

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
ARCHITECTURE	BSAr	The ability to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes the ability to effectively use a diverse range of media to develop and convey architectural ideas including writing, speaking, and drawing and model making in both digital and analog platforms.
		Ability to comprehend the technical aspects of design, systems, and materials, and apply that comprehension to architectural solutions that consider thoroughly the impact on the environment.
		Ability to synthesize a wide range of architectural variables into an integrated design solution, demonstrating the integrative thinking that shapes complex design and technical solutions.
ARCHITECTURE	MARC	Graduates use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, and drawing and modeling in analog and digital media.
		Graduates comprehend and apply the technical aspects of design, systems, and materials within architectural solutions.
		Graduates synthesize a full range of design considerations and variables into an integrated design solution.
		Graduates understand the social context and business principles for the practice of architecture, including professional ethics, traditional and emerging forms of practice, as well as legal and professional risks and responsibilities.
ARCHITECTURE	MS	To increase a knowledge base in architectural design. The degree also offers concentrations that focus on a sub-discipline in architecture or the flexibility to map a more general curricular path.
		To pursue independent research and design in the form of a thesis to address and explore questions of interest that will have a positive impact on the professional career.
		Obtaining additional professional credentials that apply to practice or careers in government agencies.
		Building professional skills and design toolsets to elevate practice competence.
		Preparation for architectural design teaching at the college and university level.
ART - JAPAN	BA	Upon completion of the Art major, students should possess highly developed visual sensitivity.
		Upon completion of the Art major, students should possess the technical skills, perceptual development, and understanding of the principles of visual organization sufficient to achieve basic visual communication and expression in one or more media.
		Upon completion of the Art major, students should possess the ability to make workable connections between concepts and media.
		Upon completion of the Art major, students should possess some familiarity with the works and intentions of major artist/designers and movements of the past and the present, both in the Western and non-Western worlds.

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ART - JAPAN (CONT'D)	BA (CONT'D)	Upon completion of the Art major, students should understand the nature of contemporary thinking about art and design and have the ability to discern quality in design projects and artworks.
ART EDUCATION	BSEd	1: Studio Art. The prospective art teacher must be familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields.
		2: Prospective art teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.
		3: The prospective art teacher must have an understanding of the major styles and periods of art history, analytical methods, and theories of criticism, an understanding of the development of past and contemporary art forms, an understanding of contending philosophies of art, and an understanding of the fundamental and integral relationships of all these to the making of art.
		4: The student in a Bachelor of Arts program should have an opportunity for advanced work in at least one or more studio and/or art application areas.
		5: The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.
		6: An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
		7: An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
		8: Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
		9: Knowledge of current methods and materials available in all fields and levels of art education.
		10: Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
		11: The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
		12: An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
		13: Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth. ?
ART EDUCATION	MED	1: Students must demonstrate advanced understanding in developments in philosophy of education and with contemporary problems in art education.

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ART EDUCATION (CONT'D)	MED (CONT'D)	2: Students demonstrate knowledge of technical skills and artistry through studio specific processes and procedures.
		3: Students must demonstrate understanding of theoretical studies in the field of teaching and the ability to actualize research projects focused in the field of art education.
		4: Students synthesize information gleaned from course instruction, personal art making, professional literature, fieldwork experiences, supervision and apply information to their specific topic of investigation.
		5: Explore interconnections between artist/educator/researcher
		6: Student exhibits portfolio of work developed throughout program. Art Education and Community Arts Practices Professors are joined by a studio professor to discuss the work. This is a pass/fail process.
ART HISTORY	BA	1: Upon completion of the major, graduates must have the ability to identify historical and contemporary works of art from around the world by being able to analyze individual artists/artworks and their styles.
		2: Upon completion of the major, graduates must be able to explain the relationship between art and its historical framework.
		3: Upon completion of the major, graduates must be able to critically evaluate the cultural and ethical contexts of artworks, especially the intersections of ethnicity, race, gender and class..
		4: Upon completion of the major, graduates must have attained functional understanding of materials used in the creation of art and how the use of these materials relates to the analysis of the artwork.
		5: Upon completion of the major, graduates must be able to recognize and apply technical vocabulary to describe, analyze, and evaluate artworks and use that language to articulate a basic understanding of the methods of art historical scholarship.
		6: Upon completion of the major, graduates must be able to write formal analyses of artworks, and critical evaluations of artwork within historical, cultural, and stylistic contexts.
		7: Upon completion of the major, graduates must be able to read and evaluate sources beyond textbooks, including, but not limited to, scholarly articles, books, and primary sources.
		8: Upon completion of the major, graduates must be able to complete research, both in primary and secondary sources, for an extended and written research project.
ART HISTORY	MA	1: Acquiring a broad general knowledge of the history of art beyond that required for a BA, as well as specialization in a more targeted area, including historical, cultural, stylistic and ethical analysis
		2: MA (general): Acquiring specialized knowledge of a more targeted geographical/chronological period/methodology of the study of art history; show an ability to contribute original research in an extended research product For the Arts Management track, acquiring specialized knowledge of models of operation, policies and ethics that frame problem-solving and assessment in fine arts institutions

