Four Examples of Departmental Learning Goals at the UW

Women Studies

Undergraduates will:

1. Learn how to identify and critically engage the scholarship and activism that constitute global studies of women and gender.
2. Synthesize, critique, and extend current scholarship through effective written and spoken work.
3. Learn how to link the politics of knowledge production with critical analyses of different modes of inquiry and related standards of accountability.
4. Develop skills in active, student-centered learning related to social justice theories and movements.
5. Develop skills and knowledge for effective political engagement based on feminist critiques of the interlocking dimensions of sexism, racism, ableism, nationalism, capitalism, globalization, and heterosexism.
6. Critically reflect on relationships between students' lives and the skills, arguments and ideas developed in courses.

Chemistry

Majors will:

1. Have a general knowledge of the basic areas of chemistry (inorganic, organic, physical, analytical chemistry and biochemistry) with a working knowledge of at least one area. A working knowledge is demonstrated by the ability to apply formal knowledge in a problem-solving environment.
2. Be proficient in basic laboratory skills (e.g., preparing solutions, chemical synthesis techniques, chemical and instrumental analysis and laboratory safety). Have the ability to formulate and carry out strategies for solving scientific problems. Have some understanding of the principles and applications of modern instrumentation, computation, experimental design, and data analysis.
3. Have had the opportunity to gain experience with a research project as part of an upper level course and the opportunity to participate in active, individual laboratory research within the university or in another appropriate setting.
4. Have the ability to communicate scientific information clearly and precisely, both orally and in writing.
5. Have the ability to read, understand, and use scientific literature.
6. Have some awareness of the broader implications of chemical processes (e.g., resource management, economic factors, and ecological considerations).
7. Have had the opportunity to work with others as part of a team to solve scientific problems.
8. Have had an introduction to the opportunities in, and requirements for, careers available to those with training in chemistry.

Biology

Students should:

1. Move between levels and biological systems to
   - Define where information fits into 'the big picture' and draw connections between different pieces of information
   - Know how (and why) to organize information and realize that there is more than 1 way to do it
   - Be able to define issues/problems and come up with new hypotheses based on information available
   - Be able to distinguish major points from specific details
2. Understand how experimental evidence is developed and
   - Be able to design experiments, analyze and interpret data and graphs, evaluate support for a hypothesis
3. Be able to read a scientific paper and
   - Interpret new information in the context of what is already known
   - Understand hypothesis testing so as to critique methods used or conclusions drawn
   - Identify unanswered questions (realize that not all is known)
4. Understand/apply known methods to new situations
   - Be able to identify unanswered questions, come up with hypotheses and predictions, and design experiments to test those hypotheses
5. Communicate knowledge
   - Use writing as a tool (make clear, logical arguments and summarize important points)
6. Identify gaps in their own knowledge/skills; self assess
7. Use available resources to answer questions
   - Be able to do database or Medline searches
8. Know how to work as part of a team in a collaborative effort and be able to evaluate peers

Germanics

1. To acquire linguistic fluency in German and broad knowledge of German/Austrian/Swiss language, literature, and culture
2. To increase critical consciousness and sensitivity towards one's Own as well as to other languages and cultures
3. To develop skills of analytical and integrative thinking, critical Reading and writing
4. To communicate clearly and concisely both in written and spoken form
5. To understand how to do research, organize materials, and mobilize creative potentials
6. To acquire the ability to examine one's own values with a critical eye