with no external assistance.

Essays in all 3000- and 4000-level English courses will be assessed holistically according to a rubric (see next page) developed and shared by faculty and communicated to students. The rubric distinguishes levels of competence and defines the minimum requirements for demonstrating the skills designated above.

Students whose essays are rated Competent, Strong, or Superior are making progress toward the degree. Students whose essays are rated Inadequate will be referred to the University Center for Excellence in Writing. Students whose essays are consistently rated Inadequate in any course will effectively fail that course and must successfully retake the course or an equivalent course.
RUBRIC FOR HOLISTIC ASSESSMENT OF ESSAYS

SUPERIOR
Addresses the question or prompt fully
Demonstrates substantial comprehension of relevant material
Shows substantial depth, complexity, and creativity of thought
Demonstrates clear and coherent organization
Develops arguments fully with ample supporting detail
Demonstrates superior control of diction, syntactic variety, and transitions

STRONG
Address the question or prompt substantively, yet not fully
Demonstrates comprehension of relevant material
Shows depth, complexity, and creativity of thought
Demonstrates clear organization
Develops arguments with supporting detail
Demonstrates control of diction, syntactic variety, and transition

COMPETENT
Adequately addresses the question or prompt
Demonstrates adequate understanding of relevant material
Shows clarity of thought but may treat the topic simplistically or repetitively
Demonstrates adequate organization
Develops arguments adequately, with some detail
Demonstrates adequate facility with syntax, mechanics, and usage but contains some errors

INADEQUATE
May distort or neglect parts of the question or prompt, and/or
Fails to comprehend relevant material
Lacks clarity of thought; demonstrates confused/simplistic thinking, and/or
Lacks adequate organization, and/or
Fails to provide adequate or appropriate details to support generalizations, or may provide details without generalization, and/or
Demonstrates significant errors in language, syntax, or mechanics

Approved 12-02-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate subject matter knowledge. (FAU Indicator 8.1)

The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge. (Florida Board of Education, Educator Accomplished Practice 8)

State requirements for content knowledge for teachers are used to identify courses that represent subject content knowledge. These courses typically include content courses taught by faculty outside the College of Education, and to a lesser extent, methods courses taught within the College of Education. To graduate, all students must pass the Florida Teacher Certification subject exam in Exceptional Student Education.

CONTENT KNOWLEDGE (Procedural Knowledge): Students will plan activities with identified performance and learning outcomes. (FAU Indicator 10.1)

The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences. (Florida Board of Education, Educator Accomplished Practice 10)

In EEX 4066 (Educational Programming for Individuals Served in Varying Exceptionalities Programs) and its accompanying Practicum (EEX 4843), students will plan and implement an in-depth learning sequence (LS) designed to teach a significant skill/strategy to mastery. This will require FAU students to use and reflect on data to modify instruction so that pupils reach skill mastery. FAU students will plan activities that use a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. FAU students also will vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan that a minimum of three weeks will be needed to complete the LS in the practicum setting. The LS typically consists of at least 6-8 lessons. After implementation, the LS will be submitted including: pre and post tests, task analysis of the objective, all lesson plans and accompanying materials, progress charts, and a self-evaluation. This assignment will be assessed by a rubric (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).
COMMUNICATION (Written Communication): Students will demonstrate the ability to communicate effectively verbally and in writing. (FAU Indicator 2.2). The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom. (Florida Board of Education, Educator Accomplished Practice 2)

In EEX 2010 (Survey of Exceptionalities), students complete 20 hours of observation in special education classroom settings. Then, students will demonstrate their knowledge of subject matter by effectively summarizing their observations in the form of an observation report. One method used to evaluate student communication involves the evaluation of this observation report, including content, mechanics, grammar, and spelling. The report will include ALL of the following components:

- Type of setting (e.g. inclusion, resource room)
- Type of exceptionality (e.g. learning disabilities)
- Similarities and differences among students with disabilities from different cultural, religious, ethnic, and socioeconomic groups
- Other student information (e.g. age, grade level, gender, ethnic and cultural levels)
- Classroom management techniques used
- Type of teaching materials used
- Type of teaching strategies employed, including strategies for students with limited English proficiency
- Attitudes linked to cross-cultural barriers in students with disabilities
- Other notable information

This assignment will be assessed by a rubric (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).

COMMUNICATION (Oral Communication): Student will communicate high expectations in a positive and supportive manner. (FAU Indicator 2.1). The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom. (Florida Board of Education, Educator Accomplished Practice 2)

In EEX 4843 (Practicum in Methods of Teaching Individuals Served in Varying Exceptionality Programs), each FAU practicum student will be observed formally by both the University Supervisor and the Cooperating Teacher throughout the semester. The observations include both verbal and written feedback (narrative observation form) regarding the practicum student’s progress in planning and teaching a lesson. It also includes feedback on the FAU student’s ability to communicate academic and behavioral expectations in a positive and supportive manner, appropriate to the functioning level of students with disabilities. The observer will synthesize the information on the Feedback Summary Form.

CRITICAL THINKING (Analytical Skills, Practical Skills): Students will interpret data from various informal and standardized assessment procedures. (FAU Indicator 1.2)

The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate strategies. Furthermore, the teacher can identify and match the student’s instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs (Florida Board of Education, Educator Accomplished Practice 1).

In EEX 4066, students will interpret data from various informal sources (observations, confidential and cumulative files, etc.) and standardized assessments. Based on these interpretations of data, FAU students write an Individual Education Plan (IEP) for one pupil. When the pupil is an ESOL student, the IEP will reflect consideration for linguistic and cultural diversity. Students will use the state IEP forms which will be distributed in class. This assignment will be assessed by a rubric (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).

Approved 2-17-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
All ESHP students are required to take PET 4947 (Practicum) and PET 4946 (Internship), which is a progression from a supervised field classroom experience and then a total field experience with a minimum of 400 agency-based hours supervised by a health promotion or fitness professional. This experience integrates classroom knowledge from the Exercise Science and Health Promotion (ESHP) sequence, practice sequence, research sequence; students use this knowledge base to develop skills to intervene with various clients.

**CONTENT KNOWLEDGE (Declarative Knowledge; Technical Skills):** Graduates will demonstrate the content knowledge and discipline-specific skills necessary for beginning generalist practice with individuals, groups, and communities in the Exercise Science and Health Promotion field. A full list of these KSAs is available by consulting the American College of Sports Medicine’s Health Fitness Instructor Quick Check: [http://www.acsm.org/certification/textdocs/self-hficheck.doc](http://www.acsm.org/certification/textdocs/self-hficheck.doc)

Evaluation of students’ content knowledge is based on the following processes:

1. Students will be required to demonstrate mastery of this content knowledge through practical exams in PET 4550 (Exercise Testing) and in PET 4947 (Practicum). Evaluation of the practical exams in class will be based on criteria presented in the course syllabus which has been reviewed by the American College of Sports Medicine and the National Strength and Conditioning Association as meeting their standards for preparing professionals. Criteria include presentation organization, thoroughness of presentation, knowledge and skills demonstrated in the practical exam. The university-based field faculty will evaluate all practical exams.

2. Additionally, agency-based field directors will evaluate individual students’ overall content knowledge and skill via the ESHP Internship Evaluation of Student’s Performance.
COMMUNICATION (Oral Communication): Students will demonstrate oral communication abilities through the presentation of a bulletin board and class lecture. Criteria include presentation format, eye contact, ability to respond to questions, and appropriate mastery of language associated with the specific topic presented.

COMMUNICATION (Written Communication): Students will demonstrate written communication abilities in the field site through agency documentation requirements. Criteria for evaluation include concise written communication and the appropriate description of client assessment and interventions plan.

Students are assessed for the communication abilities in the following two ways:
1. A requirement of PET 4947 is the oral presentation of a health/fitness topic. Each presentation is evaluated based on criteria developed by the faculty of the ESHP department and is outlined in the course syllabus. Presentations are evaluated by a faculty member. In this oral presentation, students must demonstrate their ability to communicate an integration of all sequence areas in the ESHP curriculum.
2. In the final field evaluation of individual students’ performance, agency-based directors and faculty will evaluate each student’s ability for written and oral communication via the ESHP Internship Evaluation. Specifically, field directors and faculty evaluate the students’ ability in both written and oral communication as it relates to performance within their agency setting.

CRITICAL THINKING SKILLS (Analytical Skills, Creative Skills, Practical Skills): Students will demonstrate critical thinking skills in their oral presentation of a health-related fitness topic and during practical exams.

Students are assessed for critical thinking using two methods.
1. Using criteria developed by the faculty of ESHP department and identified in the course syllabi of PET 4550, PET 4946, and PET 4947, internship site directors and faculty will evaluate each oral presentation for the demonstration of critical thinking. Criteria are based on a student’s mastery of content found in the practice sequence, the ESHP curriculum, the research sequence and the KSAs. All of this content must be used to adequately understand appropriate comments related to working in this profession.
2. Students will also be evaluated for critical thinking skills by internship directors and ESHP faculty via the ESHP Internship Evaluation of the Student's Performance.
Finance majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

- BUL 4421 (Business Law I)
- ENC 3213 (Writing for Management)
- FIN 3403 (Principles of Financial Management)
- ISM 3011 (Management Information Systems)
- MAN 3025 (Introduction to Management & Organizational Behavior)
- MAN 3506 (Operations Management)
- MAN 4720 (Global Strategy & Policy)
- QMB 3600 (Quantitative Methods in Administration)
- MAR 3023 (Marketing Management)

**CONTENT KNOWLEDGE (Declarative Knowledge):** Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- **Finance:** capital budgeting, cash flows, cost of capital, valuation,
- **Management:** managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- **Marketing:** segmenting and targeting customers; elements of a marketing mix.
- **Operations:** product and process design, supply chain management, service operations, and quality management
- **Information Systems:** information technology use in organizations, types of large scale systems, ethical issues

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

**CONTENT KNOWLEDGE (Technical skills):** Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decision-making tools and techniques for business.

In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

**COMMUNICATION (Written Communication, Team/Collaborative Communication):** Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph
information, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.

CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

CRITICAL THINKING (Analytical Skills) and COMMUNICATION (Written Communication, Team/Collaborative Communication): Students will process financial information and conduct a critical analysis that applies this information to financial decisions. Students will report the results from their financial analyses both orally and in written form in a clear and grammatically sound manner. Students will also demonstrate skills in discussing case solutions presented by their peers.

In FIN 4422 (Cases in Financial Management), students will analyze and submit a number of cases on a range of finance topics. Students will submit both written and oral analyses of cases, and they will comment on the analyses of cases presented by their peers. Students will receive grades for their case write-ups, oral presentations, and class participation. Faculty will evaluate the oral presentations and written cases for the clarity of communication and for the appropriateness of the tools and concepts used to resolve the issues raised by the cases.

Approved 4-3-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Declarative Knowledge): Graduates in Geography will understand basic concepts and theories in the spatial analysis of human-environmental systems as emphasized in the department such as: physical environment of South Florida, cultural landscape, water resources, coastal hazards, environmental management, urban sprawl and development, and sustainability.

Students will complete a senior capstone course, GEO 4337 (Human/Environmental Interactions in South Florida). Exams and assignments in all sections of the course will be used to assess students’ knowledge.

CRITICAL THINKING (Analytical Skills, Practical Skills): Graduates in Geography will use critical thinking to evaluate information, data and problems related to geography by applying basic principles of scientific methodology including data collection and/or field observations that are analyzed using appropriate quantitative or qualitative techniques that illustrate the understanding, description and modeling of a geographic problem.

CONTENT KNOWLEDGE (Technical skills) and COMMUNICATION (Written Communication; Oral Communication, Other Forms of Communication): Graduates in Geography will be able to produce writing that is grammatically correct and well-organized and to deliver clear and well-organized oral presentations. Both written and oral communications should illustrate clear communication skills utilizing graphic tools in geographic information systems, remote sensing and other techniques.

