

## College of Liberal Arts

### Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
<b>AFRICOLOGY AND AFRICAN AMERICAN STUDIES</b>	<b>BA</b>	<p>SLO 1: Discuss the individuals who have contributed intellectually and politically to the establishment and maintenance of Africology and African American Studies. Students will be able to master the information about the founders, creators, and theorists in the field of Africology. A historical narrative beginning with the first African American Studies department at San Francisco State to the creation of the first PHD at Temple will be discussed. We want our students to develop critical thinking habits even before they graduate to determine the distinctions between their contributions and achievement.</p>
		<p>SLO 2 : Students can identify and explain the role of Afrocentricity as a theoretical and methodological engine of African agency in world phenomena. As a result of this program, students will be able to understand the literary, historical and social context for the emergence of the African American community in the United States. From the creation of the first department at San Francisco University in 1966 to the establishment of the first Ph.D. program in the nation at Temple University in 1988.</p>
		<p>SLO 3: This SLO provides students with an opportunity to master the relevant African American emancipatory discourses, in the form of poetry, novels, essays, autobiographies, drama, and film. Students will therefore be introduced to basic personalities and their intellectual ideas in order to establish competence and intellectual inquiry for example, Maulana Karenga's Kawaia philosophy as well as the ancient concept of Ma'at in accordance with their discipline.</p>
		<p>SLO 4: Students understand and employ critical thinking skills to discuss that the nature of racial discrimination is often the extension of the dominant slavery paradigm in the Americas. They will also be able to describe how Afrocentricity inserts a new paradigm of agency into the analysis of social, racial and economic realities in America.</p>
		<p>SLO 5: Students will understand the relationship of Africa to the African Diaspora in terms of history and culture. In addition, students will be able to comprehend the relationship of African Americans to other American ethnic and cultural groups as well as the ongoing relationship with white Americans.</p>
<b>AFRICOLOGY AND AFRICAN AMERICAN STUDIES</b>	<b>MA</b>	<p>Discuss the women who have contributed intellectually and politically to the establishment and maintenance of African American Studies. This SLO attempts to insure that students know the role of women in the establishment of the discipline from the earliest times.</p>
		<p>Understand and discuss aspects of intersectionality especially the ideas that contribute to African American Studies in terms of womanism, gender, class, and religion. Students are challenged to think and write critically about agency reduction formations around Africological explanations.</p>

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
AFRICOLOGY AND AFRICAN AMERICAN STUDIES (CONT'D)	MA (CONT'D)	A student who masters this outcome will understand and be able to analyze the historical, social, political, and educational reasons for the various names of departments that describe the discipline such as Africology, Black Studies, African American Studies, Africana Studies, Pan-African Studies, Black World Studies, Diasporan Studies, and New World Studies. It will be necessary for the student to exhibit a high degree of historical and cultural understanding to write about the nature of transformations in the disciplinary and departmental nomenclature.
AFRICOLOGY AND AFRICAN AMERICAN STUDIES	PHD	Demonstrate the ability to connect historical, social and cultural content and context using the domains of antiquity and contemporaneity, symbolic and abstract, narrative and poetic, and ancient and future to the emerging discipline of Africology, Thus, students learn the significance of the creation and production of knowledge from an Afrocentric posture toward phenomena.
		Define the Afrocentric paradigm distinguishing it from other possible paradigmatic constructions. Students exhibit the ability to integrate theories of cultural agency in their respective written work. Thus, written competency as demonstrated in oral presentations, written documents, and graduate portfolios collected during the period of graduate work populate the content of this SLO.
		Demonstrate evidence of reasoning based on the common good which shows intercultural communication, intersectional flexibility, and engagement with principled professional activities.
		Beginning with the Nile Valley Civilizations the student will be introduced to the varieties of cultures, migrations, and artistic and theoretical contributions of Africans to information found in several parts of the world. Students are introduced to the emergence of an agency-centered perspective, Afrocentricity, in the 1970s and to its capture of the historical intellectual traditions in the African American community. This learning outcome is a full bodied recognition of the new paradigm of studies that place Africans in the center of their own narratives. Capability of citing and using for analysis the historical, social, political, and educational reasons for the evolution of departmental names that describe the discipline such as Africology, Black Studies, African American Studies, Africana Studies, Pan-African Studies, Black World Studies, Diasporan studies, and New World Studies.
		Demonstrate the capacity to make reflective judgments, discreet definitions, analytical inquiries, and handle various theoretical debates around themes of intersectionality, racial hegemony, sovereign agency, hierarchy and patriarchy, and the idea of centeredness as it relates to psychological location. Research papers and classroom, video, or audio presentations should indicate that the student has learned the content of this SLO.
ANTHROPOLOGY	BA	Demonstrate Critical Analysis Skills
		Demonstrate Disciplinary Knowledge
		Demonstrate an understanding of human cultural and biological diversity
		Demonstrate communication skills

