GOVERNANCE, ACCOUNTABILITY, AND ETHICS

Learning Outcomes

Students will be able to:

- Understand what government does, why it does it, and how.
- Understand the role of accountability from a public administrator's perspective and from a citizen's perspective
- Think critically about current events relating to governance, accountability and ethics in public service
- Identify ethical standards and values associated with the public service
- Understand the legal and ethical responsibilities of public and nonprofit administrators
- Recognize unethical behavior in public sector organizations

INTRODUCTION TO ENGINEERING

There are many purposes for an introductory engineering class, but we will be focused on building basic but necessary skills, problem solving and design processes, and exploring the various engineering disciplines and career paths. Specific goals include:

- Learning to use your tools: You probably have a sophisticated graphing calculator, and you probably have experience using it. You will also be gaining familiarity with additional tools and software to improve your problem solving, design, and communication skills.
- Communicating effectively: When you have a creative idea or an inventive solution to a problem, you must be able express yourself well verbally, visually, and in writing. Construct a recognizable sketch, plot a meaningful graph, write an accurate description–whatever it takes. Other engineers with similar skills should understand you easily, but you should also be able to make yourself clear to people without any special skills or technical training.
- Developing your creativity: Engineering design is different from most other areas of human creativity in that you must be able to actually build what you imagine...and have it work. The engineering design process is a structure to help direct your creativity in ways that make it easier to move from brilliant idea to working prototype to the latest device or gadget that we can't live without.
- Getting familiar with working numerically: Accuracy, precision, and units. No matter which engineering discipline you ultimately choose, you will need to get used to solving numeric problems, self-correcting, and getting the right answers at the end. This is only the beginning.
- Mastering the problem solving process: You will be solving problems. It's crucial to know how to use your tools, but even more important to recognize that the calculator or computer program is not solving the problem, you are. You will never, in your professional career, see a problem exactly like the examples you solve in class. But you will, every single day of your professional life, have real problems to solve.
- Deciding on a discipline: You may already know precisely which type of engineering you want to study. But if you don't you will be learning about those different disciplines, and what some typical career paths look like.
- Realizing your responsibilities: Engineers design products and structures that people use every day. And engineering decisions can have life-altering consequences, both for the engineer and the consumer. An engineer's ethical standards are every bit as important as his or her technical skills.

SOCIAL JUSTICE AND SOCIAL CHANGE IN PRACTICE

This course has four primary learning objectives:
1. Students will be able to explain the connection between course content and their service experiences.
2. Students will be able to paraphrase the definition of social justice.
3. Students will be able to give examples of the root causes of social issues.
4. Students will be able to differentiate service from social change as they relate to their service learning experience.

PROGRAM EVALUATION

Learning objectives:

The objective of this course is to prepare you, at a minimum, to be informed consumers of program evaluation. Upon completion of the course, you will:

- Have basic understanding of the need for evaluation and its role in informing policy and program decision making
- Have developed an appreciation for the complexity of the methodological challenges and political, social, ethical, and practical issues associated with program evaluation
- Have developed familiarity with the range of research methods available for use in undertaking evaluation
- Be able to read and understand evaluation reports and journal articles
- Be able to communicate results of program evaluations to managers, decision makers and the general public
- Be able to think critically about an evaluation that will be or has been undertaken

INTRODUCTION TO PROBABILITY AND STATISTICS

Broad Course Objectives

- Learn the language and core concepts of probability theory.
- Understand basic principles of statistical inference (both Bayesian and frequentist).
- Build a starter statistical toolbox with appreciation for both the utility and limitations of these techniques.
- Use software and simulation to do statistics (R).
- Become an informed consumer of statistical information.
- Prepare for further coursework or on-the-job study.

MEDIA AND POLITICS

The learning objectives of this course are to:
1. Help students understand the history of the mass media in the United States
2. Understand the economic and political pressures that journalists and journalism labor under
3. Understand how journalistic norms and economic consolidation of media outlets inform what content media consumers – i.e. citizens – ultimately receive
4. Help students think critically about the proper role of the media as the "fourth estate" of government within democratic polities
5. Provide students the opportunity to research and write on questions of interest to them related to the potentials and limits of the contemporary mass media information system.