In GEO 4337, students will complete a major research project that illustrates their understanding of the scientific method as applied to geographic problems. They will produce a substantial written report of this research project and orally present the project in the class and/or the department colloquium series. The project should utilize graphics such as computer cartography, geographic information systems, and/or remote sensing, where appropriate, to aid in the communication/illustration of the research.

Approved 11-18-2005
All majors in geology are required to complete GLY 4750 (Field Methods) which includes classroom lectures on Appalachian Geology, a nine day trip to the Southern Appalachians, and two one-day field trips in the local area. This class combines classroom knowledge with field-based observations and published geological data and interpretations, and requires the student to demonstrate proficiency in integrating these sources into a final paper where they will discuss multiple hypotheses interpreting the data they have gathered.

CONTENT KNOWLEDGE (Declarative Knowledge, Technical Skills): Majors in Geology will demonstrate mastery of broad knowledge of Appalachian geology, details of specific sites within the region, and basic field techniques appropriate to the region.

Students will demonstrate mastery of basic regional geology and basic field techniques in GLY 4750 via a written examination. The examination will cover the broad regional geology of the area to be visited on the field trip, including the characteristics of the geomorphic regions, knowledge of the orogenic history of the region, and site-specific knowledge of localities visited on the Junior Field Camp.

COMMUNICATION (Written Communication, Oral Communication, and Illustrative Communication): Majors in Geology will demonstrate the following communication skills:
- Ability to produce writing that is grammatically correct, well-organized, and clear.
- Ability to effectively use illustrations to communicate their observations, hypotheses, and interpretations of geologic data.
- Ability to orally communicate their observations and exchange ideas in a clear and succinct manner.
Students will demonstrate the ability to properly present geologic observations in GLY 4750 by recording both written and illustrative notes in field notebooks. Instructors will evaluate field notebooks based on the completeness and accuracy of the observations as well as on the clarity of writing. Students will also be required to orally summarize, at the field sites, their observations and interpretations of the geologic setting and geologic history of the field sites. Instructors will evaluate oral presentations based on the ability of the student to clearly explain his/her observations, to exchange ideas, and to explain their hypotheses and interpretations.

In addition, students will be required to complete courses designated in the university’s Writing Across the Curriculum program to demonstrate general writing skills.

**CONTENT KNOWLEDGE (Research skills) and CRITICAL THINKING (Analytical and Practical skills):** Majors in Geology will evaluate data gathered in the field and apply scientific methodology and knowledge of basic geologic concepts and processes to the interpretation of the data. They will demonstrate their ability to interpret the geologic record from available evidence and to understand geologic history and potential for mineral exploration.

In GLY 4750, students will be required to present a written report in which they will summarize their interpretations of the geologic history of a given site. The report will be evaluated based on the ability of the student to perform data analysis, formulate a working hypothesis and clearly support it with the field data. In addition, students will be evaluated based on their abilities to apply qualitative and quantitative techniques to support their hypotheses and interpretations.

Approved 1-20-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG
Bachelors of Health Services Administration majors must complete seven core courses:

- HSA 4111: Health Delivery Systems
- HSA 4110: Healthcare Organization and Administration
- HSA 4140: Planning in Healthcare Organizations
- HSA 4170: Healthcare Financial Management
- HSC 4640: Health Law
- HSA 4700: Health Research Methods
- HSA 4817: Health Practicum

In addition, BHSA majors are required to complete the following courses:

- ISM 3011: Management Information Systems
- ECP 4530: Health Economics
- ENC 3213: Writing for Management
- HSA 4600: Health Research Methods

**CONTENT KNOWLEDGE (Declarative Knowledge):** Students will demonstrate knowledge of the history, the administrative vocabulary, and concepts common to the management of the health care industry, including:

- recent history of the healthcare industry;
- current industry organization patterns;
- general payment mechanisms and financial shares of the major sectors;
- organizational behaviors; and,
- legal and ethical issues of healthcare.

In HSA 4111 students will be examined on the current organization of the healthcare industry, on the money flows and magnitudes, and on the general recent history. In HSA 4110 students will be examined on the basic theories of organizational behavior, and they will prepare case studies and give in class presentations about how those theories are put into practice in healthcare organizations. In HSC 4640 students will be examined on generally agreed upon ethical tenets of the industry and on the basic legal frameworks governing both the industry’s structure and the provision of care.
CONTENT KNOWLEDGE (Technical skills): Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their applications to business practices.

In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases.

COMMUNICATION (Written Communication, Team/Collaborative Communication): Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.

COMMUNICATION (Written Communication, Oral Communication) and CRITICAL THINKING (Analytical Skills): Students will complete an internship in which they will conduct a project for the internship organization. Students will write papers and deliver oral presentations in which they will analyze the internship organization and the industry in which the organization operates with reference to health care and management issues.

In HSA 4817 students complete term projects, in-class presentations, and a major paper in which they analyze their experiences as part-time interns during the semester and compare those experiences to the principles learned in their organizational behavior, industrial organization and strategic planning courses in the BHSA core.
CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate that they have learned the vocabulary and concepts specific to the discipline of history. In addition, they will demonstrate their knowledge of those political, social, legal, and economic theories that have impacted the discipline of History through various oral and written assignments.

CONTENT KNOWLEDGE (Research Skills; Technical Skills): Students will demonstrate the ability to conduct archival research utilizing both primary and secondary sources. They will develop procedural and technical skills involved in historical research such as library research, oral history, book review writing, and proper citations. Students will demonstrate their ability to construct bibliographical and historiographical essays, book reviews, annotated bibliographies, and research papers.

Every student majoring in history must successfully complete HIS 3150 (Introduction to Historical Studies). The types of assignments used in HIS 3150 that assess content knowledge include book reviews, bibliographic essays, historiographic essays, and research papers. Students in HIS 3150 will also submit a course portfolio of work that should demonstrate proficiency in research skills and technical skills.

COMMUNICATION (Written Communication; Oral Communication): Students will produce well-organized, well-conceptualized and grammatically correct writing for the discipline of history. They will also demonstrate knowledge of the Chicago Manual of Style in their written assignments. Students will also demonstrate effective oral communication skills by presenting a portion of the written work to other students in the class and to the professor.

In the required HIS 3150 and HIS 4935 seminars, students will produce research papers, book reviews, historiographical essays, and bibliographical essays that will be assessed
for communication skills. In addition, in several 3000- and 4000-level courses, students write in-class thesis-driven essays under time constraints in response to selected questions. Essays are expected to reflect organizational, analytical, and interpretative skills in the presentation of historical evidence.

In the HIS 3150 and HIS 4935 seminar, students will also demonstrate effective communication skills by making oral presentations of their written research.

**CRITICAL THINKING (Analytical Skills):** Students will engage in critical/reflective analysis and interpretation of materials derived from their independent research, use of primary documents, and assigned readings leading to the writing of a major paper in the discipline.

Faculty members who teach HIS 4935 (Senior Seminar) will evaluate student research papers using a four-point rubric that indicates each student's level of proficiency in analyzing and evaluating historical documents, and in comparing and contrasting (judging) historical issues, theories, and events. All students will be provided the standards (rubric) in each class as part of the syllabus, or in the instructions for the assignment.

Refer to FAU’s University Catalog for additional degree requirements

Approved 12-05-2005
All B. B. A. and B. S. majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

BUL 4421 (Business Law I)  MAN 3506 (Operations Management)
ENC 3213 (Writing for Management)  MAN 4720 (Global Strategy & Policy)
FIN 3403 (Principles of Financial Management)  QMB 3600 (Quantitative Methods in Administration)
ISM 3011 (Management Information Systems)  MAR 3023 (Marketing Management)
MAN 3025 (Introduction to Management & Organizational Behavior)

**CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of fundamental concepts in several areas of business, including:**

- **Finance:** capital budgeting, cash flows, cost of capital, valuation,
- **Management:** managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- **Marketing:** segmenting and targeting customers; elements of a marketing mix.
- **Operations:** product and process design, supply chain management, service operations, and quality management
- **Information Systems:** information technology use in organizations, types of large scale systems, ethical issues

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

**CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of fundamental concepts in Hospitality Management, including:**

In the course Analyzing Performance of Hospitality Managers (HFT 4453) all hospitality management majors will take an industry content knowledge assessment comprised of a 50-question objective-style exam. These exam grades will be a 5% portion of the students’ course grades. These examination aggregate scores are used as a baseline for general hospitality management knowledge. The exam was compiled by a focus group consisting of hospitality industry executives and educators. An average of 85% on the
exam scores in HFT 4453 is used as the program’s benchmark for successful content knowledge achievement.

This exam is utilized to demonstrate student content knowledge in the following areas: hospitality industry terminology, indices of hospitality finances (i.e., average daily rate [ADR], revenue per available room [RevPar], occupancy [OCC], calculation of food cost, calculation of beverage cost, income statement analysis of a hospitality business, etc.), correct identification or definition of hospitality industry facts and current issues, and correct analysis of hospitality operations management case scenarios.

**CONTENT KNOWLEDGE (Technical skills):** Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decision-making tools and techniques for business.

In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

**COMMUNICATION (Written Communication, Oral Communication):** Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.

In HFT 4503, Hospitality Marketing and Revenue Management students will be assigned a presentation on a current, relevant issue affecting hospitality marketing or revenue management. Students will be measured on their written communication skills and oral communication skills utilizing a faculty- and industry-approved rubric. Learning outcomes include proper grammar, spelling, sentence structure, appropriate word choice, and paragraph formation in addition to being able to clearly present a topic, ability to incorporate technology into the presentation’s creation, making sure all information is clearly relevant, topics addressed thoroughly, and success at incorporating technology into the actual topic (i.e., web links, Wikis,
The average of 85% across students is sought as the departmental goal. This project is worth 20% of the students’ grades in this particular course.

CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

CONTENT KNOWLEDGE (Technical Skills) and CRITICAL THINKING (Practical Skills) Students will demonstrate the ability to apply skills related to concept development, staffing, pricing, cost analysis, marketing, financial forecasting and the development and analysis of pro forma financial statements.

In HFT 4453 (Analyzing Performance of Hospitality Managers) students will demonstrate their critical thinking skills by analyzing a case study scenario representative of a real-life hospitality business situation. Using a faculty- and industry-approved rubric, students will determine the most feasible, practical, and/or profitable outcome a successful manager would take from the scenario presented. Their determination will be matched against a successful industry standard as deemed appropriate by faculty and hospitality industry executives in the creation of the case setting. An average score among students of 85% will be incorporated as the department’s goal. This case study analysis will be worth 5% of the students’ grades in this particular course.

Approved 3-16-2006
Updated 3-10-2010, 8-31-2010

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
B.A. Interdisciplinary Studies: Arts and Humanities

The BA Interdisciplinary Studies: Arts and Humanities is an interdisciplinary major designed to permit students to create a customized course of study within the arts and humanities. The major requires students to declare an area of concentration in which they take 15-18 credits, at least 12 of which must be upper division.

Students will develop, in consultation with a faculty advisor, a plan of study, upon completion of which the student will have demonstrated mastery of content knowledge, communication skills, and critical thinking skills within the area of concentration. The departments/disciplines will determine these proficiency requirements as they apply to students in the interdisciplinary arts and humanities degree program; these requirements may vary slightly from the requirements of the major.

Areas of concentration: English, Communication, History, Jewish Studies, Philosophy, Music (with special permission by the Department of Music).

CONTENT KNOWLEDGE: Students will demonstrate mastery of content knowledge within the area of concentration.

COMMUNICATION SKILLS: Students will demonstrate communication skills as applied in the area of concentration, whether written, oral or graphic, or team/collaborative.

CRITICAL THINKING SKILLS: Students will demonstrate the critical thinking skills as applied in the area of concentration.

The list below gives the courses by discipline/area of concentration that will demonstrate the necessary proficiencies. In choosing an area of concentration, students are limited to those areas that have an Academic Learning Compact and assessment plan on file. For more information concerning how each course contributes to these skills and how students are assessed in each course, consult the
Academic Learning Compacts on file for the department’s undergraduate degree program or the certificate program.

