

Biology (major/minor)

Goal 4: Help students to understand the **importance of diversity** in the practice of science through collaborative learning where different perspectives are valued and evaluated.

Program Objective 4: *Interconnectedness and Diversity.*

Students will learn to recognize and appreciate the diversity of the natural world and the interconnectedness of disciplinary approaches towards studying it.

Learning Outcome: Students work in groups, allowing them to appreciate the importance of different perspectives and ideas to solving scientific problems.

Goal 5: Challenge students to **think critically in evaluating data** and to apply that skill to issues arising in the world around them, including ethical conflicts surrounding particular scientific theories, technologies, or applications. **Program Objective 5: *Social relevance.***

Students will develop an understanding of issues related to biology and chemistry in society.

Learning Outcome: Students consider the applications of science in society through case studies and real world scenarios that explore different social, political and ethical viewpoints.

Biochemistry and Molecular Biology (major/minor)

Goal 4: Help students to understand the **importance of diversity** in the practice of science through collaborative learning where different perspectives are valued and evaluated.

Program Objective 4: *Interconnectedness and Diversity.*

Students will learn to recognize and appreciate the diversity of the natural world and the interconnectedness of disciplinary approaches towards studying it.

Learning Outcome: Students work in groups, allowing them to appreciate the importance of different perspectives and ideas to solving scientific problems.

Goal 5: Challenge students to **think critically in evaluating data** and to apply that skill to issues arising in the world around them, including ethical conflicts surrounding particular scientific theories, technologies, or applications.

Program Objective 5: *Social relevance.*

Students will develop an understanding of issues related to biology and chemistry in society.

Learning Outcome: Students consider the applications of science in society through case studies and real world scenarios that explore different social, political and ethical viewpoints.

Chemistry (major/minor)

Goal 4: Help students to understand the **importance of diversity** in the practice of science through collaborative learning where different perspectives are valued and evaluated.

Program Objective 4: *Interconnectedness and Diversity.*

Students will learn to recognize and appreciate the diversity of the natural world and the interconnectedness of disciplinary approaches towards studying it.

Learning Outcome: Students work in groups, allowing them to appreciate the importance of different perspectives and ideas to solving scientific problems.

Goal 5: Challenge students to **think critically in evaluating data** and to apply that skill to issues arising in the world around them, including ethical conflicts surrounding particular scientific theories, technologies, or applications.

Program Objective 5: *Social relevance.*

Students will develop an understanding of issues related to biology and chemistry in society.

Learning Outcome: Students consider the applications of science in society through case studies and real world scenarios that explore different social, political and ethical viewpoints.

Business (major/minor)

Goal 5 - Being conscious about business ethics social responsibility

Objective 5.1: Graduates will be conscious about being ethical and socially responsible when making business decisions.

Outcome 5.1.1: Perform an understanding of business ethics and social responsibility when making business decisions at all levels (corporate, business, and operational) in organizations.

Outcome 5.1.2: Apply the understanding of business ethics and social responsibility when making sustainable investments as entrepreneurs regardless of the size of the organization.

Economics and Management (major; minors in *Economics* and in *Management*)

Student learning outcomes:

6. Develop an awareness of the global community environment and foster sensitivity to economic, social, biological and cultural diversity
 9. Become informed citizens who can independently think and study economic and business topics and who can effectively share their perspectives, results and implications from such study
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Environmental Science (major/minor)

Within our eight broad goals we have embedded objectives and outcomes as outlined below.

GOAL 1: Examine the nature of the earth

Objective 1.1: Examine the nature of ecosystems

Outcome 1.1.1: Demonstrate understanding of matter and energy flow through food chains

Outcome 1.1.2: Display knowledge of major biogeochemical cycles

Outcome 1.1.3: Show familiarity with earth's biodiversity

Objective 1.2: Examine the nature of natural resources

Outcome 1.2.1: Demonstrate awareness of the world's energy resources

Outcome 1.2.2: Show familiarity with the nature of the world's water resources

Objective 1.3: Examine the nature of the human-environment interaction

Outcome 1.3.1: Be able to describe how human activities degrade the earth

Outcome 1.3.2: Be able to describe how human activities protect and restore the earth

GOAL 2: Analyze environmental issues and science-based approaches to environmental problem-solving on different scales