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
ANTHROPOLOGY (CONT'D)	BA (CONT'D)	Demonstrate problem solving skills
		Demonstrate technological literacy
ANTHROPOLOGY	PHD	SLO 1: Disciplinary knowledge. This includes the ability to demonstrate broad-based familiarity with the major issues, debates, and discourses of anthropological inquiry, particularly those that cut across the traditional four subdisciplines, such as historical and contemporary perspectives on race, the range and expression of human diversity, and the sources and implications of human universals.
		SLO 2: Subdisciplinary knowledge. This includes the ability to demonstrate mastery of the central issues, debates, and discourses of one (or more) of anthropology's four subdisciplines, to engage meaningfully and productively in scholarly discussions, and to make substantial original contributions to one's areas of specialization through research, publication, pedagogical, and practical/applied activities.
		SLO 3: Critical thinking skills. These include the ability to identify vital questions and problems, formulating them clearly and precisely; to identify, gather, and assess relevant background information; to gather relevant data and to interpret them in organized, systematic, rigorously principled ways; to devise well-reasoned answers to questions and solutions to problems, testing them against relevant criteria and standards; to think open-mindedly within multiple systems of thought, integrating and reconciling them as necessary; and to communicate effectively with others in devising solutions to complex problems, without being unduly influenced by the thinking of others.
		SLO 4: Methodological skills. These include the ability to identify the kinds and quantities of data needed to address a research question; to identify the most efficient and effective means of obtaining those data; and to organize and manage the data effectively so as to make them amenable to analysis and interpretation.
		SLO 5: Analytic skills. These include the ability to interpret original data in accordance with appropriately chosen, rigorously defined criteria; to apply multiple analytic frameworks to the same data, and to reconcile the outcomes; and to identify and address any flaws or limitations of research design revealed during the course of analysis.
		SLO 6: Theoretical knowledge. This includes the ability to demonstrate strong, broad-based familiarity with the central themes, queries, discussions, and debates in the key scholarly literatures; to enter into, and participate competently in, those discussions and debates as a researcher, scholar, and teacher; and to apply abstract ideas in sustained, productive ways to specific case studies and data sets.
		SLO 7: Pedagogical skills. These include the ability to construct a well-designed syllabus; to plan and deliver effective lectures; to plan and lead productive classroom discussions, exercises, and activities; and to create and grade effective quizzes, tests, writing assignments, and other assessment instruments.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>ANTHROPOLOGY (CONT'D)</b>	<b>PHD (CONT'D)</b>	SLO 8: Professional communication and presentation skills. These include the ability to give a professional presentation at a regional or national scholarly conference and to engage in scholarly communication in such contexts as seminars and colloquia, round-table discussions, and job interviews.
		SLO 9: Programmatic skills. These include the ability to formulate research proposals that are competitive for funding at the national level (from such agencies as the National Science Foundation, the Fulbright Program, and the Social Science Research Council); to participate in curricular endeavors as a participant in a program, department, or college; and to organize and participate in collaborative enterprises involving students, colleagues, administrators, and/or community members.
		SLO 10: Writing and publishing skills. These include the ability to engage in scholarly exchange or contributions thru written or other sub-disciplinary appropriate media (e.g. documentary or ethnographic film)
<b>APPLIED SOCIOLOGY</b>	<b>PSM</b>	After completing the PSM in Applied Sociology, students should be able to design their own research projects including formulation of a research question, justification of the project, selection of appropriate research methods, review of the appropriate literature, and hypotheses of anticipated findings.
		After completing the PSM in Applied Sociology, students should be able to practice a range of quantitative and qualitative methods for gathering and analyzing data.
		After completing the PSM in Applied Sociology, students should be able to explain basic principles of ethical research and analyze complex ethical dilemmas that confront the researcher.
		After completing the Sociology PhD, students should be able to write sociologically with clarity and strong argumentation. They should be able to summarize existing literature; summarize relevant theories; present, explain, and discuss data; position their work within the field; and identify key contributions of their work.
<b>ARABIC</b>	<b>CR2+</b>	The student can speak grammatically in spontaneous speech.
		The student can accurately use vocabulary in spontaneous speech
		The student can pronounce words accurately.
		The student can pronounce phrases and sentences accurately in spontaneous speech.
		The student can speak spontaneously in ways that conform to the target speech community's discourse norms.
		The student can speak spontaneously in ways that conform to the target speech community's social and cultural norms for language use.
		Student can read with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects
		The student can write a paragraph on a limited range of topics.
The student understands extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics		

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>ARABIC (CONT'D)</b>	<b>CR2+ (CONT'D)</b>	The student understands questions, comments, suggestions, and commands in face-to-face interactions spoken at a normal speed on a range of topics likely to be encountered in brief conversational exchanges and in foreign language classrooms
		The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms
		The student can give a prepared extended oral presentation on a range of non-technical topics
		Accurately uses linguistic markers of cohesion inter-sententially
		Accurately uses linguistic markers of cohesion intra-sententially
		Understands questions, comments, and commands appropriate for his/her current level
<b>ASIAN STUDIES</b>	<b>BA</b>	The student can explain and discuss orally and in writing at least one Asian religious tradition of importance to two or more Asian countries within a historically, culturally, and socially informed framework.
		The student can read, interpret, and discuss orally and in writing literary works from at least one tradition within their social, cultural, and historical contexts.
		The student can conduct research on a range of social and/or political and/or cultural topics relevant to at least one Asian region in ways that meet the disciplinary standards for scholarship in Asian Studies within paradigms informed by the social sciences and/or the humanities.
		The student can present research findings orally and in writing in ways that meet the disciplinary standards for scholarship in Asian Studies within paradigms informed by the social sciences and/or the humanities.
		The student can develop and argue for a thesis in ways that meet the disciplinary standards for scholarship in Asian Studies within paradigms informed by the social sciences and/or the humanities
		Can use an Asian Language orally to meet basic social needs and to obtain general information relevant to activities and interests in social, academic, and work settings.
		Can read an Asian Language to obtain general information relevant to activities and interests in social, academic, and work settings
		Can write an Asian language to meet basic social needs
		Can interpret, explain, and discuss orally and in writing significant facts, trends, and themes relevant to one or more Asian region and at least two of that region's constituent countries within a historically, culturally, and socially informed framework that includes an understanding of relevant political systems
<b>CHINESE</b>	<b>BA</b>	The student can read with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects.
		The student can write a paragraph on a limited range of topics.
		The student can understand extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>CHINESE (CONT'D)</b>	<b>BA (CONT'D)</b>	The student understand questions, comments, suggestions, and commands in face-to-face interactions spoken at a normal speed on a range of topics likely to be encountered in brief conversational exchanges and in foreign language classrooms.
		The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms.
		The student give a prepared extended oral presentation on a range of non-technical topics.
		The student has in-depth knowledge of the social, cultural and historical contexts of major works.
		The student has in-depth knowledge of how literary texts reflect their social, cultural and historical contexts.
		The student can interpret translated literary or cinematic texts.
		The student can conduct research on a range of literary, cinematic and cultural topics in ways that meet the disciplinary standards for scholarship in Chinese studies.
		The student can present research findings orally and in writing in ways that meet the disciplinary standards for scholarship in Chinese studies.
<b>CLASSICS</b>	<b>BA</b>	SLO 1: Critical analysis: students will evaluate questions for which answers are complex, develop skills that enable balanced understanding of issues, and use higher order thinking.
		SLO 2: Disciplinary knowledge: students will employ a sophisticated and sensitive understanding of how to study the ancient world.
		SLO 3: Knowledge of historical/cultural contexts: students will be able to reproduce the main periods of Greek and Roman history, and demonstrate awareness of major social and intellectual developments of ancient culture.
		SLO 4: Appreciation of other forms of interpretation: students will interpret a variety of objects from the ancient world, such as inscriptions, artifacts, archaeological remains, etc.
		SLO 5: Proficiency in research methods: students will produce scholarly work, based on the close study of ancient texts and other materials, utilizing current research methods and resources.
		SLO 6: Language skills: students will demonstrate knowledge of grammar, syntax, and basic reading comprehension of Latin and/or Greek.
		SLO 7: Classical languages and literature track advanced linguistic proficiency. Students will demonstrate skill at literary and philological interpretation of Greek and/or Latin texts.
		SLO 8: Classical civilizations track Advanced multidisciplinary knowledge. Students will employ sophisticated scholarly approaches to problems in interpreting ancient literary, archaeological, or cultural evidence.
<b>CREATIVE WRITING</b>	<b>MFA</b>	Student understands the skills needed to write fiction or poetry of publishable quality.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>CREATIVE WRITING (CONT'D)</b>	<b>MFA (CONT'D)</b>	Students will be able to articulate how their own creative endeavors are in conversation with the history of their chosen genre.
		Students will stretch beyond the writing style they had before entering the program.
		Students will be able to produce a sustained literary work in their chosen genre, demonstrating technical confidence, mature inquiry into literary form, and a well-developed individual voice and aesthetic.
<b>CRIMINAL JUSTICE</b>	<b>BA</b>	SLO 1: Students will be able to integrate recognition that criminal justice is a system comprised of interlinked parts into discussion of specific crime and criminal justice issues.
		SLO 2: Students will be able to incorporate one or more theoretical perspectives or constructs into a discussion of specific crime and criminal justice issues.
		SLO 3: Students will be able to locate reliable sources of information using Temple library and other on-line resources and to use it to analyze and critique specific crime and criminal justice issues.
		SLO 4: Students will demonstrate knowledge and understanding of the major steps in the social scientific method and value the role of research in informing policy, practice, and theory.
<b>CRIMINAL JUSTICE</b>	<b>MA</b>	Students can evaluate theories and policies associated with use of discretion in the criminal justice system
		Students can justify or demonstrate the use of appropriate research methods to address empirical questions
		Students can explain, differentiate between, and apply major theories of crime causation
<b>CRIMINAL JUSTICE</b>	<b>PHD</b>	Students can apply appropriate research methods to policy relevant or theoretical questions
		Students can articulate a range of theoretical positions from the scholarly literature on criminology and criminal justice and connect them to policy implications
		Students can locate their own research within the broader field of criminology and criminal justice
		Students can communicate research findings clearly and respond to questions and critique competently about their own research
<b>ECONOMICS</b>	<b>BA</b>	SLO 1: Mastery of basic concepts and models in microeconomics
		SLO 2: Mastery of basic concepts and models in macroeconomics
		SLO 3: Mastery of basic concepts and models in international economics
		SLO 4: Mastery of basic concepts and techniques in statistics and econometrics
		SLO 5: Ability to communicate economic ideas and make economic arguments in writing
<b>ECONOMICS</b>	<b>MA</b>	SLO 1: Master basic mathematical modeling in macro-and microeconomics.
		SLO 2: Master basic econometric modeling.
		SLO 3: Be able to apply theory and econometric techniques to at least two fields of study.
		SLO 4: Being able to apply the acquired knowledge in a career in economics.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