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ART HISTORY (CONT'D)	MA (CONT'D)	3: MA (general): Students should have an advanced understanding of the historiography and methodologies of the study of the history of art For the Arts Management track, Acquiring knowledge of the practices that comprise fine arts administration and the specialized skills and competencies required by them
		4: Research: MA (general): Students will demonstrate the ability to use primary and secondary sources for scholarly products Arts Management track: Students will demonstrate familiarity with and ability to interrogate administrative literature, financial assessment practices and fine arts administrative data sources
		5: Students will demonstrate the ability to write critical evaluations of artwork in their historical, cultural, and stylistic contexts.
		6: Students will demonstrate the ability to present a body of work to an audience, using digital technology to illustrate the presentation
ART HISTORY	PHD	Upon completion of the PhD, graduates must have the ability to independently question a body of data and theory in order to produce a product of original research.
		Upon completion of the PhD, graduates must have the ability in writing and speaking to communicate clearly and effectively to members of the scholarly and research communities and the wider public.
		Upon completion of the PhD, graduates must have the ability to analyze, synthesize, interpret and evaluate scholarly literature.
		Upon completion of the PhD, graduates must have acquired a knowledge of general bibliography and information resources in art history and its related fields.
		Upon completion of the PhD, graduates must have acquired a considerable depth of knowledge of in some aspect of art history that would lead to further original work in the field of art history.
		Upon completion of the PhD, graduates must have demonstrated the ability to develop a research question of significance; mastery of resources of primary research and secondary literature found in archives, libraries, oral histories or art collections specific to their field of study including in relevant foreign languages as pertinent to the chosen field; original thought in forming and presenting the argument; the ability to write a sustained research project; and the ability to defend the work in oral examination.
ART THERAPY	BA	1. Gain a broad liberal arts background in the fine arts and psychology
		2. Be prepared for graduate work in art therapy
		3. Acquire basic knowledge of and skills in usage of visual art (drawing, painting, sculpture, and other art forms) and the creative process,
		4. Acquire basic knowledge/skills of theories and techniques of human development and psychology
		5. Gain tools and techniques to use art modalities with adults and children in a variety of settings
		6. Observe and encourage art-making as a transformational process
		7. Understand transferable skills and the job possibilities

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ARTS IN COMMUNITY	CERT	Students are knowledgeable about the field of Community Arts Practices - its history, the range of practices, key practitioners and signature works, ethics, and Philadelphia community arts organizations.
		Students are able to identify their own communities of origin and how they have been affected by issues of language, country of origin and immigration, region and migration, race, ethnicity, sex, sexual orientation and gender, and socio-economic class in these communities. They are able to identify key issues within their communities of origin with regard to strengths and needed changes toward increasing self-determination and group solidarity.
		Students are able to critically reflect on the impact of their communities of origin on their current lives and art practice - verbally, in writing, and through art media.
		Students are able to identify key issues in contemporary society and in particular communities that are most important to them, and to identify community arts practitioners who are working on those issues. In identifying these issues, students are able to critically reflect on their own positionality in relation to race, class, sex, and other significant identity factors.
		Students are able to interact with community leaders, residents and arts practitioners in a professional and self-aware manner. They are able to initiate and coordinate site visits, informational interviews, meetings and volunteer activities.
		Students are able to conduct visual and ethnographic research on particular communities as a basis for collaborating in the creation of community-based art works and events. They are able to access conventional and community-curated research sources. In the analysis of gathered research materials, students are able to identify their own biases and resonances in relation to the communities with whom they are working.
		Students are able to collaborate with other students and with community residents in the creation of collaborative community-based art works and arts-based educational workshops.
		Students are able to participate as interns in community organizations and projects and with community arts practitioners. Students can create internship contracts with site supervisors, follow through with project assignments, communicate with supervisors in a thoughtful and professional manner, and critically self-reflect on internships experience. Internship sites may be with external organizations and/or within CAP projects.
		Students are able to evaluate the effects of the artworks and educational workshops on themselves and those they work with, in consultation with participating community leaders, residents and artists. Methods of evaluation will include verbal assessments and group self-reflection processes with community members.