Objective 2.1: Analyze environmental issues and problem-solving on local scale

Outcome 2.1.1: Demonstrate knowledge of how humans use and affect Cayuga Lake and its watershed

Outcome 2.1.2: Show familiarity with local agricultural practices and impacts

Objective 2.2: Analyze environmental issues and problem-solving on global scale

Outcome 2.2.1: Demonstrate knowledge of major contemporary global environmental issues

Outcome 2.2.2: Show familiarity with global agricultural practices and impacts

GOAL 3: Explore the interplay between achieving environmental protection and meeting society's resource needs

Objective 3.1: Examine how environmental science helps societies mitigate their environmental impacts

Outcome 3.1.1: Demonstrate familiarity with scientific issues around the concepts of "reduce, reuse, recycle"

Outcome 3.1.2: Show knowledge of scientific issues around the mitigation hierarchy "avoid, minimize, compensate"

Objective 3.2: Examine how environmental science helps inform priority-setting and decision-making
Outcome 3.2.1: Describe how environmental science provides a basis for weighing options open to society
Outcome 3.2.2: Describe how societies can use the metrics of environmental science in decision-making processes

GOAL 4: Investigate basic science and apply it to environmental issues

Objective 4.1: Investigate fundamental scientific principles and basic research in chosen area of specialization

Outcome 4.1.1: Demonstrate knowledge with the laws of nature in biology/chemistry/math & physics

Outcome 4.1.2: Demonstrate familiarity with the primary literature in biology/chemistry/math & physics

Objective 4.2: Investigate how chosen area of specialization can be applied to environmental concerns

Outcome 4.2.1: Articulate understanding of how biology/chemistry/math & physics informs environmental debates

Outcome 4.2.2: Describe the role of biology/chemistry/math & physics in addressing contemporary environmental issues

GOAL 5: Examine how the findings of environmental science are used in decision-making about environmental resources

Objective 5.1: Examine environmental policies and how they are developed

Outcome 5.1.1: Demonstrate knowledge of current environmental policies

Outcome 5.1.2: Demonstrate familiarity with the genesis of major environmental policies

Objective 5.2: Examine how interests of various stakeholders interplay with the findings of environmental science

Outcome 5.2.1: Demonstrate familiarity with local and global conservation and environmental groups

Outcome 5.2.2: Articulate roles of environmental advocates, businesses, government agencies and other entities in environmental concerns

GOAL 6: Appreciate the various ways environmental science can contribute to successful stewardship of the earth

Objective 6.1: Appreciate the role of scientific inquiry as a foundation of effective stewardship

Outcome 6.1.1: Articulate the nature and the value of the scientific lens in environmental issues

Outcome 6.1.2: Describe how scientific findings can be translated into effective environmental management

Objective 6.2: Appreciate how environmental technologies and engineering can address environmental problems

Outcome 6.2.1: Describe major ways in which technology & engineering can help us analyze the environment

Outcome 6.2.2: Describe major ways in which technology & engineering can mitigate environmental impacts

GOAL 7: Learn and practice skills that contribute to successful pursuit of a career related to the environment

Objective 7.1: Learn and practice quantitative skills

Outcome 7.1.1: Demonstrate familiarity with indices of environmental quality

Outcome 7.1.2: Show proficiency describing numerical dimensions of environmental issues

Outcome 7.1.3: Demonstrate competence in statistical approaches to data analyses

GOAL 8: Gain practice analyzing environmental issues in an objective and sophisticated way

Objective 8.1: Gain practice using evidence-based approaches to environmental issues

Outcome 8.1.1: Demonstrate familiarity with data-driven analyses of environmental issues

Outcome 8.1.2: Demonstrate ability to distinguish arguments based on emotion and anecdotal evidence from objective arguments grounded in data

Objective 8.2: Gain practice seeking and valuing complexity and context in environmental debates

Outcome 8.2.1: Demonstrate familiarity with historical aspects of environmental debates

Outcome 8.2.2: Demonstrate proficiency in articulating environmental issues in a nuanced and multifaceted way

Film and Media Studies (minor)

GOAL #5: Examine Several “Master Narratives” of Film and Culture

Objectives & Outcomes:

1. Demonstrate knowledge of ideological forces at work in films based on their cultural and historical contexts, with particular focus on gender, race, class, and environment.
 - a. Identify and describe ideological influences in media examples, in written and verbal analyses and on relevant portions of exams.
 - b. Demonstrate a detailed and deep awareness of how all commercial film can work as propaganda, through in-class discussions, written film analyses, and relevant portions of exams.
2. Students will examine the power of advertising in all its forms and its relationship to America’s consumer culture
 - a. Students will create forms of promotional and advertising media, either written or visual
 - b. Students will demonstrate knowledge of advertising’s function and impact through in-class discussions, relevant portion of exams, and written analysis.
3. Become familiar with cultural and historical contexts which shape content and reception of media
 - a. Students will describe and analyze the interdependent relationship between media and culture using specific filmic examples, both in written responses and class discussions.