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<b>ECONOMICS</b>	<b>PHD</b>	By the end of the first year (for microeconomics) and second year (for macroeconomics), each student should be able to demonstrate mastery in theoretical skills.
		By the middle of the second year in the program, each student should be able to demonstrate mastery of econometric modeling techniques.
		By the end of their third year, students should be able to produce an independent research project of high quality which incorporates the theoretical and empirical skills learned through their coursework.
		By the end of their doctoral study in our program, each student should be able to produce a dissertation which incorporates both strong empirical and theoretical skills into their own independent research.
<b>Eng MFA</b>	<b>MFA</b>	SLO 1: Students will understand the skills needed to write fiction or poetry of publishable quality.
		SLO 2: Students will be able to articulate how their own creative endeavors are in conversation with the history of their chosen genre.
		SLO 3: Students will understand a diversity of approaches to their genre; students will stretch beyond the writing style they had before entering the program.
		SLO 4: Students will be able to produce a sustained literary work in their chosen genre, demonstrating technical confidence, mature inquiry into literary form, and a well developed individual voice and aesthetic.
		SLO 5: For funded students only: students will gain the pedagogical tools needed in order to teach creative writing.
<b>ENGLISH</b>	<b>BA</b>	Does the paper reflect a solid engagement with the history, context, craft, and/or conventions of genre, form, movements, or key works?
		Does the paper represent familiarity and fluency with critical conversations in the field, as evidenced by citations and bibliography and engagement with secondary or tertiary sources, and/or engagement with a body of work in the genre?
		Does the paper reflect mastery of conventions of scholarly and/or creative writing in English. Does it integrate analysis with research, develop an idea, narrative, and/or elucidate a reflection?
		Does the paper feature precise, persuasive, and clear prose with sentence and paragraph structure appropriate to the genre and/or a mastery of the nuances of language and its uses?
<b>ENGLISH</b>	<b>MA</b>	Student will be able to write a successful QUALIFYING PAPER that integrates secondary research materials (articles and books relating to subject of research), while demonstrating understanding and ability to judge the value of secondary materials. Activity: direct analysis of QUALIFYING PAPER submitted in last semester of MA degree.
		Student will be able to produce a sustained work of literary analysis, as demonstrated by the MA Qualifying Essay. Activity: direct analysis of MA Qualifying Essay.
		Student is evaluated on oral reports in classroom setting, with criteria such as: clarity, organization, ability to answer questions.