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ARTS IN COMMUNITY (CONT'D)	CERT (CONT'D)	Students are able to document the process and the products of their community collaborations based on verbal evaluation sessions with community partners, written responses and other qualitative research methods.
		Based upon ethnographic and visual research, and knowledge of community arts methodologies, students will design and create a community arts intervention addressing a key community issue.
		Combining visual and ethnographic research and with attention to relevant community arts methodologies, students will make monthly work-in-progress presentations of their studio work. Students will develop the capacity for open and ethical discussion and offering and receiving feedback on their own and others students' work.
		Students are able to collaborate with other students and with community residents in the creation of collaborative community-based art works and arts-based educational workshops.
		Students are able to critically reflect on the impact of their communities of origin on their current lives and art practice - verbally, in writing, and through art media
		Students are able to document the process and the products of their community collaborations based on verbal evaluation sessions with community partners, written responses and other qualitative research methods.
		Students are able to evaluate the effects of the artworks and educational workshops on themselves and those they work with, in consultation with participating community leaders, residents and artists. Methods of evaluation will include verbal assessments and group self-reflection processes with community members.
		Students are able to identify key issues in contemporary society and in particular communities that are most important to them, and to identify community arts practitioners who are working on those issues. In identifying these issues, students are able to critically reflect on their own positionally in relation to race, class, sex, and other significant identity factors.
		Students are knowledgeable about the field of Community Arts Practices - its history, the range of practices, key practitioners and signature works, ethics, and Philadelphia community arts organizations.
		Students are able to participate as interns in community organizations and projects and with community arts practitioners. Students can create internship contracts with site supervisors, follow through with project assignments, communicate with supervisors in a thoughtful and professional manner , and critically self-reflect on internships experience. Internship sites may be with external organizations and/or within CAP projects.
Students are able to interact with community leaders, residents and arts practitioners in a professional and self-aware manner. They are able to initiate and coordinate site visits, informational interviews, meetings and volunteer activities.		

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ARTS IN COMMUNITY (CONT'D)	CERT (CONT'D)	Students are able to identify their own communities of origin and how they have been affected by issues of language, country of origin and immigration, region and migration, race, ethnicity, sex, sexual orientation and gender, and socio-economic class in these communities. They are able to identify key issues within their communities of origin with regard to strengths and needed changes toward increasing self-determination and group solidarity.
		Students are able to conduct visual and ethnographic research on particular communities as a basis for collaborating in the creation of community-based art works and events. They are able to access conventional and community-curated research sources. In the analysis of gathered research materials, students are able to identify their own biases and resonances in relation to the communities with whom they are working.
		Based upon ethnographic and visual research, and knowledge of community arts methodologies, students will design and create a community arts intervention addressing a key community issue.
BFA with Art Education Conc	BFA	1: The prospective art teacher must be familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields.
		2: Prospective art teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.
		3: Art/Design History, Theory, and Criticism. Through comprehensive courses in the history of art/design, students must learn to analyze works of art/design perceptively and to evaluate them critically, develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis, acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.
		4: The student in a Bachelor of Fine Arts/Bachelor of Arts program should have an opportunity for advanced work in at least one or more studio and/or art application areas.
		5: The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.
		6: An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
		7: An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.

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BFA with Art Education Conc (CONT'D)	BFA (CONT'D)	8: Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
		9: Knowledge of current methods and materials available in all fields and levels of art education.
		10: Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
		11: The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
		12: An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
		13: Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.
		14: Results: Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		15: Results: Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or final presentation in the major area is required.
CERAMICS	BFA	16: Results: Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.
		Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of raw materials and technical procedures such as clays, glazes, and firing.
		Students will demonstrate understanding of the industrial applications of ceramics techniques.
		Students will contextualize ceramics within the history of art, design, and culture.
		Students will demonstrate a basic knowledge of business practices
		Students will investigate the properties of different clay bodies, glasses, kiln stacking and firing procedures

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CERAMICS (CONT'D)	BFA (CONT'D)	Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
CERAMICS	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.
		The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.
		Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
CERAMICS WITH ENTREPRENEURIAL STUDIES	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of raw materials and technical procedures such as clays, glazes, and firing.
		Students will demonstrate understanding of the industrial applications of ceramics techniques.
		Students will contextualize ceramics within the history of art, design, and culture.
		Students will demonstrate a basic knowledge of business practices
		Students will investigate the properties of different clay bodies, glasses, kiln stacking and firing procedures
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.