BIOLOGY OF AGING

Students who successfully complete this course will be able to:
- Demonstrate an understanding of the theories of aging.
- Apply different measurement for age-related changes in populations and individuals.
- Interpret the evolutionary and comparative aspects of longevity and senescence.
- Describe the various research models used to study aging.
- Report and analyze the research discoveries in aging.
- Explain the mechanisms underlying the aging processes.

INFORMATION LITERACY

Course Objectives

After completing this course, students should be able to:
- Demonstrate appropriate skills in reading, writing, and math so that they are well prepared to succeed in their degree program.
- Identify practical strategies for achieving academic success at Thomas Edison State University.
- Use information literacy and critical-thinking skills to identify, locate, evaluate, and effectively use and share information.
- Explain what constitutes plagiarism and recognize how to avoid it.
- Discuss best practices for communicating in the workplace.
- Examine the impact of technology in their field of interest.

DIGITAL MEDIA

At the end of this course you will be able to:
- Discuss ways that the use of sight and sound media forms can encourage or discourage learning and enhance learner motivation.
- Using a basic design model and storyboard, design and develop an instructional or informative presentation.
- Make choices about digital media use using Mayer's 12 Principles of Multimedia, Gagne' 9 Elements of Instruction and the ARCS Model of Motivation.
- Design and create digital media files (images, audio & video) to fit specific instructional needs.
- Incorporate completed digital media creations into a digital presentation, correctly formatted for a website delivery platform.
- Critically evaluate your use of digital media in your instruction.

THE CRAFT OF POETRY

Course Objectives (Things you should be able to do after completing this course):

1) Annotate craft techniques used in individual poems or texts and imitate those techniques in your own work.
2) Synthesize connections to and ideas about the effectiveness of technique in poetry via secondary craft essays and other artwork.
3) Participate in disciplinary writing that translates into relevant field experience.
4) Transfer knowledge by applying skills to new situations to create original, complex products.
5) Reflect on individual learning and evaluate relevance by connecting what was learned with future use in the professional field.

ETHICS

Course Objectives

The purpose of this course is to provide students with an understanding of the ethical dimensions of public service, with particular attention focused on the role, duties, and responsibilities of the professional administrator. Additionally, the course seeks to help students develop awareness, skills, and values "to act ethically" in their public management roles. This course's overarching goal is to enhance your capability for ethical practice. Specific course objectives include:

1. To become familiar with the ethical standards and values associated with professional public administration;
2. To develop understanding of the values, principles, standards, and codes public servants use to make decisions;
3. To develop ethical reasoning skills for identifying and dealing effectively with ethical dilemmas;
4. To raise awareness of contemporary administrative challenges and their ethical implications.

PUBLIC SERVICE AND FILMS

Learning Goals and Objectives

This course is designed around the following learning outcomes:

1. Able to recognize the roles of various actors and institutions within the public sphere such as civil society, government, individuals, charitable organizations, non-profits, the media, and private organizations
2. Able to critically reflect on the role and scope of government as well as the role of individuals and civil society in promoting the public interest
3. Able to identify and understand linkages between popular culture, art, political system, and civic life
4. Able to develop and articulate a thorough understanding and knowledge of concepts of public service
5. Able to appreciate differing approaches to public service.

INTRODUCTION TO PUBLIC POLICY

Student **learning outcomes** for this course include being able to:

- Identify and explain the dominant theories of how public policy is made in the United States.
- Understand the social, political, economic, and technical environments in which public policy is made.
- Describe and analyze the policy process (from problem definition, agenda setting, policy formulation, policy implementation, and policy evaluation)
- Explain aspects of the policy process in concise, non-technical language.
- Present evidence, data, and logic through oral communication and selected policy communication tools.
- Appreciate the complexity of operating in a multi-sectoral environment.

ENVIRONMENTAL HEALTH

Course Objectives:

1. Discuss the major principles in the field of toxicology as they pertain to the environmental health sciences.
2. Identify sources and exposure routes of environmental and occupational agents.
3. Distinguish the elements of basic human quantitative risk assessment; hazard identification; exposure assessment; dose-response evaluation; and risk characterization.
4. Describe policies that have been developed to manage health risks associated with exposures to environmental hazards.
5. Examine specific applications of environmental health concepts to fields such as water quality, food safety, occupational health, and injury control.
6. Analyze peer-reviewed scientific environmental health literature.