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| X = Present | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A = Artifact Identified (enter as cell comment) | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA | CTA |
| A17 = Artifact to be collected 17-18 academic year | 103 | 151 | 152 | 153 | 154 | 200 | 203 | 211 | 221 | 225 | 226 | 231 | 232 | 233 | 241 | 242 | 281 | 296 | 298 | 299 | 300 | 301 | 302 | 306 | 309 | 311 | 327 | 333 | 362 |
| ***Goals*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strong skills in the production, presentation, and interpretation of language | A17 | x | x | a | x | x | a | A17 | x | x | x | x | a | a | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Effective analysis of language and its applications | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Acquisition and application of knowledge about the nature and functions of language and language theory | x | | | | | x | x | | | | | x | | | | | | | | | | | x | x | x | x | | x | |
| Acquisition and application of select skills needed for placement in professional fields or post-baccalaureate education | | | | | | x | x | x | x | x | x | x | x | x | x | x | x | x | | | x | x | | | | | x | | |
| Appreciate the aesthetics of language as a means of understanding and expressing human experience. | a | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | x | x | x | x | x | x | x | |
| ***X = Present*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students will effectively access, review and analyze reference sources unique to the upper level work in the field of their major. | | | | | x | x | x | | | | | x | x | x | x | | x | | | | | | x | x | x | x | | x | |
| Students will use appropriate source material to write and publicly present a research-based project that meets the standards of their discipline of study and effectively adapts to their audience. | a | x | | x | | x | x | a | | | | x | x | x | x | | x | | | | | x | x | x | x | x | | x | |
| Students will summarize and use a theory relevant to their area of study in an assignment (e.g. a theory of public persuasion, attitude change, crisis communication, organizational management, literary analysis or aesthetics). | x | | x | x | x | | x | | | | | x | x | x | a | | a | | | | | x | a | a | a | a | | A16 | |
| Students will assemble a portfolio and resume that demonstrate professional and educational skills relevant to their professional and/or graduate study career goals | | | | | | | | | | | | x | x | x | | | x | | | | x | x | | | | | | | |
| ***GenEd Goals and Requirements*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faith | x | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | | x | x | x | x | | x | |
| Appreciation | x | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | | x | x | x | x | | x | |
| Knowledge | A15 | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | x | x | x | x | x | | x | |
| Analysis | x | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | x | x | x | x | x | | x | |
| Application | x | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | x | x | x | x | x | | x | |
| Communication | x | x | x | x | x | x | x | A17 | | | | x | x | x | x | | x | | x | x | | x | x | x | x | x | | x | |
| Responsibility | x | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | x | x | x | x | x | | x | |
| SRQ: Writing Intensive | | | | | | | | | | x | | | | | | | | | | | | x | | | | | | | |
| SRQ: Global/Multicultural | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | |
| SRQ: Service-Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capstone Experience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oral Communication | x | x | x | x | x | x | x | x | | | | x | x | x | x | | x | | x | x | | | x | x | x | x | | x | |
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| CTA | CTA | CTA | CTA | CTA | CTA | CTA | **ECTA** | **ECTA** | **ECTA** | **ECTA** | ECTA | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng | Eng |
| 373 | 385 | 399 | 400 | 488 | 489 | 499 | **150** | **250** | **350** | **450** | 499 | 101 | 102 | 201 | 221 | 231 | 324 | 326 | 327 | 328 | 329 | 341 | 342 | 343 | 361 | 362 | 363 | 364 | 366 | 381 | 382 | 383 | 384 | 385 | 387 | 391 | 392 | 399 | 431 |
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| | A15 | | A15 | | | | | | | | A17 | | | | | x | | | | | | x | x | x | x | x | x | x | X | X | X | X | A16 | A15 | x | | | | x |
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