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CERAMICS WITH ENTREPRENEURIAL STUDIES (CONT'D)	BFA (CONT'D)	Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.
CERAMICS/GLASS	BFA	1: Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		2: Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or final presentation in the major area is required.
		3: Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.
		4: Understanding of basic design principles, particularly as related to ceramics. Advanced work in three dimensional design. The development of solutions to design problems should continue throughout the degree program.
		5: Knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of raw materials and technical procedures such as clays, glazes, and firing.
		6: Understanding of the industrial applications of ceramics techniques.
		7: Understanding of the place of ceramics within the history of art, design, and culture.
		8: Functional knowledge of basic business practices.
		9: Preparation of clay bodies and glazes, kiln stacking procedures, and firing processes.
		10: Completion of a final project related to the exhibition of original work is required.
CERAMICS/GLASS	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.
		The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.

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CERAMICS/GLASS (CONT'D)	MFA (CONT'D)	Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
CITY & REGIONAL PLANNING	MS	Be prepared for professional planning practice and career advancement in the public, private, or non-profit sectors.
		Have strong analytical skills and the capacity to apply them in understanding American communities with respect to their social, economic, and physical conditions, the problems they face, and the opportunities they can build upon.
		Have strong interpersonal and communication skills and know how to apply them to define, develop, and implement planning goals.
		Understand the political, social, environmental and economic dynamics of American communities.
		Understand the unique values, roles and responsibilities of the planning profession with particular emphasis on considerations of the environment, equity and economy as framed by the concept of sustainability.
		Have a skill set and knowledge appropriate to specialization within the field of planning.
COMMUNITY ARTS PRACTICES	CERT	Students are knowledgeable about the field of Community Arts Practices - its history, the range of practices, key practitioners and signature works, ethics, and Philadelphia community arts organizations.
		Students are able to identify their own communities of origin and how they have been affected by issues of language, country of origin and immigration, region and migration, race, ethnicity, sex, sexual orientation and gender, and socio-economic class in these communities. They are able to identify key issues within their communities of origin with regard to strengths and needed changes toward increasing self-determination and group solidarity.
		Students are able to critically reflect on the impact of their communities of origin on their current lives and art practice - verbally, in writing, and through art media.
		Students are able to identify key issues in contemporary society and in particular communities that are most important to them, and to identify community arts practitioners who are working on those issues. In identifying these issues, students are able to critically reflect on their own positionality in relation to race, class, sex, and other significant identity factors.
		Students are able to interact with community leaders, residents and arts practitioners in a professional and self-aware manner. They are able to initiate and coordinate site visits, informational interviews, meetings and volunteer activities.

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COMMUNITY ARTS PRACTICES (CONT'D)	CERT (CONT'D)	Students are able to conduct visual and ethnographic research on particular communities as a basis for collaborating in the creation of community-based art works and events. They are able to access conventional and community-curated research sources. In the analysis of gathered research materials, students are able to identify their own biases and resonances in relation to the communities with whom they are working.
		Students are able to collaborate with other students and with community residents in the creation of collaborative community-based art works and arts-based educational workshops.
		Students are able to participate as interns in community organizations and projects and with community arts practitioners. Students can create internship contracts with site supervisors, follow through with project assignments, communicate with supervisors in a thoughtful and professional manner, and critically self-reflect on internships experience. Internship sites may be with external organizations and/or within CAP projects.
		Students are able to evaluate the effects of the artworks and educational workshops on themselves and those they work with, in consultation with participating community leaders, residents and artists. Methods of evaluation will include verbal assessments and group self-reflection processes with community members.
		Students are able to document the process and the products of their community collaborations based on verbal evaluation sessions with community partners, written responses and other qualitative research methods.
		Based upon ethnographic and visual research, and knowledge of community arts methodologies, students will design and create a community arts intervention addressing a key community issue.
		Combining visual and ethnographic research and with attention to relevant community arts methodologies, students will make monthly work-in-progress presentations of their studio work. Students will develop the capacity for open and ethical discussion and offering and receiving feedback on their own and others students' work.
COMMUNITY ARTS PRACTICES	GRAD	Students are knowledgeable about the field of Community Arts Practices - its history, the range of practices, key practitioners and signature works, ethics, and Philadelphia community arts organizations.
		Students are able to identify their own communities of origin and how they have been affected by issues of language, country of origin and immigration, region and migration, race, ethnicity, sex, sexual orientation and gender, and socio-economic class in these communities. They are able to identify key issues within their communities of origin with regard to strengths and needed changes toward increasing self-determination and group solidarity.
		Students are able to critically reflect on the impact of their communities of origin on their current lives and art practice - verbally, in writing, and through art media.