GOAL #6: Assess the Contested Areas of Race, Class, and Gender as they Materialize in Film and Media Writing.

Objectives & Outcomes:

1. Examine the ways in which media biases have historically created “the other”
 - a. Demonstrate, in written and/or verbal analysis, stereotypes that media and culture create and the degree to which we base our “realities” on those stereotypes
 - b. Identify and examine biases that influence the creation and distribution of media.
 2. Examine the roles of race, class, and/or gender within specific media genres
 - a. Analyze the construction of contested terms and genre definitions.
 - b. Actively problematize issues of sex, gender, race, ethnicity, and social class in films, forms of mass media, and media analysis.
 - c. Identify and interpret race, class, and/or gender-related themes found in mass media and film.
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Philosophy (major; minors in *Philosophy and Religion* and *Religious Studies*)

Learning Objectives:

3. Students will be able to articulate an ethical perspective that is informed by and responsive to the major ethical traditions of humankind, so far.
 4. Students will demonstrate an ability to reflect on, grapple with, and reasonably appreciate the values, basic commitments, perspectives, and biases they inherited through socialization, and how their own values and beliefs will, in turn, impact future human beings.
 5. Students will demonstrate basic competency in the philosophy of mind and human nature.
 6. Students will articulate a view of how human beings fit or don’t fit into the larger animal and living world, the evolution of life and consciousness, and possible worlds unseen. How also do our actions impact our children and their children in regard to the climate they will inherit from us?
 7. Students will demonstrate broad competence concerning important concepts in or related to mind, human psychology, ethics, philosophy of religion, and the history of philosophy.
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Psychology (major/ minors in *Psychology* and *Cognitive and Brain Sciences*)

Goal 2. Research Methods in Psychology

Objective 5: Students will appreciate the ethical issues involved in conducting behavioral research – both on humans and animals.

Outcome 5: Students will know how to conduct ethically sound research and how to evaluate the research of others for its ethical soundness.

Goal 3. Critical Thinking Skills in Psychology

Objective 6: Students will use and respect critical thinking, skeptical inquiry, and the scientific approach to understanding behavior and mind.

Outcome 6: Students will develop the skills necessary to critically and reasonably evaluate psychological research and theory.

Goal 4. Application of Psychology

Objective 8: Students will understand and apply psychological principles to personal, social, and organizational issues, with the goal of improving the world in terms of sustainability, justice, and the human experience.

Outcome 8: Students will demonstrate their ability to apply their knowledge of the field to real-world issues and problems.

Goal 5. Values in Psychology and Wells College

Objective 9: Students will be able to weigh evidence; appreciate complexity and tolerate ambiguity; act ethically, humanely, and rationally; respect others' opinions and perspectives; make interdisciplinary connections; and reflect other values that are the underpinnings of psychology as a social science and Wells College as a liberal arts institution.

Outcome 9: Students will possess the character, skills, and values to make a positive difference at Wells and in the wider world.

Goal 8. Sociocultural and International Awareness

Objective 13: Students will recognize, understand, accept, and respect the complexity of sociocultural and international diversity.

Outcome 15: Students will develop an awareness and understanding of inclusivity and diversity in the context of the field of psychology and in their own lives.

Outcome 16: Students will expand their own experiences through exposure to other ways of thinking, values, and worldviews.

Outcome 17: Students will understand the limitations of the current state of the field in a multicultural context and consider ways of improving the status quo.

Goal 9. Personal Development

Objective 14: Students will develop awareness and insight into their own and others' behavior and mental processes and apply effective strategies for self-management, self-understanding, and self improvement.

Outcome 18: Students will be encouraged to develop the capacity to be self-reflective, compassionate, and empathetic.

