

BARUCH COLLEGE CORE CURRICULUM LEARNING GOALS

Category	After successfully completing the common core curriculum, the student will be able:
COMMUNICATION SKILLS: Oral	<ol style="list-style-type: none"> 1. To prepare and deliver an effective, unified, and coherent oral presentation that takes account of the relevant needs of the audience and displays appropriate and creative uses of language. 2. To make effective use of computer, video, and other multimedia tools. 3. To develop the ability to communicate at a basic level in a foreign language.
COMMUNICATION SKILLS: Written	<ol style="list-style-type: none"> 4. To write an essay that presents a cogent thesis, develops an argument in unified and coherent paragraphs, uses a variety of sentence structures, and observes the conventions of standard English grammar and usage. 5. To write a research-oriented essay that employs sources, uses appropriate citations, and exhibits the features enumerated in the previous bullet.
CRITICAL THINKING	<ol style="list-style-type: none"> 6. To read and interpret a variety of articles, essays, literary texts, and historical documents by paying close attention to key points, language, genre, perspectives, and validity. 7. To generate and test hypotheses about the physical and social world. 8. To make valid deductions from a set of propositions. 9. To discern rational explanations of a given set of facts. 10. To evaluate the validity of deductive arguments and recognize common fallacies of reasoning. 11. To identify and explain how social, cultural, economic, and political contexts influence beliefs and arguments. 12. To distinguish between arguments based on verifiable evidence and arguments based on emotion or faulty reasoning. 13. To recognize the characteristic questions asked by the humanities, social sciences, and natural sciences.
QUANTITATIVE SKILLS AND SCIENTIFIC INQUIRY	<ol style="list-style-type: none"> 14. To use mathematics with increasing confidence and competence. 15. To demonstrate mastery of a set of mathematical principles and techniques. 16. To draw on mathematical principles and techniques in order to formulate approaches to solving mathematical and non-mathematical questions. 17. To demonstrate familiarity with the fundamental

BARUCH COLLEGE CORE CURRICULUM LEARNING GOALS

Category	After successfully completing the common core curriculum, the student will be able:
	<p>concepts, tools, and methodologies of the natural sciences.</p> <p>18. To display a working knowledge of various research methodologies in the behavioral and social sciences (e.g., experimentation, field studies, and survey research), including each method's strengths and weaknesses.</p> <p>19. To make careful, replicable observations and measurements in the collection of data and to be able to record scientific observations and measurements in narrative, tabular and graphical form.</p> <p>20. To demonstrate mastery of a body of scientific information in a particular scientific discipline.</p> <p>21. To recognize when a scientific theory explains observations and is well-supported by empirical evidence.</p> <p>22. To demonstrate awareness that, in the social and behavioral sciences, data obtained may be influenced by the cultural background of the subjects and the researchers, and that interpretation of the findings and conclusions drawn from the data may not always be applicable across cultures.</p> <p>23. To evaluate whether reports of scientific research presented in news media are credible, whether the methods are reasonable, and whether the conclusions follow logically from the results.</p> <p>24. To discuss examples of the role of the natural and social sciences in society, business, and every person's life.</p> <p>25. To discuss ethical concerns in the conduct of scientific research, including the use of human subjects and laboratory animals.</p>
TECHNOLOGICAL SKILLS	<p>26. To use web browsing tools to find information, and to demonstrate an understanding of what information is credible and what assertions need to be challenged.</p> <p>27. To use the web to search for information without relying exclusively on a browser.</p> <p>28. To use article database systems that include both news media and scholarly journals.</p> <p>29. To use e-mail accounts to send and receive information, and to demonstrate an understanding of some of the potential perils of e-mail, such as unknown recipients and false identities.</p> <p>30. To create presentation materials using appropriate software.</p> <p>31. To use spreadsheet software to solve problems at a level sufficient to pass the SimNet exam.</p>

BARUCH COLLEGE CORE CURRICULUM LEARNING GOALS

Category	After successfully completing the common core curriculum, the student will be able:
CIVIC AWARENESS	<p>32. To demonstrate an understanding of the United States Constitution including:</p> <ul style="list-style-type: none"> a. Federalism and separation of powers (i.e., the policy jurisdictions of the different levels and branches of government and how federalism and the distinct branches of government interact in the creation of public policy). b. Individual rights and responsibilities (such as the importance of citizen involvement in public affairs in democratic republics and awareness of the variety of ways in which citizens can influence public policy). c. Checks and balances. <p>33. To demonstrate an understanding of the political, civic, and public issues affecting business.</p> <p>34. To explain the different formal and informal institutions that mediate between citizen policy preferences and policy outputs.</p> <p>35. To demonstrate knowledge that there are differences of opinions about the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse society.</p> <p>36. To describe the character of American political conflict and explain factors that tend to prevent or lower it, as well as factors that expand and intensify conflict.</p> <p>37. To utilize the vocabulary of political analysis (such as power, authority, community, markets, government, etc.).</p>
ETHICAL AWARENESS	<p>38. To engage in moral self-examination and self-criticism.</p> <p>39. To employ tools for ethical decision making and for negotiating ethical dilemmas and conflicts (i.e. understand basic principles of ethics and how they are applied in moral reasoning).</p> <p>40. To identify the ethical dimensions of issues confronted in all areas of life: personal, social, political, and professional.</p> <p>41. To distinguish between moral and psychological egoism and present a critique of each.</p> <p>42. To distinguish between an appeal based on authority and an appeal based on good reasons and good evidence.</p>

BARUCH COLLEGE CORE CURRICULUM LEARNING GOALS

Category	After successfully completing the common core curriculum, the student will be able:
GLOBAL/CROSS-CULTURAL AWARENESS	<p>43. To recognize the contributions of diverse cultures.</p> <p>44. To assess and evaluate cultural patterns and social structures, both in one’s native culture and in cross-cultural settings.</p> <p>45. To analyze social differences and stratification, particularly along lines of race, ethnicity, gender, religion, sexual orientation, and class.</p> <p>46. To demonstrate familiarity with the problems of interpretation of foreign texts and art forms.</p>
AESTHETICS	<p>47. To identify the elements common to an art form and evaluate how they are used in a specific work.</p> <p>48. To describe ways in which a work of art relates to particular historical or cultural contexts.</p> <p>49. To demonstrate an appreciation of artistic expression in various genres, media, and cultures.</p> <p>50. To offer critical evaluations of a work’s strengths and limitations.</p>
INFORMATION LITERACY	<p>51. To identify an information need; to pose a research question.</p> <p>52. To identify appropriate sources of information.</p> <p>53. To use effective strategies to retrieve information.</p> <p>54. To develop effective strategies for evaluating the accuracy of information and the reliability of its source.</p> <p>55. To evaluate the expertise of information producers.</p> <p>56. To demonstrate an understanding of issues affecting the use of information, including copyright, data privacy, plagiarism, and information security.</p>