## College of Liberal Arts

### Academic Program Student Learning Outcomes

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<b>ENGLISH</b>	<b>PHD</b>	Student will be able to write a successful seminar paper, analyzing literary texts and demonstrating ability to construct an argument using appropriate evidence. Activity: direct analysis of student paper submitted for Second Year Review and subsequent paper written on completion of course work.
		Student will be able to write a successful seminar paper, integrating secondary research materials (articles and books relating to subject of research), while demonstrating understanding and ability to judge the value of secondary materials. Activity: direct analysis of student paper submitted for Second Year Review and a paper evaluated upon completion of course work.
		Student will be able to write sustained, coherent, analytic essays in response to questions on Ph.D. Preliminary Exams. Activity: Direct annual review of student performance on Preliminary Exams, including faculty evaluations.
		This review focuses on doctoral students only (not MA). It is a DIRECT review of doctoral thesis submitted by student as the culminating requirement for the doctoral degree.
		The Ph.D. thesis is the culminating even for the degree. The assessment is direct. Research skills are demonstrated by depth and range of research carried out in writing the thesis.
		The doctoral thesis is the culminating event. The rubric here pertains to the originality of the student's conception, the originality of the methodology, the originality and substance of the thesis as a contribution to knowledge.
<b>ENVIRONMENTAL STUDIES</b>	<b>BA</b>	Majors should understand principles of environmental sustainability and resource management.
		Majors should understand environmental policy and planning processes at multiple organizational scales.
		Majors should understand the social and physical character of Earth systems and the dynamic relationship between these systems and human activities.
		Majors should understand how issues of environmental justice intersect with various social, economic and political tensions within modern society.
		Majors should be able to apply geographic technologies and methods to analyze spatial and temporal environmental information, processes, and patterns.
<b>FRENCH</b>	<b>BA</b>	SLO 1: Achieve a knowledge of the major literary trends in France.
		SLO 2: Possess a knowledge of major epochs and periods in French history.
		SLO 3: Be capable of close-reading in French and to analyze a text or film in French.
		SLO 4: Be able to interpret literature and film with reference to the political or social contexts from which they arose
		SLO 5: Be able to identify, access, and make effective use of primary and secondary sources in French.
		SLO 6: Be able to write clearly on a variety of topics in various formats.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>FRENCH (CONT'D)</b>	<b>BA (CONT'D)</b>	SLO 7: Possess spoken proficiency on the advanced level and be able to use the language in a culturally-specific and appropriate manner
		SLO 8: Achieve aural understanding of French across registers, and accurately interpret culturally specific social cues at the Advanced level.
		SLO 9: Be able to read a wide array of non-technical texts written in French.
		SLO 10: Be capable of written expression in French that demonstrates a firm grasp of the fundamental grammar of the language, and an advanced level in the use of its structures and vocabulary.
<b>GENDER, SEXUALITY, AND WOMEN'S STUDIES</b>	<b>BA</b>	SLO 1: Theory: After completing the GSWS BA, students should be able to discuss multiple strands of feminist theory and queer theory. In addition, they should be able to discuss intersectionality as a framework for examining the connectedness of race, class, gender, sexuality, and other systems of identity, privilege, and oppression. They should be able to critically think about how intersectionality works.
		SLO 2: Critical Analysis -- After completing the GSWS BA, students should be able to apply the history of feminism; the various theoretical frameworks within the discipline of women's, gender, and sexuality studies; intersectional analyses of race, sexuality, and gender; and the scholarship on sexualities and the LGBTQIA experiences in making their own critical analyses.
		SLO 3: Research and Writing Skills -- After completing the GSWS BA, students should be able to conduct research drawing on a range of humanities and social science traditions, including research that involves direct engagement with individuals or communities. Students should be able to communicate the results of their research and other analyses in writing in an organized, clear, and compelling manner.
<b>GEOGRAPHIC INFORMATION SYSTEMS</b>	<b>GRAD</b>	SLO 1: Describe and demonstrate fundamental GIS concepts.
		SLO 2: Demonstrate strong communication skills for everyday interactions and professional presentations
		SLO 3: Understand and describe recent trends in the GIS profession (e.g. demand for GIS practitioners)
		SLO 4: Demonstrate the ability to work independently and in teams
<b>GEOGRAPHIC INFORMATION SYSTEMS</b>	<b>PSM</b>	SLO 1: Define and demonstrate fundamental GIS concepts, as well as describe cutting edge and recent trends in GIS
		SLO 2: Understand and describe GIS ethics and ethical practices in business
		SLO 3: Demonstrate strong communication skills for everyday interactions and professional presentations
		SLO 4: Understand and describe recent trends in the GIS profession (e.g. demand for GIS practitioners)
		SLO 5: Demonstrate a mastery of geographic analysis, cartographic skills, and the basics of programming and spatial data processing.
		SLO 6: Demonstrate the ability to work independently and in teams
<b>GEOGRAPHY AND URBAN STUDIES</b>	<b>BA</b>	Majors should understand core geographic concepts such as scale and human-environment interaction.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>GEOGRAPHY AND URBAN STUDIES (CONT'D)</b>	<b>BA (CONT'D)</b>	Majors should understand the historical development of cities.
		Majors should understand ways that spatial patterns in the built landscape can reflect various social, economic and political tensions within modern society.
		Majors should have the ability to compare and contrast urban patterns and geographic relationships in the local vs. global settings.
		Majors should be able to apply geographic technologies and methods to analyze spatial and temporal urban information, processes, and patterns.
<b>GEOGRAPHY AND URBAN STUDIES</b>	<b>MA</b>	SLO 1: Critically examine through major theoretical perspectives that have characterized different eras in urban theory and urban geography (writing, reading, oral)
		SLO 2: Trace out links between current thinking in urban theory and geography and the historical roots and traditions in this rich field.
		SLO 3: Develop an understanding of the foundational literature within the fields of sustainability, globalization, social justice and their topical research areas of interest (e.g. medical geography, urban geography)
		SLO 4: Examine the intellectual content and political significance of the fields of sustainability, globalization, and social justice (writing, oral, reading comp)
		SLO 5: Identify major policy strategies being used to sustain and develop cities and regions in the U.S. and beyond
		SLO 6: Develop an in-depth understanding of the history and development of geographic ideas and concepts
		SLO 7: Engage in academic discussion and debate about various approaches and perspective in geography and urban theory and lead and moderate class discussions
		SLO 8: The student is able to write a research and policy paper that are well organized, logical, and consistent, and the overall organization reflects a mature understanding of topic of inquiry; creates a logical flow of ideas; grammatical structure mature. The student is able to apply professional and academic standards and commonly accepted conventions of the field of geography in their writing (e.g. correct use of terminology, references and bibliographic formatting).
		SLO 9: Develop research skills for identifying, critiquing, and synthesizing materials; The student is able to integrate evidence and examples from literature (e.g. previously published papers) to support their arguments (oral and written)
		SLO 10: Deliver compelling, professional, clear, logical presentations. Both academic conference presentations, and presentations in the classroom
<b>GEOGRAPHY AND URBAN STUDIES</b>	<b>PHD</b>	SLO 1: Critically examine through major theoretical perspectives that have characterized different eras in urban theory and urban geography (writing, reading, oral)
		SLO 2: Trace out links between current thinking in urban theory and urban geography and the historical roots and traditions in this rich field
		SLO 3: Develop an understanding of the foundational literature within the fields of sustainability, globalization, social justice and their topical research areas of interest (e.g. medical geography, urban geography)