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COMMUNITY ARTS PRACTICES (CONT'D)	GRAD (CONT'D)	Students are able to identify key issues in contemporary society and in particular communities that are most important to them, and to identify community arts practitioners who are working on those issues. In identifying these issues, students are able to critically reflect on their own positionality in relation to race, class, sex, and other significant identity factors.
		Students are able to interact with community leaders, residents and arts practitioners in a professional and self-aware manner. They are able to initiate and coordinate site visits, informational interviews, meetings and volunteer activities.
		Students are able to conduct visual and ethnographic research on particular communities as a basis for collaborating in the creation of community-based art works and events. They are able to access conventional and community-curated research sources. In the analysis of gathered research materials, students are able to identify their own biases and resonances in relation to the communities with whom they are working.
		Students are able to collaborate with other students and with community residents in the creation of collaborative community-based art works and arts-based educational workshops.
		Students are able to participate as interns in community organizations and projects and with community arts practitioners. Students can create internship contracts with site supervisors, follow through with project assignments, communicate with supervisors in a thoughtful and professional manner, and critically self-reflect on internships experience. Internship sites may be with external organizations and/or within CAP projects.
		Students are able to evaluate the effects of the artworks and educational workshops on themselves and those they work with, in consultation with participating community leaders, residents and artists. Methods of evaluation will include verbal assessments and group self-reflection processes with community members.
		Students are able to document the process and the products of their community collaborations based on verbal evaluation sessions with community partners, written responses and other qualitative research methods.
		Based upon ethnographic and visual research, and knowledge of community arts methodologies, students will design and create a community arts intervention addressing a key community issue.
		Combining visual and ethnographic research and with attention to relevant community arts methodologies, students will make monthly work-in-progress presentations of their studio work. Students will develop the capacity for open and ethical discussion and offering and receiving feedback on their own and others students' work.
COMMUNITY DEVELOPMENT	BS	1: Understand the theory and principles that guide community development practice.
		2: Use quantitative and qualitative information to identify issues, reveal sustainable alternatives and inform community development strategies.

