Form E-1-A for Boston College Departments/Programs

Department/Program  Classical Studies

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

Classics majors are expected to exhibit mastery in 3 broad areas:

1. Linguistic knowledge and skills: Students will possess advanced proficiency in at least one ancient language (Greek or Latin) and, preferably, intermediate proficiency in the other.

2. Critical and interpretative skills: Students will be able to write critical or interpretative papers and compose interpretative arguments that pursue a thesis and engage with both primary and secondary materials.

3. Knowledge of the ancient world: Students will exhibit competence in at least two major content areas: a) techniques of literary analysis; b) techniques of artistic analysis; c) the broad outlines of ancient political history, Greek or Roman; d) special problems in ancient social and/or cultural history, e.g. law, religion, philosophy, economy, gender studies.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

These objectives are published on the Classics Dept. website (http://www.bc.edu/schools/cas/classics/Undergraduate_program.html).

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

We collect samples of written work (i.e. exams and/or papers) completed by majors in classes pertaining to the language, literature, art, or culture of ancient Greece and Rome over the course of their undergraduate careers. Graduating seniors fill out an exit questionnaire that asks them to reflect on the strengths and weaknesses of their Classics major and how well they feel it prepared them for their post-graduation plans.

4) Who interprets the evidence? What is the process? (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The Director of Undergraduate Studies and at least two other members of the department evaluate and interpret the data at the end of each academic year. They report their findings as well as suggest changes to curriculum, if appropriate, to the chair of the department.