University Honors Program

Learning Outcomes

The Honors Program learning outcomes are listed here in headings that correlate with the ten DePaul Learning Goals.

A. Global Awareness

Honors students will be able to:

• Demonstrate knowledge of the culture and geography of several regions of the world and will be aware of the interactions of culture and geography in shaping important events.
• Demonstrate an awareness of the roles of international organizations, nation-states, multinational economic agents, technological forces, and religious, social and arts movements in shaping an emerging global society.
• Compare theoretical frameworks, including ethical frameworks that articulate power relationships on global and local levels.
• Apply these theories to particular cultural or national contexts and to evaluate their strengths and weaknesses.
• Connect their knowledge of global issues to the United States context.
• Increase their global awareness through study abroad or other forms of experiential learning, when possible.
• Demonstrate throughout their work an intellectual grasp of the diversity of the human experience.
• Demonstrate proficiency in a second language.

B. Articulate Communication

Honors students will be able to:

• Demonstrate the ability to analyze a variety of texts, whether spoken, written, or graphic.
• Demonstrate their proficiency in several genres of written discourse.
• Communicate ideas, facts, theories, and arguments effectively. They will gain experience in presenting these ideas, orally, in writing, and through appropriate technologies to a variety of audiences.

C. Critical Thinking and Creative Thinking

Honors students will be able to:

• Apply knowledge creatively to solve problems and explain issues. They will display intellectual curiosity in exploring the world and the human condition; they will be able to combine what they know to arrive at new knowledge or awareness.
• Identify the argument in a given text and articulate the
disciplinary, historical, or cultural assumptions behind it.

• Develop the skills necessary to do independent research on
complex problems.

• Discuss and review their research with their peers.
• Work collaboratively in diverse, cross-disciplinary teams to
design and carry out a project that tests a hypothesis or
develops an answer to an intriguing question.
• Reason with formal representations, such as those used in
mathematics, and draw conclusions from them.

D. Value and Ethical Perspectives

Honors students will be able to:

• Describe, compare, and evaluate several ethical perspectives,
including at least one rooted in a Western culture and one
rooted in a non-Western culture. They will be able in particular
cases to evaluate the underlying assumptions and the
implications of these perspectives.
• Reflect on the sources of their own values and how these
formative influences affect the choices they make.
• Understand and be able to articulate the ethical issues integral
to their chosen fields of study and the professions to which
they aspire.
• Demonstrate a respect for human diversity, and a critical
awareness of their own assumptions, stereotypes, and biases
when confronting difference.
• Articulate issues of importance to them; they will be able to
identify and assess the personal, social, scientific, and/or
historical influences that contribute to their perspectives on
these issues.

E. Arts and Culture

Honors students will:

• Experience one or more forms of art with pleasure and critical
insight; will demonstrate an understanding of the historical and
cultural contexts that shape and are shaped by works of art; will
be able to use a critical and/or theoretical vocabulary to discuss
works of art from diverse cultures; and will draw on their own
experience of the creative process in developing an informed
perspective on the arts.
• Have practiced in at least one artistic medium and will have
experienced live productions or exhibits of art.
F. Math, Science and Technology

Honors student will be able to:

- Demonstrate mastery of content for the mathematics and science topics they study as well as an understanding of how this content knowledge was acquired.
- Demonstrate appropriate use of technology for data collection, analysis and communication.
- Construct and evaluate process-oriented theories of how people learn, think and reason.
- Design a study, collect and analyze both quantitative and qualitative data for evaluating claims, theories, or products. They will have practiced a variety of data-gathering methods (such as experiment, observation, interviews, surveys and textual analysis). They will be able to identify and address potential threats to validity, and articulate through example the strengths and the limitations of the scientific process.
- Recognize uses and abuses of science and technology and their impact on society.

G. Historical Consciousness

Honors will be able to:

- Demonstrate both mastery of content for the societies they study and a developed awareness of how that knowledge of the past was constructed.
- Gain an increased understanding of the complexities and diversities of the societies they study. They will be able to trace change over time for both the societies studied and the interpretations of them, using interdisciplinary tools of historical inquiry.

H. Modes of Understanding

Honors students will be able to:

- Understand and use effectively a second language and/or another medium of knowledge such as mathematics or computer language.

I. Service, Community Building and Leadership

Honors students will be able to:

- Contribute to the formation and vitality of the community of scholars established by the Honors Program.
- Demonstrate the ability to lead teams and to be effective team members; they will be able to coach or mentor other students in appropriate circumstances.
• Exhibit an active dedication to the Vincentian mission of service to others and will use their talents to improve the lives of others. They will demonstrate this commitment in one of a number of ways, such as completing a service-learning course, doing volunteer work, or mentoring other DePaul students.
• Connect global patterns, forces and movements with local circumstances by reflecting on their own service experiences in the context of their increasing knowledge of events and issues across several cultures.