List of required courses in declared area of concentration

**Communication and Multimedia Studies**
SPC 3710 (Intercultural Communication)

**English**
ENG 3822 (Introduction to Literary Studies)
LIT 3213 Literary Theory
Other 3000- and 4000 –level courses with prefixes ENL, ENC, AML, LIT, CRW

**History**
AMH 2010 and 2020 (United States History to 1877, US History since 1877)
or
WOH 2012 and WOH 2022 (History Civilization 1 and 2)
HIS 3150 (Introduction to Historical Studies)
Three upper division history courses in any area of preference (AMH, LAH, EUH, WOH, ASH)

**Jewish Studies**
JST 3403 (Classical Jewish Civilization)
JST 3404 (Modern Jewish Civilization)
9-10 credits from the following list:
Other JST upper-division courses
Intermediate Hebrew Language and Culture II

**Philosophy**
**One** of the following courses:
PHH 3100 (Ancient Philosophy),
PHH 3240 (Early Modern Philosophy),
PHH 3280 (Medieval and Renaissance Philosophy)
**One** of the following courses:
PHI 4661 (Ethics),
PHI 4800 (Aesthetics and Art Theory),
PHI 4633 (Biomedical Ethics),
PHI 3640 (Environmental Ethics),
PHI 3870 (Asian Aesthetics and Art Theories
PHI 4700 (Philosophy of Religion)
**One** of the following courses:
PHI 4786 (Existentialism)
PHH 3700(American Philosophy)
PHI 4400 (Philosophy of Science)
PHP 3453 (Philosophy of Psychiatry)
PHH 3792 (Post-Structuralism)
One of the following courses:
PHM 3200 (Social and Political Philosophy)
PHM 4223 (Philosophy of Technology)
PHP 3781 (Africana Philosophy)
PHM 3132 (Feminist Philosophy)
PHI 4420 (Philosophy of the Human and Social Sciences)
One of the following:
PHI 3132 (Logic)
PHI 2100 (Critical Thinking)
CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of major texts, in particular the Hebrew Bible and the Talmud, and major topics in Jewish history such as Jewish history in Temple times; Medieval Jewish history; the emancipation of the Jews in modern times; religious reform movements from Hasidism to Reconstructionism; the Holocaust; Zionism and the state of Israel; the rise of American Jewry.

In JST 2000 (Introduction to Jewish Studies) and JST 4701 (The Holocaust), students will demonstrate knowledge of major texts and topics in Jewish history through satisfactory performance on in-class exams that test their grasp of essential facts, concepts, and events.

CONTENT KNOWLEDGE (Research Skills). Students will develop a literature review, identify an appropriate research question, and carry out research on a topic relevant to Jewish Studies.

In one or more written assignments in both JST 2000 and JST 4701, students will demonstrate an appropriate level of skill in research. They will be evaluated on their mastery of the necessary research and bibliographic skills to use both shelved and online resources to develop a literature review that reflects the current state of theorizing about and scholarship in the field. They will be evaluated on the degree to which they are able to assess the relative quality and reliability of different sources of information and argument. They will be evaluated on whether they are able to collect, organize and interpret information relevant to their research topic and to cite it appropriately.

CRITICAL THINKING (Analytical Skills): Students will engage in critical/reflective analysis and interpretation of materials derived from their independent research.
In one or more written assignments in both JST 2000 and JST 4701, students will demonstrate an appropriate level of skill in critical thinking. They will be evaluated on how this written work demonstrates the following critical thinking skills: (a) the ability to critically assess the major theses of complex written works and situate those works within their intellectual context in Jewish Studies; (b) the ability to analyze competing perspectives on the same phenomenon or work; (c) the ability to develop a clear, original and internally consistent thesis supported by argument and evidence.

COMMUNICATION (Written Communication): Students will produce well-organized, well-conceptualized and grammatically correct writing.

In one or more written assignments in both JST 2000 and JST 4701, students will demonstrate an appropriate level of skill in written communication. They also will be evaluated on the degree to which they are able to produce written work that is grammatically and syntactically correct, well organized, and appropriately formatted. The work must conform to the bibliographic and citation standards of the field.

COMMUNICATION (Oral Communication): Students will demonstrate an intermediate level of oral communication skills in Hebrew.

Students will be evaluated on their oral communication skills through oral participation, presentation and examination in HBR 2204 (Intermediate Hebrew Language and Culture II). Students who successfully complete HBR 2204 will be able to deliver presentations and engage in critical discussions of pertinent issues. In so doing, they will be able to employ appropriate correct verb tenses and moods, correct subject-verb agreement, and manipulate the appropriate sequence of tenses required in critical debate. They will demonstrate an appropriate level of vocabulary acquisition.
CONTENT KNOWLEDGE (Declarative Knowledge) and COMMUNICATION (Written Communication) and CRITICAL THINKING (Analytic Skills): Students in Languages and Linguistics will develop an awareness of language as a discrete disciplinary subject with focus on mechanisms of language and on nuances of meaning, both in English and in lingua, for the purposes of understanding linguistic, and hence cultural, diversity. Awareness of language as a discrete subject enables students to experience greater success at the advanced levels of disciplinary study, whether literary or linguistic.

Graduates in Languages and Linguistics must pass at least one course in linguistics, LIN 3010 (Introduction to Linguistics). The following rubric will be used to assess linguistic awareness in LIN 3010 and other linguistics courses. A student whose written and oral assignments are consistently rated Below Expectations or Inadequate (defined as a C- or lower) in a linguistics course will effectively fail it, and must successfully retake the same course in order to graduate.

Rubric for Assessment of Linguistic Awareness in 3000- and 4000-level courses

Exceeds Expectations: Student draws on a rich semantic set and uses words and terms with precision. Student also deploys a variety of sentence structures to add clarity, interest, and rhetorical sophistication to the work. The work is nearly free of errors in mechanics, usage, grammar, and spelling.

Meets Expectations: Student draws on a semantic set adequate to the task at hand, and uses words and terms with overall accuracy. There is some variety in sentence structure, and the work is nearly free of errors in mechanics, usage, grammar, and spelling.

Below Expectations: Student uses words or terms vaguely or imprecisely. The writing may be grammatically correct, but not be stylistically appropriate or rhetorically effective; and/or the writing may exhibit substantial and distracting errors in mechanics, usage, grammar, and spelling.

Inadequate: Student uses words or terms so imprecisely as to obscure overall meaning. There is little or no variety in sentence structure, and there are major errors in grammar and usage. The writing may also be characterized by inappropriate style and/or rhetoric.
CONTENT KNOWLEDGE (Research Skills, Technical Skills) and COMMUNICATION (Written Communication; Oral Communication) and CRITICAL THINKING (Analytic Skills): Students will demonstrate the ability to produce a substantive written paper and oral defense which perform advanced interpretation and analysis of a literary work, a cultural topic, or a linguistic problem, and which draw from various perspectives of literary history, criticism, theory, and/or principles of structural analysis. Student papers and oral presentations are expected to exhibit mature critical thinking, as well as the ability to employ correct, lucid, and cogent rhetorical strategies in lingua; they are also expected to adhere to specified academic formatting.

All graduates in Languages and Linguistics must pass FOL 3880 (Research and Bibliographic Methods), a course in which the main focus is on producing a substantive research paper that performs advanced interpretation and analysis of a literary work, a cultural topic, or a linguistic problem and that draws on various discipline-specific perspectives. Oral skills will be assessed in all courses, including FOL 3880, required of all undergraduate majors. Students will be required to defend their final paper to other students in the class. After guided discussion, they will then submit the final revised paper. The professor assesses the content, analytical skill, and critical thinking displayed during the oral defense and discussion. Papers in this course will be assessed holistically according to a rubric developed and shared by faculty and communicated to students. This rubric will also be used for the holistic evaluation of essays produced in 3000- and 4000-level courses. A student whose essay is rated Below Expectations or Inadequate will not pass FOL 3880 and must successfully retake the same course.

Rubric for holistic assessment of essays (abbreviated; the complete rubric is available from the department chair)

**Exceeds Expectations:** There is a clear, thought-provoking thesis well-grounded in secondary sources. The overall organization promotes the paper’s central meaning, and the argument is grounded in detailed and complex analysis. Words and terms are used with precision, and a variety of sentence structures adds clarity. The arguments of other scholars are accurately presented, but are not substituted for original analysis.

**Meets Expectations:** The thesis is clear and tenable, and grounded in an adequate number of secondary sources. The paper’s organization and quality of analysis is coherent, but may be repetitive, simplistic, or too general in some areas. Terms may at times be vague or imprecise, and/or there may be some errors in mechanics, usage, grammar, and spelling.

**Below Expectations:** The thesis is simplistic, largely untenable, or too general. The paper may reflect a very incomplete or inadequate understanding of the text or problem being analyzed. The overall organization is incoherent or incomplete, and there may be few or no secondary sources drawn upon. Word choice is inaccurate, and there are major errors in mechanics, usage, grammar, and spelling which diminish the reader’s overall comprehension of the text.

**Inadequate:** The thesis is entirely incomprehensible, distorted, or simplistic, reflecting an inadequate comprehension of the text or problem being analyzed. The paper’s organization is entirely lacking in coherence, the argument lacks grounding in details; and/or the paper may be unfinished or lacking certain specified elements, such as a bibliography. There may also be major errors in mechanics, usage, grammar and spelling which render comprehension extremely difficult or even impossible.
CONTENT KNOWLEDGE (Research Skills; Technical Skills) and COMMUNICATION (Written Communication): Students in Languages and Linguistics will demonstrate that they have acquired discipline-specific research skills that enable them to draw on a wide variety of electronic and print resources that are a vital part of disciplinary research. These resources will include not simply FAU’s electronic library catalogs and databases, but also various print and electronic databases worldwide.

All research papers written in 3000- and 4000-level courses must include a properly-formatted bibliography which reflects substantive disciplinary research performed using FAU’s electronic library resources and other electronic and print resources as appropriate. At least one such course requiring a substantive research paper is required of all graduates in Languages and Linguistics: FOL 3880 (Research and Bibliographic Methods). An ad-hoc committee of Languages and Linguistics faculty will evaluate student research papers written in a sampling of 3000- and 4000-level courses. Students’ discipline-specific research skills as demonstrated in these essays will be ranked according to a four-level rubric as “exceeds expectations,” “meets expectations,” “below expectations,” or “inadequate/developing.” A student whose research paper for FOL 3880 is deemed Below Expectations or Inadequate will not be assigned a passing grade in that class, and must successfully retake the course. If a research paper assigned in another 3000- or 4000-level class is deemed Below Expectations or Inadequate, the student must either successfully retake that course or pass an equivalent course.

Rubric for Assessment of Research Skills

**Exceeds Expectations:** Student’s research paper draws on a wide number of appropriate and recent secondary sources to support the thesis; these sources represent a mix of books, journal articles, and other sources as appropriate to the topic. The student has had success in locating sources beyond those found in FAU’s libraries.

**Meets Expectations:** Student’s research paper draws on an adequate number of appropriate secondary sources to support the thesis. These sources may not include a mix of books and journal articles, however, and may not include recent studies or sources not found physically in FAU’s library. There may also be minor formal or content errors in source citation.

**Below Expectations:** Student’s research paper draws on an insufficient number of secondary sources to adequately support the thesis, and/or chooses inappropriate sources for the topic, and/or the student cites sources with major formal and content errors, making source verification difficult.

**Inadequate:** Student’s research paper cites a radically insufficient number of secondary sources, and/or cites entirely inappropriate sources for the topic, and/or entirely lacks secondary sources or a bibliography page. Student may also cite sources with such serious errors in form and/or content that source verification becomes impossible.

Approved 3-15-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Declarative Knowledge, Research Skills, Technical Skills): Through the writing of an honors thesis, students will demonstrate a thorough knowledge of the fundamental concepts and methods in the student's area of study as well as the ability to draw on ideas and methods from related disciplines where appropriate.