Outcome 19: Students will learn to value and pursue lifelong learning as a means of self-development in the cultivation of a meaningful life.

Outcome 20: Students will grow in their own ethical and moral judgments and actions.

Outcome 21: Students will apply course material to better understand, appreciate, and possibly improve their own and others' behaviors.

Social and Economic Justice (minor)

Goals of the minor:

- 1) To provide students with a broad understanding of issues under the term “social justice”
 - 2) To provide students with critical knowledge that will allow them to recognize structural inequalities
 - 3) To provide students with some understanding of how to end structural inequalities
 - 4) To provide students with an understanding of the similarities between diverse struggles against structural inequalities
 - 5) To provide students with the knowledge that alliances are important
 - 6) To provide students with hands-on experience with social justice organizations or experience applying organizing theory to real-life situations
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Sociology and Anthropology (major; minors in *Sociology; Anthropology, First Nations and Indigenous Studies*, and *Communication Studies*)

Program Goal 1: to develop informed critical scholars who can communicate in the language of sociology and anthropology

Learning Objective 1: Students will be able to engage in professional discourse both verbally and through writing.

Learning Objective 2: Students will be aware of and be able to use theoretical frameworks to examine enduring and timely social issues.

Learning Objective 3: Students will be able to conduct a research project and critique research methods and methodologies.

Learning Objective 4: Students will be able to synthesize information.

Program Goal 2: to introduce students to timely and enduring issues in sociology and anthropology

Learning Objective 5: Students will be aware of enduring and timely social issues in Sociology and Anthropology.

Learning Objective 6: Students will be able to exercise their “sociological imagination.”

Learning Objective 7: Student will be able to exercise the “anthropological perspective.”

Program Goal 3: to open students’ eyes to structural injustices and develop an appreciation for diverse life ways

Learning Objective 8: Students will understand social systems and systems of meaning that perpetuate social inequalities.

Learning Objective 9: Student will develop an appreciation for diverse life ways.

Program Goal 4: to allow students the opportunity to think about creating a more just, equitable and sustainable society.

Learning Objective 10: Students will be able to articulate the need for social justice and suggest paths to improve social inequalities

Sustainability (major/minors in *Sustainability* and *Sustainable Food Systems*)

Goal 1: Students will have a foundation of knowledge about the issues of sustainability from several disciplines, and will develop a basic understanding of how these disciplines can work together to create a more sustainable world.

Objective 1: Students will have basic scientific understanding of ecosystems and the limits of these systems.

Objective 2: Students will have an understanding of economic systems, the problems of capitalism and the necessary strain it puts on ecosystems.

Objective 3: Students will have a cross-cultural or trans-national comparative understanding of how humans interact with the environment in ways that both put undo strain on the environment, and ways that are less harmful to the environment. Included in this is a critical analysis of “the good life.”

Objective 4: Students will be knowledgeable of both domestic and international public policy as it pertains to environmental issues.

Objective 5: Students will understand the individual psychological benefits of being aware of nature, how individual awareness creates a more healthy society and how we can persuade others to examine their relationship to building a healthy planet.

Objective 6: Students will understand how issues of equity and diversity, in the social sphere, are related to issues of sustainability.

Goal 2: Students will understand the complex ways human behavior has led to an unsustainable world.

Goal 3: Students will understand the complex ways human behavior can lead to a more equitable and sustainable world.

Goal 4: Students will be prepared to think about psychological, social and cultural adaptations that are necessary to survive in a changing climate.

Goal 5: To take a personal inventory of one’s own contribution to the problems and the solutions of sustainability.

Goal 6: To learn basic organizing skills to help build a movement around issues of sustainability.

Note: This inventory revised to reflect the following:

AASHE STARS Review comments (1/3/2018):

Program Level Learning Outcomes: Some programs listed in the AC 2 inventory do not appear to meet credit criteria. To count, sustainability learning outcomes do not necessarily have to use the term “sustainability”, but they must collectively address sustainability as an integrated concept encompassing social and environmental/ecological dimensions. The following programs should not count because they do not appear to reference social and environmental/ecological dimensions of sustainability: Criminal Justice, Education, English, Health Sciences, History, International Studies, Mathematics, Physics, Political Science, Spanish, Theatre and Dance, Visual Arts, Women’s and Gender Studies.

1/8/2018 Inventory updated to remove those programs listed above.