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>GEOGRAPHY AND URBAN STUDIES (CONT'D)</b>	<b>PHD (CONT'D)</b>	SLO 4: Examine the intellectual content and political significance of the fields of sustainability, globalization, and social justice (writing, oral, reading comp)
		SLO 5: Identify major policy strategies being used to sustain and develop cities and regions in the U.S. and beyond
		SLO 6: Develop an in-depth understanding of the history and development of geographic ideas and concepts
		SLO 7: Engage in academic discussion and debate about various approaches and perspective in geography and urban theory and lead and moderate class discussions
		SLO 8: The student is able to write a research and policy paper that are well organized, logical, and consistent, and the overall organization reflects a mature understanding of topic of inquiry; creates a logical flow of ideas; grammatical structure mature. The student is able to apply professional and academic standards and commonly accepted conventions of the field of geography in their writing (e.g. correct use of terminology, references and bibliographic formatting).
		SLO 9: Develop research skills for identifying, critiquing, and synthesizing materials; The student is able to integrate evidence and examples from literature (e.g. previously published papers) to support their arguments (oral and written)
<b>GERMAN</b>	<b>BA</b>	SLO 10: Deliver compelling, professional, clear, logical presentations. Both academic conference presentations, and presentations in the classroom
		SLO 1: Achieve a knowledge of the major trends in German and German-Speaking literary traditions
		SLO 2: Possess a knowledge of major epochs and periods in German history
		SLO 3: Be capable of close-reading in German and to analyze a text or film in German
		SLO 4: Be able to interpret literature and film with reference to the political or social contexts from which they arose
		SLO 5: Be able to identify, access, and make effective use of primary and secondary sources in German
		SLO 6: Be able to write clearly on a variety of topics in various formats
		SLO 7: . Possess spoken proficiency on the advanced level and be able to use the language in a culturally-specific and appropriate manner
		SLO 8: Achieve aural understanding of German across registers, and accurately interpret culturally specific social cues at the Advanced level
		SLO 9: Be able to read a wide array of non-technical texts written in German
<b>GLOBAL STUDIES</b>	<b>BA</b>	SLO 10: Be capable of written expression in German that demonstrates a firm grasp of the fundamental grammar of the language, and an advanced level in the use of its structures and vocabulary
		Students demonstrate that they can engage critically with scholarly literatures on global security, global economy, and/or global cultures. Students demonstrate the ability to identify clearly the primary research questions and disciplinary approaches (global and/or regional) in their (track-specific) course of study within the Global Studies major.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
GLOBAL STUDIES (CONT'D)	BA (CONT'D)	Students demonstrate that they can construct a coherent and original argument about a specific aspect of global security, economy, or cultures that is well organized, supported with evidence, and follows a specific citation style.
		Students demonstrate the ability to present orally and defend a public paper on a research subject of their choice.
HISTORY	BA	Student is able to identify, critically assess, compare, and construct historical arguments. Student demonstrates knowledge of historically relevant analytical concepts. Student is able to define a research question.
		Student demonstrates understanding of methods of historical research. Student is able to collect and organize historical evidence using primary and secondary sources. Student demonstrates knowledge of proper citation norms. Student is able to evaluate and contextualize sources (including internet sources).
		Student is able to use analytical concepts in writing. Student demonstrates clarity and precision in writing, argumentation, and evidence. Student is able to edit and improve her/his/their writing. Student is able verbally to articulate the significance, argument and evidence of a research project.
HISTORY	MA	SLO 1: Methods. The students will acquire skills in appropriate historical research methods. These methods can include source criticism, historical reasoning, quantitative methods, oral history, and more.
		SLO 2: Historiography. The students will master the appropriate body of literature concerned with historical theory as well as their area of teaching and research. The thesis measures the mastery of a relatively narrow body of historiography.
		SLO 3: Primary Research. The students will complete research in primary documents appropriate to the Master's level. The significance of the research would include the quantity of the sources used, their relevance to the topic, their diversity, and the originality of the topic.
		SLO 4: Communication Skills. The students will achieve a level of oral and written communication skills appropriate to the Master's level. These skills include the ability to write clearly and compellingly, to formulate an original argument, to explain its contribution to the field of knowledge of the student, and to defend orally one's findings.
HISTORY	PHD	SLO 1: Methods - Students must have acquired skills in appropriate historical research methods. These methods can include source criticism, historical reasoning, quantitative methods, oral history, and more.
		SLO 2: Students must have mastered the appropriate body of literature concerned with historical theory as well as their area of teaching and research. The dissertation measures the mastery of a relatively narrow body of historiography.
		SLO 3: Students must have completed significant research in primary documents. The significance of the research would include the quantity of the sources used, their relevance to the topic, their diversity, the originality of the topic, and the research's significance to the field.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>HISTORY (CONT'D)</b>	<b>PHD (CONT'D)</b>	SLO 4: Students must have achieved a superior level of oral and written communication skills. These skills include the ability to write clearly and compellingly, to formulate an original argument, to explain its contribution to the field of knowledge of the student, and to defend orally one's findings.
<b>INTERDISCIPLINARY GERMAN STUDIES</b>	<b>BA</b>	Achieve a knowledge of the major literary trends in German and in German-Speaking countries
		Possess a knowledge of major epochs and periods in German history
		Be capable of close-reading in German and to analyze a text or film in German
		Be able to interpret literature and film with reference to the political or social contexts from which they arose
		Be able to identify, access, and make effective use of primary and secondary sources in German
		Be able to write clearly on a variety of topics in various formats
		Possess spoken proficiency on the advanced level and be able to use the language in a culturally-specific and appropriate manner
		Achieve aural understanding of German across registers, and accurately interpret culturally specific social cues at the Advanced level
		Be able to read a wide array of non-technical texts written in German
		Be capable of written expression in German that demonstrates a firm grasp of the fundamental grammar of the language, and an advanced level in the use of its structures and vocabulary
<b>ITALIAN</b>	<b>BA</b>	SLO 1: Literary Traditions: Achieve a knowledge of the major literary trends in Italy
		SLO 2: Possess a knowledge of major epochs and periods in Italian history
		SLO 3: Be capable of close-reading in Italian and to analyze a text or film in Italian
		SLO 4: Be able to interpret literature and film with reference to the political or social contexts from which they arose
		SLO 5: Be able to identify, access, and make effective use of primary and secondary sources in Italian
		SLO 6: Be able to write clearly on a variety of topics in various formats
		SLO 7: Possess spoken proficiency on the advanced level and be able to use the language in a culturally-specific and appropriate manner
		SLO 8: Achieve aural understanding of Italian across registers, and accurately interpret culturally specific social cues at the Advanced level
		SLO 9: Be able to read a wide array of non-technical texts written in Italian
		SLO 10: Be capable of written expression in Italian that demonstrates a firm grasp of the fundamental grammar of the language, and an advanced level in the use of its structures and vocabulary
<b>ITALIAN STUDIES</b>	<b>BA</b>	Achieve a knowledge of the major literary trends in Italy
		Possess a knowledge of major epochs and periods in Italian history
		Be capable of close-reading in Italian and to analyze a text or film in Italian

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
ITALIAN STUDIES (CONT'D)	BA (CONT'D)	Literary and Film Analysis: Be able to interpret literature and film with reference to the political or social contexts from which they arose
		Identify and use sources: Be able to identify, access, and make effective use of primary and secondary sources in Italian
		Be able to write clearly on a variety of topics in various formats
		Possess spoken proficiency on the advanced level and be able to use the language in a culturally-specific and appropriate manner
		Achieve aural understanding of Italian across registers, and accurately interpret culturally specific social cues at the Advanced level
		Be able to read a wide array of non-technical texts written in Italian
		Be capable of written expression in Italian that demonstrates a firm grasp of the fundamental grammar of the language, and an advanced level in the use of its structures and vocabulary
JAPANESE - JAPAN	BA	The student can speak Japanese grammatically in spontaneous speech.
		The student can use level-appropriate vocabulary accurately in spontaneous speech.
		The student can pronounce individual words accurately.
		The student can pronounce phrases and sentences accurately in unplanned speech.
		The student's use of the language conforms to the discourse norms of the speech community.
		The student uses conjunctions, adverbs and other markers of cohesion consistently and accurately to mark linguistic relations within a sentence.
		The student can use conjunctions, adverbs and particles appropriately and accurately to mark linguistic relations between sentences.
		The student can use the language in ways that conform to the social and cultural norms of language use characteristic of the speech community.
		The student understands spoken Japanese in conversational exchanges appropriate for the student's level of study.
		The student reads with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects.
		The student can write a paragraph on a limited range of topics.
		The student understands extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics.
		The student understands questions, comments, suggestions, and commands in face-to-face interactions spoken at a normal speed on a range of topics likely to be encountered in brief conversational exchanges and in foreign language classrooms.
		The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms
The student can give a prepared extended oral presentation on a range of non-technical topics.		