COMMUNICATION (Written Communication): Through the writing of an honors thesis, students will demonstrate proper use of grammar, syntax, structure and style in the creation of a persuasive argument, and/or will meet criteria of competent communication appropriate to the concentration for which the thesis is written.

COMMUNICATION (Collaborative Skills): Through the process of conducting research and formulating the thesis in collaboration with the thesis advisors, students will demonstrate the ability to interact with faculty by communicating ideas in the process of researching and writing the thesis, responding to criticisms from faculty advisors, taking the initiative, and meeting deadlines.

CRITICAL THINKING (Analytical Skills; Creative Skills): Through the writing of an honors thesis, students will demonstrate the ability to raise appropriate questions and use in-depth analysis in order to make an original contribution to existing scholarship, and/or demonstrate the application of critical thinking skills to the completion of a creative project.

To prepare for writing a senior thesis, students will complete (1) courses in their concentration aimed at providing the content knowledge needed to write a thesis, (2) writing courses that may include 3-credit writing courses or 1-credit writing in the discipline courses, as well as other writing intensive courses aimed at providing competence in effective written communication, and (3) courses in the core and
concentration designed to build critical thinking skills. Students will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated. Assessment will be done by a primary and secondary thesis reader who will use the following standards:

**Honors with distinction**
- The thesis demonstrates a profound knowledge of the fundamental concepts and methods in the subject area.
- The thesis shows mastery of grammar, syntax, structure and style: it is lucid, well-organized, and stylistically elegant.
- The thesis engages in sophisticated critical thinking and rigorously considers alternate resolutions of a problem in an exemplary fashion or otherwise shows sophisticated critical thinking in an exemplary manner appropriate to the area of study.
- The student demonstrates excellent interpersonal and collaborative skills by communicating ideas with great precision and thoughtfulness in the process of researching and writing the thesis, responding thoughtfully and rigorously to virtually all substantial criticisms from faculty advisors, taking the initiative to a great extent, and meeting deadlines with minimal oversight from advisors.

**Honors**
- The thesis shows a thorough knowledge of the fundamental concepts and methods in the subject area.
- The thesis shows effective command of grammar, syntax, structure and style: it is clearly written and sensibly organized.
- The thesis engages in sophisticated critical thinking and explores alternate approaches or resolutions of a problem effectively or otherwise shows sophisticated critical thinking in an effective manner appropriate to the area of study.
- The student demonstrates effective interpersonal and collaborative skills by communicating ideas clearly in the process of researching and writing the thesis, by responding to many of the substantial criticisms from faculty advisors, showing the ability to take some initiative, and meeting deadlines without excessive oversight from advisors.

**Unacceptable**
- The thesis does not show competent knowledge of the fundamental concepts and methods in the subject area.
- The thesis does not show mastery of grammar, syntax, structure, or style.
- The thesis does not competently engage in critical thinking or explore alternate approaches or resolutions of a problem.
- The student does not demonstrate effective interpersonal and collaborative skills; the student does not communicate ideas clearly in the process of researching and writing the thesis, does not respond to many of the substantial criticisms from faculty advisors, does not take the initiative, and does not consistently meet deadlines.

Students whose thesis draft is deemed unacceptable in one of the outcomes may be required to make satisfactory revisions to receive a passing grade on the thesis. This may require doing additional coursework to acquire the necessary knowledge in the subject area.

Approved by the faculty in the Honors College, October 18, 2005
All B. B. A. and B. S. majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

- BUL 4421 (Business Law I)
- ENC 3213 (Writing for Management)
- FIN 3403 (Principles of Financial Management)
- ISM 3011 (Management Information Systems)
- MAN 3506 (Operations Management)
- MAN 4720 (Global Strategy & Policy)
- QMB 3600 (Quantitative Methods in Administration)
- MAR 3023 (Marketing Management)
- MAN 3025 (Introduction to Management & Organizational Behavior)

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- Finance: capital budgeting, cash flows, cost of capital, valuation,
- Management: managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- Marketing: segmenting and targeting customers; elements of a marketing mix.
- Operations: product and process design, supply chain management, service operations, and quality management
- Information Systems: information technology use in organizations, types of large scale systems, ethical issues

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

CONTENT KNOWLEDGE (Technical skills): Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decision-making tools and techniques for business.
In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

COMMUNICATION (Written Communication, Team/Collaborative Communication): Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.

CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

Approved 11-18-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
All B. B. A. and B. S. majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

- BUL 4421 (Business Law I)
- ENC 3213 (Writing for Management)
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- MAN 3506 (Operations Management)
- MAN 4720 (Global Strategy & Policy)
- QMB 3600 (Quantitative Methods in Administration)
- MAR 3023 (Marketing Management)

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- Finance: capital budgeting, cash flows, cost of capital, valuation,
- Management: managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- Marketing: segmenting and targeting customers; elements of a marketing mix.
- Operations: product and process design, supply chain management, service operations, and quality management
- Information Systems: information technology use in organizations, types of large scale systems, ethical issues

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

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In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and
deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

COMMUNICATION (Written Communication, Team/Collaborative Communication): Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.

CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

CONTENT KNOWLEDGE (Declarative Knowledge, Research Skills, Technical Skills) and COMMUNICATION SKILLS (Written Communication, Oral Communication, Graphic Skills, Team/Collaborative Skills), and
CRITICAL THINKING SKILLS (Analytical Skills, Practical Skills). Students, working in teams, will prepare and submit a documentation package for a proposed computer-based system for an organization.

In ISM 4133 (Advanced Systems and Design Analysis), students will work in teams of 4 or 5 to prepare and submit a written comprehensive systems analysis and design project documentation package for a proposed computer-based system for an organization. Successful completion of the project requires that students understand and integrate database and software development concepts. Each project member will deliver in-class oral presentations on the design project. Projects will be assessed using the rubric below. In addition, a representative from the organization will evaluate each documentation package by indicating the company’s plans to implement all or any portion of the project, the quality and usefulness of the project to the organization, and the quality and usefulness of the documentation.

Analytical and Practical Skills.
Documentation will be rated as Superior, Adequate, or Inadequate based on these criteria:
The document identifies and clearly and fully defines the problem that the system is being designed to solve.
The content is relevant to the business problem reviewed.
The content demonstrates appropriate application of database, telecommunication, and software development concepts.
The content demonstrates in-depth analytical procedures to solve the problem.

Written Communication and Graphic Skills.
Documentation will be rated as Superior, Adequate, or Inadequate based on these criteria
The language of the document is concise and easy to read.
There is clarity and coherent organization of the project documentation.
The document reflects superior command of grammar and diction.
The document incorporates appropriate, useful, and accurate graphic representations.

Oral Communication.
Presentations will be rated as Superior, Adequate or Inadequate based on these criteria:
Comments demonstrate insights and knowledge about the contents of the project documentation package.
The presenter effectively communicates the organizations' problem(s), solution(s), and methodologies used to obtain solution(s).
Creativity - The presenter uses innovative presentation methods.
Overall Project – The project generates substantial interest from other members of the class.

Team/Collaboration Skills.
Presentations will be rated as Superior, Adequate, or Inadequate based on these criteria:
The contributions to the project have been equitably shared among team members.
An individual team member’s contribution is positively assessed by other team members.
All B. B. A. and B. S. majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

- BUL 4421 (Business Law I)
- ENC 3213 (Writing for Management)
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- MAN 3025 (Introduction to Management & Organizational Behavior)
- MAN 3506 (Operations Management)
- MAN 4720 (Global Strategy & Policy)
- QMB 3600 (Quantitative Methods in Administration)
- MAR 3023 (Marketing Management)

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- **Finance:** capital budgeting, cash flows, cost of capital, valuation,
- **Management:** managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- **Marketing:** segmenting and targeting customers; elements of a marketing mix.
- **Operations:** product and process design, supply chain management, service operations, and quality management
- **Information Systems:** information technology use in organizations, types of large scale systems, ethical issues

In addition, majors in International Business and Trade will acquire common concepts, knowledge and skills needed to function within an entry-level management position in a firm functioning in the field of international business and trade, which include knowledge of the cultural environment, international business theories, trade policies, economic integration, and international finance and foreign exchange rates.

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

CONTENT KNOWLEDGE (Technical skills): Students will demonstrate proficiency in the use of computer software programs (word processing, presentation,
spreadsheet, and databases) and their applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decision-making tools and techniques for business.

In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

COMMUNICATION (Written Communication, Team/Collaborative Communication): Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.

CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

Approved 11-18-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
All B. B. A. and B. S. majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

- BUL 4421 (Business Law I)
- ENC 3213 (Writing for Management)
- FIN 3403 (Principles of Financial Management)
- ISM 3011 (Management Information Systems)
- MAN 3025 (Introduction to Management & Organizational Behavior)
- MAN 3506 (Operations Management)
- MAN 4720 (Global Strategy & Policy)
- QMB 3600 (Quantitative Methods in Administration)
- MAR 3023 (Marketing Management)

**CONTENT KNOWLEDGE (Declarative Knowledge):** Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- Finance: capital budgeting, cash flows, cost of capital, valuation,
- Management: managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- Marketing: segmenting and targeting customers; elements of a marketing mix.
- Operations: product and process design, supply chain management, service operations, and quality management
- Information Systems: information technology use in organizations, types of large scale systems, ethical issues

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

**CONTENT KNOWLEDGE (Technical skills):** Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decision-making tools and techniques for business.

In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply
mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

**COMMUNICATION (Written Communication, Team/Collaborative Communication):** Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will demonstrate collaborative writing skills by serving as peer reviewers for each others’ work and by working with other students to write a business proposal.

In ENC 3213, students will produce drafts, revise, edit, and submit several types of documents related to business correspondence such as letters, memos, and reports. Students will serve as peer reviewers for each other’s work and will collaborate with peers to write a proposal on a contemporary issue facing businesses.

**CRITICAL THINKING (Analytical Skills):** Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

**CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills):** Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

**CONTENT KNOWLEDGE (Technical Skills) and CRITICAL THINKING (Practical Skills):** Students will demonstrate the ability to make profitable marketing mix decisions to find, attract, and retain target customer segments.

In MAR 4803 (Marketing Strategy) students will demonstrate this ability by analyzing a marketing case study.

Approved 1-15-2006
CONTENT KNOWLEDGE (Declarative Knowledge, Technical Skills): Graduates in mathematics will understand basic concepts in three core areas of mathematics: algebra, analysis, and probability and statistics. Graduates in mathematics will apply these concepts to concrete examples arising in each of these areas.

Both B. A. mathematics majors and B. S. mathematics majors are required to complete the following capstone courses: MAS 4301 (Modern Algebra), MAA 4200 (Modern Analysis), and STA 4442 (Probability and Statistics I). In addition, B. S. mathematics majors complete MAS 4107 (Linear Algebra). In each of these courses, students submit homework problems and take examinations designed to assess each student’s knowledge of basic concepts and ability to use these concepts in particular applications.

COMMUNICATION (Written Communication, Oral Communication): Graduates in mathematics will produce writing that is well-organized and grammatically correct, and they will express mathematical ideas clearly and concisely.

CRITICAL THINKING (Analytical skills): Graduates in mathematics will analyze and solve a variety of mathematical problems.

Both B. A. mathematics majors and B. S. mathematics majors complete MAT 4937 (Mathematical Problem Solving). In this course, students solve a wide variety of mathematical problems, write up and submit detailed solutions to these problems, and present solutions orally in class.
For graduation, students must obtain a grade of “C” or better in each mathematics course, each physics course, and each Mechanical Engineering core course. Students must obtain a 2.0 GPA in all Mechanical Engineering courses attempted.

The department maintains a flow-chart that lists all of the coursework required in the program which is reviewed with the student on a regular basis by the Undergraduate advisor. The students are required to meet with their advisor each semester before registration for classes. Failure to maintain satisfactory progress in the program will initiate review by the Department.