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COMMUNITY DEVELOPMENT (CONT'D)	BS (CONT'D)	3: Identify, organize, and mobilize resources for action and for development of meaningful and effective programs.
		4: Work with a range of stakeholders engaged in the field of community development including financial institutions, government agencies, private organizations, and community leaders.
CREATIVE ENTREPRENEURSHIP	CERT	1. Prepares students to utilize key elements of entrepreneurship in their respective arts discipline
ENVIRONMENTAL SUSTAINABILITY	CERT	1: Provides students with the basic knowledge needed to evaluate environmental programs and to draw ecologically- and economically sound connections between environmental needs, policy issues, and current research.
FACILITIES MANAGEMENT	BS	1: Graduates understand the history, practice and profession of facilities management.
		2: Graduates can plan and manage projects.
		3: Graduates can manage building systems, facility operations, occupant services and maintenance operations
		4: Graduates apply assessment, management and leadership principles of facility organizations and their stakeholders.
		5: Graduates apply financial management tools to the Facility program and organization.
		6: Graduates apply human factor principles to the facility operation and stakeholders
		7: Graduates are effective communicators
FACILITIES PLANNING	MS	Build an additional general knowledge base or a knowledge base in a specialized field within the facilities management profession.
		Develop and enhance collaborative practice skills to be better prepared for the complex working environment in the facilities management industry.
		Provide a knowledge framework for facility managers who want to pursue a career in a particular area.
		To better articulate facility management needs through knowledge of jobs and goals of partners in the workplace environment, and to develop a knowledge, appreciation of the management of facilities from the perspective of user needs.
FIBERS & MATERIAL STUDIES WITH ENTREPRENEURSHIP	BFA	Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of various fibers and fabrics, and technical procedures in weaving and printing.
		Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.
		Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
FIBERS & MATERIAL STUDIES WITH ENTREPRENEURSHIP (CONT'D)	BFA (CONT'D)	Students will explore various weaving techniques and printing processes, including the most current technical advances.
		Students will demonstrate a basic knowledge of business practices
		Students will contextualize weaving/fibers in the history of art and culture.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline
		Students will demonstrate understanding of industrial applications of weaving/fiber techniques.
FIBERS AND MATERIALS STUDIES	BFA	Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students will demonstrate understanding of industrial applications of weaving/fiber techniques.
		Students will contextualize weaving/fibers in the history of art and culture.
		Students will demonstrate a basic knowledge of business practices
		Students will explore various weaving techniques and printing processes, including the most current technical advances.
		Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of various fibers and fabrics, and technical procedures in weaving and printing.
		Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
FIBERS AND MATERIALS STUDIES	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
FIBERS AND MATERIALS STUDIES (CONT'D)	MFA (CONT'D)	The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.
		Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
Foundation Year (all BFA programs)	BFA	1: Studio work: Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
		2: Studio work: Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
		3: Studio work: Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).
		4: Studio work: Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
		5: Art/Design History, Theory, and Criticism: Learn to analyze works of art/design perceptively and to evaluate them critically.
		6: Art/Design History, Theory, and Criticism: Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.
		7: Art/Design History, Theory, and Criticism: Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.
		8: Technology: Students must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.
GLASS	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to develop a work from concept to finished object. This includes knowledge of raw materials and competency with technical procedures.
		Students will demonstrate basic understanding of the industrial applications of glassworking techniques.
		Students will contextualize glassworking in the history of art, design and culture.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
GLASS (CONT'D)	BFA (CONT'D)	Students will demonstrate a basic knowledge of business practices.
		Students will conduct technical studies that include such areas as glass composition, coloring, mold preparation, casting, surface decoration, sand blasting, grinding, and polishing.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
GLASS	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.
		The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.
		Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
GLASS WITH ENTREPRENEURIAL STUDIES	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to develop a work from concept to finished object. This includes knowledge of raw materials and competency with technical procedures.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
GLASS WITH ENTREPRENEURIAL STUDIES (CONT'D)	BFA (CONT'D)	Students will demonstrate basic understanding of the industrial applications of glassworking techniques.
		Students will contextualize glassworking in the history of art, design and culture.
		Students will demonstrate a basic knowledge of business practices
		Students will conduct technical studies that include such areas as glass composition, coloring, mold preparation, casting, surface decoration, sand blasting, grinding, and polishing.
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline.
		Functional knowledge of basic business practices.
GRAPHIC & INTERACTIVE DESIGN	BFA	1: Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		2: Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project and final presentation in the major area is required. This is now completed in a Senior Thesis course.
		3: Students must have the ability to form and defend value judgments about design & technology and to communicate design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.
		4: The ability to solve communication problems, including the skills of problem identification, research and information gathering, design research, competitor analysis, data analysis, generation of alternative solutions, prototyping and user testing, usability design and evaluation of outcomes.
		5: The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
		6: The ability to create and develop a visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, technological immersion and integration, aesthetics, design systems, and the construction of meaningful images.
		7: An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual content. Relevant tools and technologies include, but are not limited to, drawing, offset and digital printing, photography, time-based and interactive media (film, video, computer multimedia, web, and app development), and programming languages relating to design.