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>Japanese Undergrad Cert</b>	<b>CERT</b>	The student can speak Japanese grammatically in spontaneous speech.
		The student can use level-appropriate vocabulary accurately in spontaneous speech.
		The student can pronounce individual words accurately.
		The student can pronounce phrases and sentences accurately in unplanned speech.
		The student's use of the language conforms to the discourse norms of the speech community.
		The student uses conjunctions, adverbs and other markers of cohesion consistently and accurately to mark linguistic relations within a sentence.
		The student can use conjunctions, adverbs and particles appropriately and accurately to mark linguistic relations between sentences.
		The student can use the language in ways that conform to the social and cultural norms of language use characteristic of the speech community.
		The student understands spoken Japanese in conversational exchanges appropriate for the student's level of study.
		The student reads with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects.
		The student can write a paragraph on a limited range of topics.
		The student understands extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics.
		The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms
The student can give a prepared extended oral presentation on a range of non-technical topics.		
<b>JEWISH STUDIES</b>	<b>BA</b>	SLO 1: Awareness of Jewish intellectual history via familiarity with major text and philosophical traditions
		SLO 2: Awareness of the diversity of Jewish experience (artistic, theological, linguistic, political)
		SLO 3: Awareness of the distinction between Judaism as a religious tradition and Jewishness as a secular/ethnic/cultural experience or trait
<b>LATIN AMERICAN STUDIES</b>	<b>BA</b>	Awareness of the basic histories, geographies, cultural, literatures, economics, and societies of Latin America.
		Awareness of the theoretical approaches that define the field and the value inherent in different intellectual positions.
		Ability to write and speak in such a way as to be able to participate in critical discussions and write critical essays.



**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>LIBERAL ARTS</b>	<b>MLA</b>	Balancing a grasp of existing and relevant research with creation of new knowledge emphasizes that both 1) demonstrating an understanding of the relevant research pertaining to the critical project -- which might involve overview and summary -- and 2) cultivating new knowledge in the form of a critical argument and analysis that takes the main subject matter and current research pertaining to that subject matter into new critical directions. In short, the cultivation of new knowledge through critical analysis extends beyond overview and summary, as well as extending beyond mere opinion.
		Critical thinking emphasizes the ability to engage main research questions and concerns motivating a given critical analytical project, the primary argument cultivated in the analysis, and key concepts and examples supporting the main claims of the project.
		Cross-cultural understanding involves understanding the cultural and historical situatedness of texts, as well as the range of perspectives and themes informing the text (whether by means of inclusion or exclusion) that pertain to cultural concerns.
		Research methods involve the understanding and application of different approaches to critical analysis across the humanities and social sciences, generally speaking (in accordance with the generalized and cross-disciplinary foundation of the program) -- e.g. literary, philosophical, sociological, historical.
		Writing clearly and effectively is, generally speaking, the application of critical thinking skills in terms of a coherent and persuasive critical analysis.
<b>LIBERAL STUDIES</b>	<b>BA</b>	Critical thinking emphasizes the ability to engage main research questions and concerns motivating a given critical analytical project, the primary argument cultivated in the analysis, and key concepts and examples supporting the main claims of the project.
		Research methods involve the understanding and application of different approaches to critical analysis across the humanities and social sciences, generally speaking (in accordance with the generalized and cross-disciplinary foundation of the program) -- e.g. literary, philosophical, sociological, historical.
		Cross-cultural understanding involves understanding the cultural and historical situatedness of texts, as well as the range of perspectives and themes informing the text (whether by means of inclusion or exclusion) that pertain to cultural concerns.
		Writing clearly and effectively is, generally speaking, the application of critical thinking skills in terms of a coherent and persuasive critical analysis.