For students participating in the Cooperative Education Program, industry supervisors will evaluate students on content knowledge, communication skills, and critical thinking skills. Possible outcomes for a student who receives an unsatisfactory evaluation include repeating an industrial placement or portion of the placement, tutoring, additional coursework, or removal from the Cooperative Education Program with no credit given.

**CONTENT KNOWLEDGE (Technical Skills, Research Skills) and CRITICAL THINKING (Analytical Skills):** Students will formulate and analyze problems, and synthesize and develop appropriate solutions based on fundamental principles. Students will recognize and apply concepts, principles, and theories in mathematics (including differential and integral calculus, differential equations, and matrix theory); Physics; Chemistry; the core Mechanical Engineering courses (statics, dynamics, strength of materials, thermodynamics, fluid mechanics, heat transfer, machine design I and II, engineering materials, system dynamics, and applied thermal/fluid engineering); and Probability and Statistics.

In the required senior design sequence (EGN 4410 Engineering Design I and EGN 4411 Engineering Design II) teams of students will design, build and demonstrate a workable project to be evaluated by a team of three faculty appointed by the chair. The performance of the project will require the team to research their project in the technical literature and for the possibility of patent applications. The faculty evaluates the students for their technical, research and critical thinking skills using an evaluation instrument developed for this purpose. This is
done for both courses in the design sequence. Students receiving an unsatisfactory evaluation in EGN 4410 Engineering Design I will not be allowed to continue into EGN 4411 Engineering Design II and will be required to restart the sequence in a following semester.

COMMUNICATION (Written Communication, Oral Communication, Team/Collaborative Communication): Students will communicate effectively in writing, convey technical material through oral presentations and function effectively in multidisciplinary teams.

In EGN 1002 Fundamentals of Engineering (freshman level), students are required write reports, make oral presentations and function in teams to perform design projects which are evaluated by the faculty member in charge of the course. In the laboratory sequence (EML 3523C Experimental Methodology and EML 4730L Mechanical Engineering Laboratory) students work in teams to perform experiments and prepare individual technical reports. In EML 4541 Engineering Design Practice (junior level), students are also required to write reports, make oral presentations and function in teams. In the required senior design sequence (EGN 4410 Engineering Design I and EGN 4411 Engineering Design II) student teams will prepare a technical report documenting the performance of the design project. This project will be presented to a group of three supervising faculty and their class peers in an oral presentation. Evaluations of the written report and the oral presentation will be performed by the faculty. Each student is the design team will complete a Peer Evaluation Report evaluating the contribution of the other team members to the project using an evaluation instrument developed for this purpose.

CRITICAL THINKING (Analytical Skills, Creative Skills, Practical Skills): Students will:
• Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of mechanical components and systems.
• Identify, formulate and solve mechanical engineering problems
• Design and conduct engineering experiments including analysis and interpretation of data.
• Deliver engineering results that meet performance standards for cost, safety, and quality.  
• Describe the ethical and professional responsibilities of the mechanical engineer. 
• Make and defend ethical judgments in keeping with professional standards.

In the required senior design sequence (EGN 4410 Engineering Design I and EGN 4411 Engineering Design II) student teams will perform design projects which will incorporate the above criteria. A team of three faculty will evaluate these Capstone Design Project reports and oral presentations to these criteria. In performing the evaluations, the faculty members use their professional judgment and an assessment instrument developed for this purpose to evaluate communication skills and critical thinking skills, with respect to both individual students and student teams. Students receiving an unsatisfactory evaluation in EGN 4410 Engineering Design I will not be allowed to continue into EGN 4411 Engineering Design II and will be required to restart the sequence in a following semester.

Approved 1-24-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Research Skills, Technical Skills):  
CONTENT KNOWLEDGE (Declarative Knowledge): Graduates will be knowledgeable about the major eras in music history and representative composers and works from each.

All students must complete courses in the history and literature of music.  
MUH 2512: Music Cultures of the World  
MUH 4211: Music of Western Civilization I  
MUH 4212: Music of Western Civilization II  
MUT 4611: Music Theory: Form and Analysis  
Selected examinations used in those courses will be the assessment instrument.

CONTENT KNOWLEDGE (Technical Skills) and  
COMMUNICATION (Other Forms of Communication: Musical Performance) and  
CRITICAL THINKING (Creative Skills): Graduates will have ability to perform a cross section of the music from the complete repertoire of the performance medium and exhibit the appropriate technical skills for artistic self-expression.

COMMUNICATION (Oral Communication) and  
CRITICAL THINKING (Analytical Skills): In each semester, students will demonstrate verbal competence by explaining, during their juried performance, an aspect of the repertoire studied during applied music.

Each semester, students in the Bachelors Music program will be evaluated by the appropriate faculty at jury performances. They are also required to successfully complete a senior recital, which must include representative examples from the appropriate repertoire for the performance medium and a brief oral presentation by the student on the choice of repertoire.

During each juried performance and during the senior recital, faculty will make ratings of “satisfactory” or “unsatisfactory” based on 4 criteria:  
1) historical information on repertoire;  
2) theoretical analysis of repertoire;
3) interpretative challenges of repertoire; and
4) technical challenges of repertoire.

For the B. Music (Music Education):

CONTENT KNOWLEDGE (Declarative Knowledge, Technical Skills) and
COMMUNICATION SKILLS (Oral Communication, Other Forms of Communication) and
CRITICAL THINKING SKILLS (Practical Skills): Graduates with B. Mus. (Music Education)
will demonstrate:
1) the pedagogical skills appropriate to the teaching area;
2) the ability to conduct music ensembles appropriate to the area;
3) educational planning;
4) classroom management;
5) instructional organization;
6) the ability to present the appropriate material;
7) professional behavior.

Students are required to successfully complete a semester-long internship at a public school.
The Final Assessment Form is completed by the University Supervisor and the Clinical Teacher
together.
In all required nursing practice courses, students are evaluated by faculty via the Collaborative Nursing Practice Evaluation Instrument. This evaluation instrument is available to view at http://nursing.fau.edu/newnursingsite/handbook/forms/practiceevaluation.html. The instrument describes in detail the competencies of caring that are the foundation for the nursing program. These competencies are summarized below:

**CARING COMPETENCIES**

- **Compassion**: The quality that fosters trusting relationships.
- **Competence**: The state of having knowledge, judgment, skills, energy, experience and motivation required to respond adequately to the demands of one’s professional responsibilities.
- **Confidence**: A way of living born out of an awareness of one’s relationship to all living creatures.
- **Conscience**: The morally sensitive self attuned to values and is integral to personhood.
- **Commitment**: A complex affective response characterized by a convergence between one’s desires and one’s obligations and by a deliberate choice to act in accordance with them.
- **Comportment**: Bearing or demeanor expressed through the dress, language and behavior of nurses while caring for patients.

This Academic Learning Compact highlights the 12 Critical Behaviors that are also included in the evaluation instrument. Students will demonstrate the following critical behaviors throughout their nursing practice courses:

**CRITICAL THINKING (Analytical Skills, Practical Skills)**

- Performs holistic and comprehensive assessments on patients.
- Identifies and anticipates priorities of care and take appropriate action.
- Demonstrates accountability for own learning and actions.
- Implements nursing responses that are safe, individualized and appropriate for the patient.
- Demonstrates an ability to understand calls and responses, including multiple ways of knowing and critical thinking in analyzing and interpreting calls and responses.

**COMMUNICATION (Oral Communication, Team/Collaborative Communication)**
• Demonstrates authentic presence and caring behaviors that nurture wholeness (active listening and responding to “that which matters to those nursed”).
• Collaborates with other health care providers in designing a plan of care and meeting the patient’s calls for nursing.
• Demonstrates preparation, energy integration of multiple ways of knowing to hear and respond to patient’s calls and nursing responsibilities during the nursing practice experience.

COMMUNICATION (Written Communication)
• Writes a story illustrating the nursing situation, the invitation to care and the mutuality of persons in the caring experience. Responds to critical questions and presents work as a professional paper or presentation.

CONTENT KNOWLEDGE (Technical Skills)
• Records all significant data, nursing actions and patient responses in an accurate, concise and timely manner.
• Administers medications safely.
• Maintains a safe environment, including aseptic technique, infection control, fall precautions and any unit specific safety policies.

Students will be observed and evaluated by faculty on each of these 12 Critical Behaviors. Consistent demonstration of these behaviors is essential to successful completion of any nursing practice course. The student must earn a YES response for each of the 12 criteria to pass each nursing practice course. Critical criteria must be consistently demonstrated over the duration of the nursing practice course.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills)
Students will demonstrate the following competencies necessary to perform safely and effectively as a registered nurse: A critical understanding of pathophysiology and disease processes, technical skills and procedures, medications, diagnostic tests, the nursing process (assessment, analysis, planning, implementation, evaluation), awareness of client needs (safety/effectiveness, physiological and psychosocial integrity, health promotion), knowledge of specialty areas in nursing (medical-surgical, pediatric, maternity, mental health, community, gerontology), and professional nursing leadership skills.

Approximately three months prior to graduation, all seniors will take the Health Education Systems, Inc. (HESI) examination. This test is a valid predictor of performance on the National Licensure Examination (NCLEX). Students must achieve a HESI score of 850 or better to graduate. Students who do not receive a passing score are provided with advising and a remediation plan and the opportunity to re-take the exam; they will not graduate until their score is 850 or better.

Approved 1-23-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate a broad knowledge of fundamental and applied engineering subjects: fluid and solid mechanics, dynamics, hydrostatics and buoyancy, thermodynamics, heat transfer, engineering materials, strength of materials, statistical methods, data analysis, oceanography, ocean wave mechanics, underwater acoustics, dynamic systems and control theory, networks and electronics, electrical machines, and computer programming.

In EOC 4804 (Ocean Engineering System Design), students are required to have sound multi-disciplinary knowledge of engineering and science subjects through the completion of prerequisite courses in mathematics, science, and the ocean engineering core. A five-member committee of faculty and industry members, appointed by the Chair, assesses the students’ knowledge of engineering and science subjects based on their performance in the senior design courses and final presentation.

CONTENT KNOWLEDGE (Technical Skills), and COMMUNICATION SKILLS (Written Communication, Oral Communication, Team/Collaborative Communication), and CRITICAL THINKING SKILLS (Analytical Skills, Creative Skills, Practical Skills): Students will demonstrate the ability to identify, formulate, and solve engineering problems by applying knowledge of mathematics, science and engineering. Students will demonstrate the ability to design an engineering system or component to meet desired needs and requirements using appropriate engineering tools and techniques. Students will function effectively in teams.

The Department Chair appoints a five member committee consisting of faculty members, including the instructor(s) and one industry or research laboratory representative (or a staff with such experience) to evaluate the senior-year capstone
design project in EOC 4804 (Ocean Engineering System Design). The committee assigns scores to each student on the following outcomes:

- ability to apply knowledge of mathematics, science and engineering;
- ability to design systems, components and processes to meet desired needs;
- ability to function in multi-disciplinary teams;
- ability to identify, formulate and solve engineering problems;
- understanding of professional and ethical responsibility;
- ability to communicate effectively (both oral and written form);
- ability to used the techniques, skill and modern engineering tools necessary for engineering practice;
- ability to understand the impact of engineering solutions in a global and societal context;
- knowledge of contemporary issues.

Each student makes an oral presentation of their contribution to the project(s) which is evaluated by the committee for technical content and communication skills. The course grade is based on the final written report which is a compilation of each student’s write-up of his/her contribution to the project and which is evaluated by the instructor.

Most of the senior year courses include term projects that require communication skills in the form of oral presentations and written reports. The presentations and the reports are evaluated by the instructor and make a portion of their grades.
CONTENT KNOWLEDGE (Declarative Knowledge): Graduating philosophy majors will demonstrate knowledge of the vocabulary, history, theories and concepts specific to philosophy.