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Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
GRAPHIC & INTERACTIVE DESIGN (CONT'D)	BFA (CONT'D)	8: An understanding of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.
		9: An understanding of fundamental business practices, including the ability to organize design projects and to work productively, and collaboratory as a member of teams. The understanding of how design studios and agencies function and operate within a business framework.
		10: For graphic design programs with a special emphasis on time-based or interactive media, design experiences should include storyboarding, programming, sound-editing, and issues related to interface design, as well as the formal and technical aspects of design and production for digital motion graphics.
GRAPHIC & INTERACTIVE DESIGN	MFA	1: Studio practice
		2: Academic studies concerned with visual media such as history, theory, critical analysis, aesthetics, and related humanities and social sciences.
		3: Work in both studio and academic studies that foster abilities to integrate knowledge and skills in design, and to make connections and integrations with other fields appropriate to the individual's program of study.
GRAPHIC & INTERACTIVE DESIGN WITH ENTREPRENEURIAL STUDIES	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work
		Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project and final presentation in the major area is required. This is now completed in a Senior Thesis course.
		Students must have the ability to form and defend value judgments about design & technology and to communicate design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.
		The ability to solve communication problems, including the skills of problem identification, research and information gathering, design research, competitor analysis, data analysis, generation of alternative solutions, prototyping and user testing, usability design, and evaluation of outcomes.
		The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
		The ability to create and develop a visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, technological immersion and integration, aesthetics, design systems, and the construction of meaningful images.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
GRAPHIC & INTERACTIVE DESIGN WITH ENTREPRENEURIAL STUDIES (CONT'D)	BFA (CONT'D)	An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual content. Relevant tools and technologies include, but are not limited to, drawing, offset and digital printing, photography, time-based and interactive media (film, video, computer multimedia, web, and app development), and programming languages relating to design.
		An understanding of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.
		An understanding of fundamental business practices, including the ability to organize design projects and to work productively, and collaboratory as a member of teams. The understanding of how design studios and agencies function and operate within a business framework.
		For graphic design programs with a special emphasis on time-based or interactive media, design experiences should include storyboarding, programming, sound-editing, and issues related to interface design, as well as the formal and technical aspects of design and production for digital motion graphics.
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline.
HEALTH FACILITIES PLANNING	GRAD	Build a knowledge base about healthcare facilities that gives added value in pursuit of a career in healthcare management.
		Increase collaborative practice skills to be better prepared for the complex working environment in the facilities management industry.
		Be able to better articulate healthcare facility planning needs through knowledge of jobs and goals of partners in the workplace environment.
HISTORIC PRESERVATION	BS	Graduates use a diverse range of skills to think about and convey ideas, including writing, investigating, speaking, and drawing.
		Graduates understand and apply principles of constructibility and environmental stewardship.
		Graduates understand the theoretical and applied research methodologies used in preservation practice.
		Graduates understand a professional code of ethics, as well as legal and professional responsibilities.
HISTORIC PRESERVATION	CERT	Graduates use a diverse range of skills to think about and convey ideas, including writing, investigating, speaking, and drawing.
		Graduates understand and apply principles of constructibility and environmental stewardship.
		Graduates understand the theoretical and applied research methodologies used in preservation practice.
		Graduates understand a professional code of ethics, as well as legal and professional responsibilities.
HORTICULTURAL THERAPY	CERT	Garden Design principles and practice for Special Needs Populations
		The history of the horticultural therapy
		Documentation, Evaluation, and Assessment for HT Programming
HORTICULTURE	AS	1: Develop Plant Identification Skills