## College of Liberal Arts

### Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
LIBERAL STUDIES (CONT'D)	BA (CONT'D)	Balancing a grasp of existing and relevant research with creation of new knowledge emphasizes that both 1) demonstrating an understanding of the relevant research pertaining to the critical project -- which might involve overview and summary -- and 2) cultivating new knowledge in the form of a critical argument and analysis that takes the main subject matter and current research pertaining to that subject matter into new critical directions. In short, the cultivation of new knowledge through critical analysis extends beyond overview and summary, as well as extending beyond mere opinion.
MATHEMATICAL ECONOMICS	BA	SLO 1: Mastery of basic concepts and models in microeconomics
		SLO 2: Mastery of basic concepts and models in macroeconomics
		SLO 3: Mastery of basic concepts and techniques in econometrics and mathematical economics
		SLO 4: Ability to communicate economic ideas and make economic arguments in writing
NEUROSCIENCE	GRAD	Develop a thorough knowledge of brain and its functions at the cellular and molecular level and apply these concepts to understand neuropathologies and mental illness.
		Develop a systems-level perspective to understand cognition and behavior
		Demonstrate an understanding of the scientific process of hypothesis generation and testing as it relates to the field of neuroscience
		Clearly present the results of a neuroscientific study in standard scientific written and oral formats
		Develop an understanding of the interdisciplinary nature of neuroscience and integrate this knowledge to other areas of their studies
		Gain critical thinking skills in neuroscience through journal club activities by analyzing research of experts in the field.
NEUROSCIENCE: SYSTEMS, BEHAVIOR AND PLASTICITY	BS	Acquire fundamental knowledge of molecular and cellular aspects of neuroscience and apply these concepts to understand brain function and behavior.
		Gain fundamental knowledge brain plasticity in the context of development and repair mechanisms
		Learn about neurobiological aspects of brain disorders
		Demonstrate a clear understanding of laboratory techniques to conduct neuroscience research
		Develop analytical and critical thinking skills through coursework and assignments. One aspect of this is developing the ability to assess and critique scientific content.
		Develop scientific writing abilities through research papers and other assignments
		Illustrate the ability to present ideas orally and in written form
		Illustrate the ability to conduct independent research
		This SLO is aimed to assess what students know about genetic and epigenetic process related to brain function.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>NEUROSCIENCE: SYSTEMS, BEHAVIOR AND PLASTICITY (CONT'D)</b>	<b>BS (CONT'D)</b>	The goal is for students to be able to identify basic brain structures and their functions.
		This evaluate students professionalism including: research hour commitments, seeking advice, meeting deadlines, dealing with conflict, research citizenship (e.g., being helpful, respecting others that are different, etc.) and responding well to feedback.
<b>NEUROSCIENCE: SYSTEMS, BEHAVIOR, AND PLASTICITY</b>	<b>MS</b>	Establish a core knowledge in specific areas of neuroscience including molecular, cellular, systems and behavioral neuroscience.
		Develop a general professional competence in oral and written expression as well as in the critical analysis of research articles.
		Train individuals in a variety of techniques and approaches to studying the nervous system.
		Develop a keen sense of analytical thinking and logic in the evaluation of one's own work as well as that of others.
		Create effective teachers and communicators of neuroscience.
		Identifying and seeking advice, Ability to amicably work alongside others in laboratory, Work ethic
		planning, success in achieving goals, organizing available time
<b>PHILOSOPHY</b>	<b>BA</b>	SLO 1: Students have achieved an introductory understanding of the major figures and movements in both ancient and modern philosophy.
		SLO 2: Students have studied a variety of philosophical subfields (e.g. philosophy of science, of law, of art, of language, etc.) and have studied a range of philosophical approaches and doctrines. (naturalism, phenomenology, pragmatism, realism, idealism, etc.)
		SLO 3: Students have demonstrated the ability to evaluate the validity and the soundness of an argument.
		SLO 4: Students have demonstrated the ability to evaluate philosophical positions critically and systematically.
		SLO 5: Students have demonstrated the ability to formulate and defend philosophical positions.
		SLO 6: Students have demonstrated the ability to present and defend philosophical work orally.
		SLO 7: Students have demonstrated the skills of writing a coherent, clear, and well-argued paper.
<b>PHILOSOPHY</b>	<b>MA</b>	Students should acquire competence in formals skills, e.g., analysis of texts and arguments.
		Students should acquire familiarity with central areas of philosophy. These include, but are not limited to, history of philosophy.
		Students should acquire the ability to comprehend and contribute to philosophical discussions at an advanced level.
		Students should acquire the ability to write professional research papers and chapters on philosophical topics.
		Students should acquire a capacity for philosophical instruction.
		Students should acquire a capacity for professional academic presentations.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
PHILOSOPHY (CONT'D)	MA (CONT'D)	Students should develop an ability to take responsibility and take on leadership roles in an academic context and beyond.
PHILOSOPHY	PHD	Students should develop competence in formal skills, e.g., analysis of texts and arguments.
		Students should be exposed to and develop familiarity with central areas of philosophy. These include, but are not limited to, history of philosophy.
		Students should cultivate an ability to comprehend and contribute to philosophical discussions at an advanced level.
		Students should develop the ability to write professional research papers and chapters on philosophical topics.
		Students should develop a capacity for up to date philosophical instruction and communication. This involves being exposed to and reflecting on teaching methods and class room environment.
		Students should develop a capacity for professional academic presentations (and presentations in a broader, non-academic work setting).
		Students should develop an ability to take responsibility and take on leadership roles in an academic context. Students should also be encouraged to broaden their skills so as to prepare for work and leadership roles beyond academia.
POLITICAL SCIENCE	BA	Demonstrate understanding of the range of theoretical frameworks informing the study and practice of politics; demonstrate familiarity with structures, institutions, actors, ideas and processes that animate past and present politics; and demonstrate familiarity with the range of qualitative and quantitative methodologies used in political science.
		Demonstrate understanding of the relationship between theory and evidence; and demonstrate intellectual rigor and critical reasoning in evaluating alternative sources of information to assess the validity and consistency of empirical, theoretical, and/or normative claims.
		Demonstrate clarity and coherence in verbal communication; and demonstrate clarity and coherence in written communication through active and substantive engagement with multiple modes of analysis.
POLITICAL SCIENCE	MA	SLO 1: Demonstrate disciplinary knowledge, as assessed through the successful completion of a seminar paper in POLS 8000 or another graduate class.
		SLO 2: Demonstrate methodological expertise, as reflected in the use of appropriate methods in completion of the seminar paper described in SLO1.
POLITICAL SCIENCE	PHD	1. Demonstrate an understanding of the range of theoretical frameworks informing the discipline of political science. This is measured through the successful completion of the 3 required core seminars; through a preliminary examination that includes (among other items) questions that require theoretical engagement in the answer; and through the successful defense of a dissertation that should engage relevant major theories in the field.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>POLITICAL SCIENCE (CONT'D)</b>	<b>PHD (CONT'D)</b>	2. Methods - Demonstrate expertise in the qualitative, quantitative, and analytical methodologies relevant to the chosen area of research. This is measured through successful completion of the sequence of 4 required methods and research design courses (Stats 1, Stats 2, Qualitative Methods, and Research Design) and through the successful defense of a dissertation that effectively deploys relevant methods.
		3. Has the student developed sophisticated knowledge in a particular area of political science such that they can specialize in it as a scholar, mentor, and instructor? This is measured through the passing of a preliminary exam in the student's area of focus and through the successful defense of a dissertation that should both build on and contribute to the body of knowledge in the student's area of focus, and where relevant through successful instruction in that area.
		4. Has the student developed a broad knowledge of at least two subfields of political science, such that they could teach a number of courses in each of those fields? This is measured through the successful completion of elective courses and comprehensive examinations in a second field; and when relevant through successful instruction.
<b>PSYCHOLOGICAL RESEARCH</b>	<b>MS</b>	SLO 1: Content Depth: As a result of participating in the +1 BA/MS program Psychological Research, students will develop depth of knowledge in a specific area of psychological research, including familiarity with the literature, theories, research methods, and analytical procedures accepted in the field.
		SLO 2: Research: As a result of participating in the +1 BA/MS program in Psychological Research, students will develop proficiency in all aspects of domain specific research design and conduct, including necessary documentation for institutional approval, uniform procedures for data collection, data entry, and data analyses. Students will be able to apply this knowledge to design and carry out original research, culminating in dissemination of results.
		SLO 3: Content Breadth: As a result of participating in the +1 BA/MS program in Psychological Research, students will become familiar with a broad range of current psychological research and perspectives in subdisciplines of psychology.
		SLO 4: Professional Development: As a result of participating in the +1 BA/MS program in Psychological Research, students will understand and engage in professional activities that are considered benchmarks of success in the field, including conference presentations, manuscript preparation, programmatic research, extramural funding, and peer-review.
		SLO 5: Ethics: As a result of participating in the +1 BA/MS program in Psychological Research students will know and understand the ethical requirements for psychologists working in research, teaching, and clinical practice, and be able to think critically about ethical decision making.
<b>PSYCHOLOGY</b>	<b>BA</b>	Develop basic content knowledge in psychology, including knowledge of facts, procedures, vocabulary, and key studies and theories; develop a deep specialized knowledge in multiple subfields of psychology (e.g., developmental, social, clinical, neuroscience).

## College of Liberal Arts

### Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
PSYCHOLOGY (CONT'D)	BA (CONT'D)	Demonstrate professionalism including: meeting deadlines, seeking and accepting advice, punctuality, and adherence to dress and deportment standards in the workplace.
		develop the ability to participate in a discussion, formulate cogent questions, participate in classroom and group activities, participate in group projects and presentations on specific topics in class.
		practice synthesizing information across units multiple courses, and gather support for hypotheses and generate alternative explanations.
		Practice writing short essays and laboratory reports that summarize and synthesize data and develop the skill of writing a research paper
PSYCHOLOGY	PHD	SLO 1: Develop breadth in the subject matter of psychology
		SLO 2: Develop mastery of an area of specialization
		SLO 3: Apply research skills: critically evaluate literature, apply appropriate methods, interpret data
		SLO 4: Develop clinical skills (only applies to Clinical PhD students)
PUBLIC POLICY	MPP	After completing the MPP, students should be able to understand and apply theories and concepts found in policy research, retrieve data, and develop arguments that demonstrate a sophisticated understanding of public policy issues and alternatives. They should be able to weigh the merits of different courses of action in a systematic manner and formulate recommendations for improving the performance of programs and organizations that carry them out based upon solid evidence and cogent analysis.
		After completing the MPP, students should be able to present theories, arguments, research findings and conclusions in a clear and coherent manner both in textual and visual media.
		After completing the MPP, students should have a keen understanding of the political and institutional contexts in which public policy issues reach the policy agenda, and in which policies are formulated, debated, and implemented.
RELIGION	BA	SLO 1: Demonstrate analytical reasoning
		SLO 2: master critical comprehensive reading
		SLO 3: demonstrate the ability to cogently summarize articles and books
		SLO 4: have excellent bibliographic/information skills
		SLO 5: write clear, excellent English in critical, analytical, or expository formats
		SLO 6: Knowledge of how religion functions in American society
		SLO 7: Cross-cultural comparison of religions & fundamental religious elements
		SLO 8: Knowledge of how religion functions in other societies of the world
RELIGION	MA	After completing this program, students should be able think critically and write well.
		After completing this program, students should be able to engage with diverse communities around the globe.