In PHH 3100 (Ancient Philosophy), students learn the history of ancient Western philosophy from the pre-Socratics to the Hellenistic philosophers, with a focus on Plato and Aristotle. In PHH 3240 (Early Modern Philosophy), students learn the history of early modern philosophy, from Descartes to Hume. In PHH 4440 (Late Modern Philosophy), students learn the history of late modern philosophy, beginning with Immanuel Kant through the 19th century. In these courses, the students’ acquisition of declarative knowledge will be assessed through a series of examinations, which can be a combination of short answer and essay questions. Declarative knowledge may also be assessed through one or more research papers.

CONTENT KNOWLEDGE (Technical Skills) and CRITICAL THINKING (Analytical Skills): Graduating philosophy majors will demonstrate advanced skills in logic that will help them both develop and evaluate philosophical arguments and theories.

In PHI 3132 (Logic), students will learn logical principles and critical thinking skills through the study of Aristotelian syllogistic logic, and first-order symbolic (predicate and propositional) logic. The students’ acquisition of logical and critical thinking skills will be assessed through a series of examinations, in which students will have to evaluate arguments for validity, construct valid arguments, translate ordinary language arguments into symbolic notation, and develop proofs to demonstrate the validity of symbolic arguments.
CONTENT KNOWLEDGE (Research Skills) Graduating philosophy majors will demonstrate knowledge of the procedures involved in philosophical research, such as idea generation, library research skills, and review of philosophical texts.

COMMUNICATION (Written communication; Oral communication): Graduating philosophy majors will demonstrate the ability to write grammatically correct, well-organized, and properly formatted philosophy papers. Graduating philosophy majors will also demonstrate the ability to prepare informative, persuasive, and well-organized oral presentations.

CRITICAL THINKING (Analytical skills; Creative skills): Graduating philosophy majors will demonstrate advanced analytical critical thinking skills by being able to analyze, evaluate, compare and contrast, and judge different logical arguments. They will demonstrate the ability to identify the structure of an argument, distinguish premises from conclusion, and apply proper methods of analysis to determine the validity of an argument. Graduating philosophy majors will also demonstrate creative critical thinking skills by formulating their own arguments and by being able to synthesize philosophical knowledge. Students will show a solid grasp of a range of philosophical issues and an understanding of the nature of a conceptual problem.

In PHI 4938 (Senior Seminar), students’ acquisition of research skills, written communication skills, oral communication skills, and critical thinking skills will be evaluated through a series of theoretical research papers. In order to write these papers, students will be required to do library research. The papers will have to be written in a style and format that conforms to accepted standards for philosophy research papers, including the appropriate use of citation. Students will have to read a draft of each of their papers in class and answer questions from both other students and the professor. These papers will have to be revised in light of comments and turned in for a final grade. Students’ oral communication skills will be evaluated through the class presentations in terms of how well a student is able to engage comments and questions from his/her peers and the professor. Written communication skills will be evaluated when the papers are graded for syntax, clarity, spelling, grammar, and content. Critical thinking skills will be evaluated when grading research papers by examining the student’s ability to construct good argument to defend the paper’s thesis and his/her ability to critically evaluate the arguments of other philosophers.
CONTENT KNOWLEDGE (Declarative Knowledge): Graduates in Physics will understand basic concepts, theories, and experimental findings in four core areas of physics: particle and wave mechanics, electricity and magnetism, thermodynamics and modern physics.

CONTENT KNOWLEDGE (Research Skills) and CRITICAL THINKING (Analytical Skills, Practical Skills): Graduates in Physics will demonstrate an understanding of scientific methodology and will apply their knowledge to laboratory assignments that demonstrate each student’s understanding of (1) the nature of scientific explanations, (2) threats to the validity and reliability of observations, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of experimental data.

In each of the following courses, exams, term papers and laboratory reports will be used to assess each student’s knowledge of the subfield of physics.
PHY 2048 and PHY 2048L: General Physics I and Lab PHY 3101: Modern Physics
PHY 2049 and PHY 2049L: General Physics II and Lab PHY 3221: Intermediate Mechanics
PHY 3323: Electromagnetism I

In these courses, students will also complete homework problems, tests and laboratory assignments that require abstract critical thinking and sound scientific methodology in applying the fundamental laws of physics to diverse and applied situations.

COMMUNICATION (Written Communication): Graduates in Physics will be able to produce writing that is grammatically correct, well-organized, and properly formatted and in accord with the guidelines and styles described in the Department’s Physics Laboratory Manuals.

COMMUNICATION (Graphic Communication): Graduates in Physics will be able to produce and interpret charts, graphs and tables that effectively and accurately display data, relationships and principles.

Students will be required to complete laboratory courses (PHY 2048L, PHY 2049L and PHY 4811L) in which they will complete laboratory reports that require written and graphical components as appropriate to the assignment. In each of the following laboratory courses, students will write laboratory reports in accordance with the guidelines and styles described in the Department’s Physics Laboratory Manuals:
PHY 2048L: General Physics Lab I  PHY 2049L: General Physics Lab II
PHY 4811L: Experimental Modern Physics (required for BS in Physics majors only)

Approved 3-16-2006
CONTENT KNOWLEDGE (Declarative Knowledge): Students in Political Science will demonstrate an understanding of concepts, theories, and facts about political structures and processes in political institutions, political behavior, and public policy.

Students will complete CPO 3003 (Comparative Politics), in which they complete examinations and submit term papers that cover the content knowledge of the discipline.

CONTENT KNOWLEDGE (Technical Skills): Students in Political Science will use a statistical computer package to conduct data analyses.

Students will complete POS 3936 (Research Methods), in which they will complete classroom assignments using statistical computer packages to conduct data analyses.

COMMUNICATION (Written Communication): Students in Political Science will write about political science concepts and theories in a grammatically correct and logically consistent manner.

COMMUNICATION (Oral Communication): Students in Political Science will verbally convey political ideas and arguments in an effective and persuasive manner.

In CPO 3003 (Comparative Politics), students will complete written assignments such as book reviews, essay exams and research papers; students will also deliver classroom oral presentations on some of their written work.

CRITICAL THINKING (Analytical Skills): Students in Political Science will analyze information and data related to quantitative and qualitative research by applying the basic principles of scientific methodology including: (1) the nature of scientific explanations, (2) the validity and reliability of observations, (3) operationalism, (4) formulation and testing hypotheses, and (5) data analysis and interpretation.

In POS 3936 (Research Methods), students will submit a research paper that demonstrates their proficiency in employing the scientific method.

Approved 11-18-2005
CONTENT KNOWLEDGE (Declarative Knowledge): Graduates in Psychobiology will demonstrate their knowledge of basic concepts, theories, and experimental findings in three core areas of psychobiology (biological bases of behavior, comparative animal behavior, and comparative animal physiology).

Three of the courses students must successfully complete are designed to cover each of the core subfields of psychobiology listed above:
- CBH 4024: Comparative Animal Behavior
- PCB 4723: Comparative Animal Physiology
- PSB 3002: Biological Bases of Behavior

Exams and other coursework assigned by the faculty will be designed to assess student achievement of these learning outcomes.

CONTENT KNOWLEDGE (Technical Skills): Graduates in Psychology will demonstrate their ability to (1) enter data into a database, and (2) select, plan and conduct appropriate statistical analyses on sets of data using computer software.

Each student in the program must complete STA 3163L (Intermediate Statistics Laboratory). Exams and other coursework assigned by the faculty will be designed to assess student achievement of these learning outcomes.

COMMUNICATION (Written Communication): Graduates in Psychology will be able to produce writing that is grammatically correct, well-organized, and properly formatted according to the American Psychological Association’s Publication Manual.

Students are required to successfully complete, with grades of “C” or higher, four courses in writing (for a total of 12 credit hours) in accordance with the “Gordon Rule”
for writing. This may be achieved through the university's Writing Across the Curriculum Program, or by taking more standard Gordon rule courses (for writing). Successfully completing this graduation requirement will provide a demonstration of general writing skills. In addition, knowledge of APA style will be assessed in the recitation component of PSY 3213 (Research Methods in Psychology), a course required of all psychology majors.

COMMUNICATION (Written Communication; Graphical Communication): Graduates in Psychology will demonstrate their ability to properly communicate the meaning of the results of statistical analyses and the scientific conclusions that may be drawn from them, in written, tabular, and graphical form following APA style.

As a part of the semester assignments completed in STA 3163L (Intermediate Statistics Laboratory), students will create tables and graphs to communicate the scientific meaning of the analysis results and visually present these.

CRITICAL THINKING (Analytical Skills): Graduates in Psychology will use critical thinking to evaluate information and data related to psychological processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) threats to the validity and reliability of observations, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of correlational and experimental data.

Exams and other coursework assigned by the faculty who teach PSY 3213 (Research Methods in Psychology) will assess student achievement of these learning outcomes.

Approved 2-06-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG
CONTENT KNOWLEDGE (Declarative Knowledge): Graduates in Psychology will demonstrate their knowledge of basic concepts, theories, and experimental findings in four core areas of psychology (cognitive, developmental, social, and psychobiology).

Four of the courses students must successfully complete are designed to cover each of the core subfields of psychology listed above:

DEP 3054: Psychology of Human Development
PSB 3002: Biological Bases of Behavior
EXP 3505: Cognition
SOP 3004: Social Psychology

Exams and other coursework assigned by the faculty will be designed to assess student achievement of these learning outcomes.

CONTENT KNOWLEDGE (Technical Skills): Graduates in Psychology will demonstrate their ability to (1) enter data into a database, and (2) select, plan and conduct appropriate statistical analyses on sets of data using computer software.

Each student in the program must complete STA 3163L (Intermediate Statistics Laboratory). Exams and other coursework assigned by the faculty will be designed to assess student achievement of these learning outcomes.

COMMUNICATION (Written Communication): Graduates in Psychology will be able to produce writing that is grammatically correct, well-organized, and properly formatted according to the American Psychological Association’s Publication Manual.
Students are required to successfully complete, with grades of “C” or higher, four courses in writing (for a total of 12 credit hours) in accordance with the “Gordon Rule” for writing. This may be achieved through the university’s Writing Across the Curriculum Program, or by taking more standard Gordon rule courses (for writing). Successfully completing this graduation requirement will provide a demonstration of general writing skills. In addition, knowledge of APA style will be assessed in the recitation component of PSY 3213 (Research Methods in Psychology), a course required of all psychology majors.

COMMUNICATION (Written Communication; Graphical Communication): Graduates in Psychology will demonstrate their ability to properly communicate the meaning of the results of statistical analyses and the scientific conclusions that may be drawn from them, in written, tabular, and graphical form following APA style.

As a part of the semester assignments completed in STA 3163L (Intermediate Statistics Laboratory), students will create tables and graphs to communicate the scientific meaning of the analysis results and visually present these.

CRITICAL THINKING (Analytical Skills): Graduates in Psychology will use critical thinking to evaluate information and data related to psychological processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) threats to the validity and reliability of observations, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of correlational and experimental data.

Exams and other coursework assigned by the faculty who teach PSY 3213 (Research Methods in Psychology) will assess student achievement of these learning outcomes.

Approved 2-06-2006
The Bachelor of Public Management program requires the following courses:
PAD 3003 Public Management and Administration
PAD 3104 Organizational Behavior and Administrative Communication
PAD 4223 Public Budgeting and Finance
PAD 4414 Public Personnel and Supervisory Practices
PAD 4604 Administrative Process and Ethics
PAD 4702 Quantitative Inquiry for Public Managers
PAD 4704 Research Methods in Public Management
PAD 4933 Capstone Seminar in Public Management
Plus 9 credits of public administrative electives

CONTENT KNOWLEDGE (Declarative Knowledge): BPM students will demonstrate that they have learned the theoretical frameworks, practical applications, and general terminology of public administration. Specifically, students will acquire knowledge about administrative structures, concepts of organizational behavior and administrative communication, budgeting and finance, human resource management, ethics and ethical reasoning, and administrative processes within the United States.

CONTENT KNOWLEDGE (Technical Skills; Research Skills): BPM students will demonstrate that they have learned the methods and strategies used to implement budgetary policy, techniques of statistical reasoning, interpretation and critique of statistical data, and conduct of basic statistical analyses. Students will be able to discuss the general steps in the research process and in the use of quantitative and qualitative research designs.

COMMUNICATION (Written Communication; Oral Communication): BPM students will produce written communications, such as research papers, issue assessments, and case studies that are grammatically correct and include a thesis statement, body and conclusion. Students will demonstrate effective oral communication skills by presenting a well-organized and well-conceptualized oral presentation in the field of public management.

CRITICAL THINKING (Analytical skills, Creative skills, Practical skills): Students will be able to raise vital questions and problems, gather and assess relevant information, generate
well-reasoned solutions and conclusions, think open-mindedly, and communicate effectively with others on issues and topics appropriate to the field of public management.

While enrolled in PAD 4933 (Capstone Seminar in Public Management), all Bachelor of Public Management (BPM) students will submit a portfolio to the BPM Coordinator that will contain a collection of work completed and identified by the student. The portfolio will evidence mastery of the set of skills acquired throughout the BPM program; the portfolio may include course material from other courses a student has taken outside the BPM program.

Portfolios may include, but are not limited to, the following materials:

I. Personal and Professional Information
   a. Current Resume
   b. Personal Background
   c. Classes taken: year, grade, and general content.
   d. A personal statement of a student’s professional philosophy and goals.
   e. Documentation of effort to improve one’s professional training (e.g., seminars, programs, internship, volunteer work)
   f. A self-evaluation
   g. An evaluation of the BPM program

II. Course Artifacts
   a. Examples of written work (e.g., research papers, class writing examples)
   b. Journals and logs (for students who complete the government internship)
   c. Videotapes/audiotapes of student presentations
   d. Group projects/papers
   e. Tests and quizzes
   f. Lists of books read

III. Professional Information
   a. List of Professional Activities
   b. Letters of Recommendation

Each student’s portfolio will be graded by the BPM Coordinator using a 4-point scale (Emerging, Competent, Accomplished, Distinguished). Grading is based on the following criteria:

- Portfolio structure (Organization)
- Selection of portfolio content
- Evidence of content skills (declarative knowledge, research skills, technical skills)
- Evidence of communication skills (written communication, oral communication)
- Evidence of critical thinking skills (analytical skills, creative skills, practical skills)
- Quality of self-reflection
- Presentation (Articulation)

Approved 2-24-2006

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
All B. A. and B. S. majors are required to complete the interdisciplinary College of Business Core with grades of C or higher in each of the following courses:

- **BUL 4421 (Business Law I)**
- **ENC 3213 (Writing for Management)**
- **FIN 3403 (Principles of Financial Management)**
- **ISM 3011 (Management Information Systems)**
- **MAN 3506 (Operations Management)**
- **MAN 3025 (Introduction to Management & Organizational Behavior)**
- **MAN 4720 (Global Strategy & Policy)**
- **QMB 3600 (Quantitative Methods in Administration)**
- **MAR 3023 (Marketing Management)**

**CONTENT KNOWLEDGE (Declarative Knowledge):** Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- **Finance:** capital budgeting, cash flows, cost of capital, valuation,
- **Management:** managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership, and
- **Marketing:** segmenting and targeting customers; elements of a marketing mix.
- **Operations:** product and process design, supply chain management, service operations, and quality management
- **Information Systems:** information technology use in organizations, types of large scale systems, ethical issues

In FIN 3403, ISM 3011, MAN 3025, MAN 4720, and MAR 3023, students will be assessed via examinations and/or course projects that cover the content of these disciplines.

**CONTENT KNOWLEDGE (Technical skills):** Students will demonstrate proficiency in the use of computer software programs (word processing, presentation, spreadsheet, and databases) and their applications to business practices. Students will also demonstrate proficiency in the use of quantitative methods and decision-making tools and techniques for business.

In ISM 3011, students will take exams and complete assignments in which they will use spreadsheets and databases. In QMB 3600, student will use both probabilistic and deterministic decision making tools and techniques. In MAN 3506, students will apply mathematical and statistical techniques to address issues in inventory control, project management, statistical process control, and forecasting.

**COMMUNICATION (Written Communication, Team/Collaborative Communication):** Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph
In business critical communication and patterns. Students will interpret financial information and use it in decision making.

CRITICAL THINKING (Analytical Skills): Students will apply business models to complex fact patterns. Students will demonstrate their ability to process financial information and to conduct a critical analysis that applies this information to financial decisions.

In MAN 4720, students will demonstrate analytic/critical thinking through their ability to apply relevant business models and/or strategic concepts and tools in a research project on a firm and/or industry. In FIN 3403, students will apply financial math and valuation principles to value securities, capital projects, and other assets. Students will interpret financial information and use it in decision making.

CONTENT KNOWLEDGE (Declarative Knowledge) and CRITICAL THINKING (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they will demonstrate their knowledge and understanding of business ethics.

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of basic real estate concepts, including legal issues surrounding property markets, the transaction process, market analysis, valuation, brokerage, financing, and investment analysis.

In REE 3043 (Principles of Real Estate), students will be assessed on content knowledge principally via multiple-choice examinations covering the content of the course.

CRITICAL THINKING (Analytical Skills) and COMMUNICATION (Written Communication, Team/Collaborative Communication): Students will process real estate information and conduct a critical analysis that applies this information to the real estate investment decision. Students will demonstrate their abilities to report the results from their feasibility analyses both orally and in written form in a clear and grammatically sound manner. Students will also demonstrate skills in discussing the analyses presented by their peers.

In REE 4303 (Real Estate Investment), students will analyze and submit a detailed analysis (feasibility study) for a specific investment property in the local market. Students will submit both formal reports and PowerPoint based presentations of investment properties, and they will comment on the analyses of properties presented by their peers. Faculty will evaluate these analyses for clarity of communication and for the appropriateness of the tools and concepts used to resolve the issues raised by the properties.
The B.A. Social Science is an interdisciplinary major designed to permit students to create a customized course of study within the social sciences. The major requires students to complete two methodology courses from the departments of anthropology, history, political science, or sociology as well as substantive courses from across the social sciences. Methods courses in other social sciences (e.g., Psychology, Economics) may also satisfy this requirement, as specified below or with the permission of an advisor in one’s major department of study (i.e., the department in which the student takes at least 13 credits of upper-division courses).

CONTENT KNOWLEDGE: Students will demonstrate that they have mastered at least two of the three subcategories of content knowledge:
(1) Declarative Knowledge. Students will demonstrate that they have learned the vocabulary and concepts basic to research in the social sciences.
(2) Research Skills. Students will demonstrate that they are able to design and implement empirical social science research.
(3) Technical Skills. Students will demonstrate that they are able to use specialized statistical programs or research equipment used in social science research.

COMMUNICATION SKILLS: Students will demonstrate that they have mastered at least two of the three subcategories of communication skills:
(1) Written Communication. Students will demonstrate that they are able to clearly and effectively communicate the practice and outcomes of social science research.
(2) Oral or Graphic Communication. Students will demonstrate that they are able to clearly and effectively communicate the practice and outcomes of social science research through oral or graphic means.
(3) Team/Collaborative Skills: Students will demonstrate that they are able to work in a research team or with a faculty mentor.

CRITICAL THINKING SKILLS (Analytical Skills): Students will demonstrate that they are able to critique empirical research clearly and well, review the relevant scholarly literature and identify appropriate questions for empirical research, and determine the disciplinary relevance of research results.

To satisfy the Academic Learning Compact for the B.A. Social Science, students must complete courses that cover at least two distinct subcategories of content knowledge, at least two distinct communication
skills, and at least one critical thinking skill. For more information concerning how each course contributes to these skills and how students are assessed in each course, consult the Academic Learning Compacts on file for each department’s undergraduate degree programs.

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<tr>
<th>As part of the requirements for the B.A. Social Science, a student will complete at least two methodology courses from the list below that satisfy the requirements for the Academic Learning Compact as described in the columns at left.</th>
<th>CONTENT KNOWLEDGE (Each student will complete one or more courses, the combination of which will address skills from at least two of the columns below.)</th>
<th>COMMUNICATION SKILLS (Each student will complete one or more courses, the combination of which will address skills from at least two of the columns below.)</th>
<th>CRITICAL THINKING SKILLS (Each student will complete at least one course that will address analytical skills.)</th>
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<td>Declarative Knowledge</td>
<td>Research Skills</td>
<td>Technical Skills</td>
<td>Written Communication</td>
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<td>ANG 5183 Laboratory Methods</td>
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<td>ANT 4192 Research Methods in Bioarchaeology</td>
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<td>ANT 4495 Research Methods in Cultural/Social Anthropology</td>
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<td>CPO 3003 Comparative Politics</td>
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<tr>
<td>HIS 3150 Introduction to Historical Study</td>
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<td>HIS 4935 Senior Seminar</td>
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<tr>
<td>POS 3936 Research Methods in Political Science</td>
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<tr>
<td>PSY 3213 Research Methods in Psychology</td>
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<tr>
<td>SYA 4300 Sociological Analysis: A Survey of Methods</td>
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<tr>
<td>SYA 4310 Sociological Analysis: Qualitative and/or Comparative-Historical Methods</td>
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<tr>
<td>SYA 4510 Sociological Analysis: Quantitative Methods</td>
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</table>

*With permission of an advisor in the major department, a student may substitute other courses to satisfy the requirements of the Academic Learning Compact.

With the permission of an advisor in the major department (i.e., the department in which the student takes at least 12 credits of upper-division courses), other courses in the social science departments may be used to demonstrate content knowledge, communication skills, or critical thinking skills.

The following table indicates how courses in each social science department align with the three components of the Academic Learning Compact: content knowledge, communication skills, and critical thinking skills.

Approved 12-5-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
All BSW students are required to take SOW 4510 (Field Education in Social Work), which includes a classroom field seminar plus 400 agency-based hours supervised by a professional social worker. This experience integrates classroom knowledge from the Human Behavior in the Social Environment (HBSE) sequence, practice sequence, research sequence, and policy sequence; students use this knowledge base to develop skills to intervene with various clients.

CONTENT KNOWLEDGE (Declarative Knowledge, Technical Skills): Graduates will demonstrate content knowledge and skill necessary for beginning generalist practice with individuals, families, groups, and communities. A full list of these skills is available by consulting the BSW Generalist Field SOW 4510 Evaluation of Student Performance: http://www.fau.edu/divdept/caupa/ssw/bsw/fieldforms.html

Evaluation of students’ content knowledge is a two-fold process.

1. Students will be required to demonstrate mastery of this content knowledge through the planning and presentation of a case study. Evaluation of the case study presented in class will be based on criteria presented in the course syllabus which has been approved by the entire faculty of the School of Social Work. Criteria include presentation organization, thoroughness of presentation, knowledge and skills demonstrated in the case study. The university-based field faculty will evaluate all case presentations.

2. Additionally, agency-based field instructors will evaluate individual students’ overall content knowledge (and skill) in a final evaluation of student performance, completed for each individual student in order to pass this course (cf. BSW Generalist Field Education Evaluation of Student Performance, Item 33).

COMMUNICATION (Oral Communication, Written Communication): Students will demonstrate oral communication abilities through the presentation of a case study. Criteria include presentation format, eye contact, ability to respond to questions, and appropriate mastery of language associated with the case. Also, students will demonstrate written communication abilities in the field site through agency documentation requirements. Criteria for evaluation include concise oral and written communication and the appropriate description of client assessment and interventions plan.
Students are assessed for the communication abilities in the following two ways:

1. A requirement of SOW 4510 is the oral presentation of a case study. Each case study is evaluated based on criteria developed by the faculty of the school of social work and is outlined in the course syllabus. Case presentations are evaluated by a faculty member and the student’s peers. In this oral presentation, students must demonstrate their ability to communicate an integration of all sequence areas in social work education; including HBSE, policy, practice and research.