## College of Liberal Arts

### Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
RELIGION (CONT'D)	MA (CONT'D)	Students leave the program with an appreciation of the diversity of religious expression and an understanding of some of the world's most important traditions.
RELIGION	PHD	Work demonstrates mastery of relevant academic literature
		Work converses with and contributes to the academic discourse in the field
		Student is capable of rendering his/her research in academic venues
		Work is innovative and advances the understanding and study of religion
SOCIOLOGY	BA	SLO 1: Develop a sociological imagination: The sociological perspective emphasizes the roles of structure, culture, organization, and hierarchy in shaping individual and collective activities. This perspective requires standing apart from, observing, and critically examining practices and structures often taken for granted.
		SLO 2: Sociological Analytical Skills: Learn to use the sociological analytical skills: Sociological analytical skills facilitate understanding the world according to a variety of interpretative frameworks and using data that support or dispute them.
		SLO 3: Sociological literacy: Sociological knowledge enhances the ability to critically evaluate quantitative and qualitative evidence as well as the theories that frame the interpretation of these data, particularly around issues of social problems and policy.
		SLO 4: Sociological Perspective: Sociologists communicate clearly and accessibly about human behavior and the social world, and they are educative by writing and speaking about research, public debate, and daily life.
		SLO 5: The implications of variations in social context: Sociologists understand social life through examining the implications of class and inequality, race and ethnicity, gender and sexuality, education, and health and disease.
		SLO 6: Critical Assessment: Sociological training should provide a heightened ability to challenge taken-for-granted assumptions about the social world in writing, arguments, and debate.
SOCIOLOGY	MA	SLO 1: After completing the Sociology MA, students should be able to discuss a range of theoretical perspectives and to apply theoretical lenses to the analysis of data.
		SLO 2: Methods. Has the student gained skills in quantitative and qualitative research methods? This is measured through successful completion of a sequence of methods courses (logic of inquiry, multivariate statistics, data analysis, and qualitative methods) as well as any additional methods electives the student might take.
		SLO 2: After completing the Sociology MA, students should be able to write sociologically with clarity and strong argumentation. They should be able to summarize existing literature; summarize relevant theories; present, explain, and discuss data; position their work within the field; and identify key contributions of their work.

**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
<b>SOCIOLOGY (CONT'D)</b>	<b>MA (CONT'D)</b>	SLO 3: After completing the Sociology MA, students should be able to design their own research projects including formulation of a research question, justification of the project, selection of appropriate research methods, review of the appropriate literature, and hypotheses of anticipated findings.
<b>SOCIOLOGY</b>	<b>PHD</b>	Is the student trained in theory on par with professional sociologists? This is measured through the successful completion of a sequence of classical and contemporary social theory; through a preliminary examination that includes (among other items) questions that require theoretical engagement in the answer; and through the successful defense of a dissertation that should engage the major theories of the field.
		Has the student gained skills in quantitative and qualitative research methods? This is measured through successful completion of a sequence of methods courses (logic of inquiry, multivariate statistics, data analysis, and qualitative methods) as well as any additional methods electives the student might take; through a preliminary examination that includes (among other items) questions that require methodological engagement in the answer; and through the successful defense of a dissertation that should deploy one or more methods as a means of addressing a significant research question.
		Has the student developed sophisticated knowledge in a particular area of sociological inquiry, such that they can specialize in the research and teaching expected of a professional sociologist in this field? This is measured through the successful completion of two or more elective courses in the student's area of focus; through the passing of a preliminary exam in the student's area of focus; through the successful defense of a dissertation that should both build on and contribute to the body of knowledge in the student's area of focus; and through successful instruction as a teaching assistant or instructor.
		After completing the Sociology PhD, students should be able to design their own research projects including formulation of a research question, justification of the project, selection of appropriate research methods, review of the appropriate literature, and hypotheses of anticipated findings.
		After completing the Sociology PhD, students should be able to write sociologically with clarity and strong argumentation. They should be able to summarize existing literature; summarize relevant theories; present, explain, and discuss data; position their work within the field; and identify key contributions of their work.
<b>SPANISH</b>	<b>BA</b>	SLO 1: Awareness and familiarity of fundamental outlines of history of Spanish or Spanish American literatures and/or linguistic/grammatical concepts.
		SLO 2: Awareness of basic critical methodologies in the study of poetry, drama, narrative fiction and the essay and/or linguistic/grammatical concepts and/or business/medical/legal Spanish terminology.
		SLO 3: Awareness of the literary, cultural, and historical context in which particular literary/language traditions developed (that is, history and other more panoramic historical factors which are relevant).



**College of Liberal Arts**  
**Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
SPANISH (CONT'D)	BA (CONT'D)	SLO 4: Ability to write and speak Spanish in such a way as to be able to participate in critical discussions and write critical essays in compliance with grammatical rules.
SPANISH	MA	SLO 1: Awareness and familiarity of fundamental outlines of history of Spanish or Spanish American literatures and/or linguistic patterns.
		SLO 2: Awareness of fundamental critical methodologies and theoretical approaches in the study of literature and/or linguistics.
		SLO 3: Awareness of the literary, social, and historical context in which particular literary/language traditions developed (that is, history and other more panoramic historical factors which are relevant).
		SLO 4: Ability to expand existing knowledge in the field in terms of one or more of the following areas: textual scholarship, interpretation, historical scholarship, active use of theoretical constructs, interdisciplinary nature of work, awareness of significant aspects of gender and ethnic studies, cultural approaches, language acquisition and language learning, relations between language, culture and society, the function of the scholar in society.
		SLO 5: Ability to write and speak Spanish in such a way as to be able to participate in critical discussions and write research papers and statements of position.
SPANISH	PHD	SLO 1: Awareness and familiarity of fundamental outlines of history of Spanish or Spanish American literatures and/or linguistic patterns.
		SLO 2: Awareness of fundamental critical methodologies and theoretical approaches in the study of literature and/or linguistics.
		SLO 3: Awareness of the literary, social, and historical context in which particular literary language traditions developed (that is, history and other more panoramic historical factors which are relevant).
		SLO 4: Ability to expand existing knowledge in the field in terms of one or more of the following areas: textual scholarship, interpretation, historical scholarship, active use of theoretical constructs, interdisciplinary nature of work, awareness of significant aspects of gender and ethnic studies, cultural approaches, language acquisition and language learning, relations between language, culture and society, the function of the scholar in society.
		SLO 5: Ability to write and speak Spanish in such a way as to be able to participate in critical discussions and write research papers and statements of position.