2. In the final field evaluation of individual students’ performance, agency-based field supervisors will evaluate each student’s abilities in written and oral communication. Specifically, field instructors evaluate each student’s ability to identify and appropriately use agency records and complete agency documentation requirements; to communicate clearly with a client; to perform all agency documentation in a professional manner; and to present information in a well-written formal client assessment (cf. BSW Generalist Field Education SOW 4510 Evaluation of Student’s Performance, Items 31a, 31b, 31c, and 31d).

CRITICAL THINKING SKILLS (Analytical Skills, Creative Skills, Practical Skills): Students will demonstrate critical thinking skills in their oral presentation of a case study that demonstrates mastery and appropriate application of knowledge and skill from prior course work to the specific case and to agency requirements.

Students are assessed for critical thinking using two methods.

1. Using criteria developed by the faculty of the school of social work and identified in the course syllabi of SOW 4510, university based field faculty will evaluate each oral presentation for the demonstration of critical thinking. Criteria are based on a student’s mastery of content found in the practice sequence, the HBSE sequence, the research sequence and the policy sequence. All of this content must be used to adequately understand appropriate strategies for interventions used in case studies.

2. Students will also be evaluated for critical thinking skills by agency based field instructors (cf. BSW Generalist Field Education SOW 4510 Evaluation of Student’s Performance, Item 23a).

Failure to attain a passing grade on the student’s performance evaluation or in this course will initiate an academic review. Possible outcomes of these evaluations involve repeating a field placement or some portion of the placement, tutoring, or course failure.

Approved 12-02-2005

COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG
All students majoring in Sociology must successfully complete one of three courses in Sociological Analysis: SYA 4510 (Quantitative Methods), SYA 4310 (Qualitative and/or Comparative Historical Methods), or SYA 4300 (Survey of Methods). In each of these courses, students complete a research project on an issue central to contemporary sociology.

CONTENT KNOWLEDGE (Research Skills): Students will demonstrate knowledge of the procedures involved in sociological research (such as idea generation, literature review, data collection, and reporting) by applying data collection strategies and/or analytic methodologies to sociological research projects.

CONTENT KNOWLEDGE (Technical Skills): Students will demonstrate technical skills related to sociological analysis such as use of statistical packages, historical/comparative methods of analysis, content analysis, interviewing skills, or equivalents.

CRITICAL THINKING (Analytical Skills): Students will demonstrate the ability to conduct library, field, or data archive-based research on a Sociological topic that demonstrates critical analysis that appropriately uses and interprets the results of qualitative and/or quantitative research methods.

Students will be assessed on their research, technical, and analytical skills as indicated in appropriate sections of their research projects (e.g., literature review, methodology, data analysis, discussion).

COMMUNICATION (Written Communication): Students will produce writing that is grammatically correct, well-organized, and consistent with the publication guidelines of the American Sociological Association.

COMMUNICATION (Oral Communication): Students will demonstrate oral communication abilities through the presentation of a research report.

Students will be assessed on the clarity, organization, and delivery of their written research reports and in-class presentations.

Approved 1-27-2006
Each B.A. student majoring in theatre will be required to complete 6 Theatre Forum Practicums over the student’s 4 year residency in the department. At the completion of each semester, a faculty committee composed of the production directors and designers from that semester will meet to appraise the level of achievement and progress of each theatre major in Theatre Forum.

CONTENT KNOWLEDGE (Research Skills, Technical Skills): Students will reach a level of proficiency of knowledge in the processes of the creation of the theatre art form at which they should have the ability to participate as a creative and collaborative artist in the production of theatre works at a professional level.

Each student will be appraised in accordance with 1) consideration of level of achievement in academic program, 2) size and complexity of production assignment, and 3) record of achievement in demonstration of artistic competence.

COMMUNICATION (Oral Communication, Team/Collaborative Communication): Students will develop an understanding of and shall demonstrate in production situations successful communicative and collaborative skills in the creation of the theatre art appropriate to professional practice.

Each student will be appraised in accordance with 1) the student’s ability to collaborate with the other artists working on the production and 2) their participation in communicating the artistic common goals of the work to the audience of the production.

CRITICAL THINKING (Creative Skills): Students will develop and demonstrate methods of creative expression of ideas and thought through the synthesis of scripted works, critical research, and creative imagination in the creation of the theatre art.

Each student will be appraised in accordance with 1) the student’s success in understanding their creative role in the production of an artistic work, 2) the student’s personal and artistic dedication and contribution to the living theatre in production and 3) the student’s demonstration of love for the art form through the processes of theatre production.

Approved 3-21-2006
The Bachelor of Urban and Regional Planning is carefully crafted to provide students with the knowledge and skills needed to obtain positions in a variety of public and private organizations, including local and state planning departments, nonprofit organizations, and private sector planning and development firms. Students complete the following core courses:

**URBAN AND REGIONAL PLANNING PROGRAM (2005-2006)**

(NOte: Changes will be made to the curriculum beginning Fall 2006)

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Fall 1</td>
<td>URP 3000</td>
<td>Planning &amp; Growth Management</td>
</tr>
<tr>
<td></td>
<td>URP 4011</td>
<td>Planning Methods</td>
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<tr>
<td></td>
<td>URP 4343</td>
<td>Plan Making &amp; Design</td>
</tr>
<tr>
<td>Spring 1</td>
<td>URP 4930</td>
<td>Special Topics: City Structure &amp; Change</td>
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<tr>
<td></td>
<td>URP 4930</td>
<td>Special Topics: GIS Applications in Planning</td>
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<tr>
<td></td>
<td>URP 4930</td>
<td>Special Topics: Capital Facilities</td>
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<tr>
<td>Summer</td>
<td>URP 4930</td>
<td>Special Topics: Sustainable Development</td>
</tr>
<tr>
<td>Fall 2</td>
<td>URP 4930</td>
<td>Special Topics: Site Planning</td>
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<tr>
<td></td>
<td>PAD 4223</td>
<td>Public Budgeting &amp; Finance</td>
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<tr>
<td></td>
<td>URP 4920</td>
<td>Planning Design Studio</td>
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<tr>
<td>Spring 2</td>
<td>URP 4120</td>
<td>Planning Implementation Strategies</td>
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<td></td>
<td>URP 4979</td>
<td>Planning Project</td>
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<tr>
<td></td>
<td>URP 4945</td>
<td>Planning Practice</td>
</tr>
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</table>

**CONTENT KNOWLEDGE (Declarative Knowledge).** Students will demonstrate knowledge of the following core planning areas: (1) Structure and Functions of Urban Settlements, (2) History and Theory of Planning Processes and Practices, (3) Administrative, Legal, and Political Aspects of Plan-Making, and (4) Policy Implementation. Students will demonstrate active knowledge of the city and its regional context--its geography, changing forms, and political, economic, and social structure, including multicultural and gender dimensions--as well as an understanding of urban finance, infrastructure, land use, and social and economic conditions. Students will be familiar with the history of urbanization and the
planning profession and will explore this history in relation to social and economic structures. Students will understand planning both as a process and theory of practice.

Students will maintain a portfolio containing copies of all their completed assignments, tests and examinations in the core planning courses. Portfolios are reviewed by the undergraduate coordinator to determine whether students are proficient in the core planning areas identified above. In addition, the faculty members in the undergraduate program meet once a semester to review progress and knowledge of individual students as well as the student cohort.

CRITICAL THINKING (Analytical Skills, Practical Skills) and CONTENT KNOWLEDGE (Research Skills, Technical Skills): Students will develop skills in (1) Problem Formulation, Research Skills, and Data Gathering, (2) Quantitative Analysis and Computer Skills, and (3) Synthesis. Students will synthesize their planning knowledge and apply it to actual planning problems. They will conceptualize problems from complex, real world situations so that the problems are meaningful to clients. This includes the ability to apply statistical and other analytic techniques, as well as computer methods, to define planning problems, generate alternatives, and evaluate their consequences.

In URP 4945 (Planning Practice), URP 4920 (Planning Design Studio) and URP 4979 (Planning Project), students complete planning projects that are evaluated by the instructor and by professional planners, other faculty, or both. In addition, projects are included in student portfolios which are reviewed by the undergraduate coordinator.

COMMUNICATION SKILLS (Written Communication; Oral Communication, Visual Communication): Students will communicate effectively in writing, through public speaking, and by expressing concepts visually.

Students submit written and graphic work in 6 different courses in the planning core. In addition they give oral presentation in 6 courses. Written skills will be evaluated through review of student work in URP 3000 (Planning & Growth Management) and review of the portfolios by the undergraduate coordinator. Oral presentation skills are evaluated during the final presentation in URP4979 (Planning Project). Presentation skills will be evaluated based on standard criteria for oral presentations such as voice projection, contact with audience, response to questions, mastery of topic, use of appropriate language, and appropriate use of audiovisual aids.

Approved 3-22-2006
B.A. ART HISTORY

CONTENT KNOWLEDGE:
Students will demonstrate knowledge of major artists and art works and understand their relationship to the religious, social, and political developments of the age. Students will use vocabulary relevant to the disciplines of art and architecture in discussing these artists and their works. In addition, students will demonstrate an understanding of historical and contemporary theoretical constructs relevant to material in class.

CRITICAL THINKING (Analytical Skills, Synthetic Skills): Students will evaluate and discuss works of art relative to the chronological and stylistic periods during which they were produced and will examine theoretical writings from both historical and contemporary constructs relevant to course content.

COMMUNICATION (Written Communication, Oral Communication)
Students will write scholarly papers and deliver oral presentations on art historical subjects, appropriately integrating illustrations, references, and bibliographic material and demonstrating an active technical vocabulary and methodology relative to the production and analysis of works of art and architecture.

The Senior Seminar in Art History is a class required of all majors during their senior year of study. This class is a theory-based study of the history of art history. Students will evaluate a number of theoretical approaches to the history of art including iconography, semiotics, gender studies, social history, post-modernism and others.

DOROTHY F. SCHMIDT COLLEGE OF ARTS & LETTERS
DEPARTMENT OF VISUAL ARTS AND ART HISTORY
B.A. ART HISTORY
COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU'S UNIVERSITY CATALOG
B.F.A. Graphic Design

CONTENT KNOWLEDGE: Students will study and discuss artists/designers and their works using vocabulary relevant to the disciplines of graphic communication and art history and will learn to utilize critical, theoretical and historical methodologies current within the field. Through course exams and/or essays in 4000-level art history courses, students will demonstrate their knowledge of art and design historical discourse, particularly as it relates to contemporary design practice.

Students will demonstrate an understanding of the principles of graphic communication and a proficiency regarding formal, technical, creative and practical skills, addressing content issues as they relate to the use of processes and methodologies in the design practices.

CRITICAL THINKING (Analytical and Synthetic Skills):
Students will evaluate, critique and discuss historical and contemporary art theory, design methodology and practices. In a cohesive and scholarly manner, students will demonstrate the ability to combine applicable text and visual materials in conjunction with class assignments.

Students will demonstrate proficiency in documenting, representing, and discussing their work. Students will put into practice their professional knowledge and skills by presenting a collaborative exhibition of their work.

COMMUNICATION (Visual, Written, and Oral Communication)
ART 4955C, Senior Seminar is a class required of all B.F.A. majors during their senior year of study. Students will demonstrate skills in written and oral communication by writing an essay relevant to contemporary art and design practices, by preparing a designer statement, and by developing both visual and oral self-presentations of their work. Student portfolios will document and present their creative skills. The final portfolio is to include a résumé, a designer statement, documentation of oral and visual self-presentations of their creative work, and relevant supporting materials.

Students will organize and participate in a class exhibition of art/design work approved by faculty in the department.

DOROTHY F. SCHMIDT COLLEGE OF ARTS & LETTERS
DEPARTMENT OF VISUAL ARTS AND ART HISTORY
B.F.A. STUDIO ART / COMPLETE DEGREE REQUIREMENTS APPEAR IN FAU’S UNIVERSITY CATALOG