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Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
HORTICULTURE (CONT'D)	AS (CONT'D)	2: Develop Plant Protection Skills
		3: Knowledge of Basic Plant Care and Maintenance Skills
HORTICULTURE	BS	1: Acquire Plant Identification Skills
		2: Learn Plant Protection Skills
		3: Acquire Knowledge of Basic Plant Care and Maintenance Skills
		4: Develop Verbal and Professional Presentation Skills
		5: Develop Professional Horticulture Writing Skills
		6: Learn Plant Physiological Mechanisms & Basic Scientific Experimentation
LANDSCAPE ARCHITECTURE	BS	1: Develop critical thinking and advanced design skills
		2: Acquire digital and hand-drawing presentation skills
		3: Acquire effective oral presentation skills
		4: Develop effective written communication skills
		5: Develop plant knowledge and planting design skills
		6: Develop technical competence
LANDSCAPE ARCHITECTURE	MLAR	1: Acquire knowledge of research methods
		2: Develop synthesizing skills, integrating all previous course work
		3: Develop effective digital and hand drawn graphic skills.
		4: Develop effective written skills
		5: Develop effective oral communications skills.
		6: Acquire technical skills related to grading, materials and ecological restoration.
		7: Demonstrate knowledge to identify the constituents and assess the health of native plant communities and ecosystems.
		8: Develop civic engagement skills.
LANDSCAPE PLANTS	CERT	1: Obtain woody plant ID skills
		2: Obtain herbaceous plant ID skills
		3: Knowledge of basic plant and maintenance skills
		4: Develop professional presentation skills
METALS/JEWELRY/CAD-CAM WITH ENTREPRENEURSHIP	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
METALS/JEWELRY/CAD-CAM WITH ENTREPRENEURSHIP (CONT'D)	BFA (CONT'D)	Students will demonstrate knowledge and skills in the use of tools, techniques, and processes, including their roles in the production of work from concept to finished object. This includes knowledge of the aesthetic use of raw materials as well as technical benchmarking procedures for the direct fabrication of pieces.
		Students will contextualize jewelry and fine metalworking in the history of art, design, and culture.
		Students will demonstrate a basic knowledge of business practices
		Students will demonstrate basic understanding of end-user psychology, human form and function, and user interface.
		Students will design and execute jewelry and metalwork using a variety of metals and other materials.
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline
		Students will demonstrate understanding of the possibilities and limitations of materials used in the fabrication process.
METALS/JEWELRY/COMPUTER-AIDED DESIGN-COMPUTER-AIDED MANUFACTURING (CAD-CAM)	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Student will apply basic design principles, particularly as related to ceramics in the creation and evaluation of work, and produce work that reflects an advanced understanding of 3D design.
		Students will demonstrate knowledge and skills in the use of tools, techniques, and processes, including their roles in the production of work from concept to finished object. This includes knowledge of the aesthetic use of raw materials as well as technical benchmarking procedures for the direct fabrication of pieces.
		Students will demonstrate understanding of the possibilities and limitations of materials used in the fabrication process.
		Students will contextualize jewelry and fine metalworking in the history of art, design, and culture.
		Students will demonstrate a basic knowledge of business practices
		Students will demonstrate basic understanding of end-user psychology, human form and function, and user interface.
		Students will design and execute jewelry and metalwork using a variety of metals and other materials.
METALS/JEWELRY/COMPUTER-AIDED DESIGN-COMPUTER-AIDED MANUFACTURING (CAD-CAM)	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
METALS/JEWELRY/COMPUTER-AIDED DESIGN-COMPUTER-AIDED MANUFACTURING (CAD-CAM) (CONT'D)	MFA (CONT'D)	Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.
		The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.
		Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
NATIVE PERENNIAL GARDEN DESIGN	CERT	1: Develop herbaceous plant ID skills
		2: Acquire knowledge of basic plants and maintenance skills
		3: Develop design skills
		4: Develop oral graphic communication skills
PAINTING	BFA	Students will investigate the many possibilities for innovative imagery and the manipulation of the techniques available to the artist.
		Students will demonstrate an understanding of basic design principles, concepts, media, and formats and the effective use of drawing and painting media at the service of producing a specific aesthetic intent and a conceptual position.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students will demonstrate knowledge and skills in the use of basic tools and techniques sufficient to progress from initial concept to finished product. This includes demonstrating a mastery of the traditional technical and conceptual approaches to drawing and painting.
		Students will apply a functional knowledge of the history of drawing and painting to the creation and discussion of works of art.
		Students will investigate the possibilities and limitations of the drawing and painting media.
PAINTING	MFA	The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
PAINTING (CONT'D)	MFA (CONT'D)	Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
PAINTING WITH ENTREPRENEURIAL STUDIES	BFA	Prepares students to utilize key elements of entrepreneurship in their respective studio discipline
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students will demonstrate knowledge and skills in the use of basic tools and techniques sufficient to progress from initial concept to finished product. This includes demonstrating a mastery of the traditional technical and conceptual approaches to drawing and painting.
		Students will apply a functional knowledge of the history of drawing and painting to the creation and discussion of works of art.
		Students will investigate the many possibilities for innovative imagery and the manipulation of the techniques available to the artist.
		Students will investigate the possibilities and limitations of the drawing and painting media.
		Students will demonstrate an understanding of basic design principles, concepts, media, and formats and the effective use of drawing and painting media at the service of producing a specific aesthetic intent and a conceptual position.
PHOTOGRAPHY	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students will demonstrate an understanding of the visual forms and their aesthetic functions, and basic photographic principles with attention to such areas as form, color, and lighting.

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Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
PHOTOGRAPHY (CONT'D)	BFA (CONT'D)	Students will demonstrate knowledge and skill in the use of basic tools, techniques, technologies, and processes sufficient to work from concept to finished product. This involves a mastery of the materials, equipment, and processes of the discipline, including but not limited to uses of cameras, film, lighting/digital technologies, processing in black and white, and color, printing, and work with non-silver materials.
		Students will demonstrate understanding of the industrial and commercial applications of photographic techniques.
		Students will demonstrate functional knowledge of photographic history and theory, the relationship of photography to the visual disciplines, and its influence on culture.
		Students will investigate experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies should be included.
PHOTOGRAPHY	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.
		The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.
		Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
PHOTOGRAPHY WITH ENTREPRENEURIAL STUDIES	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students will demonstrate an understanding of the visual forms and their aesthetic functions, and basic photographic principles with attention to such areas as form, color, and lighting.

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Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
PHOTOGRAPHY WITH ENTREPRENEURIAL STUDIES (CONT'D)	BFA (CONT'D)	Students will demonstrate knowledge and skill in the use of basic tools, techniques, technologies, and processes sufficient to work from concept to finished product. This involves a mastery of the materials, equipment, and processes of the discipline, including but not limited to uses of cameras, film, lighting/digital technologies, processing in black and white, and color, printing, and work with non-silver materials.
		Students will demonstrate understanding of the industrial and commercial applications of photographic techniques.
		Students will demonstrate functional knowledge of photographic history and theory, the relationship of photography to the visual disciplines, and its influence on culture.
		Students will investigate experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies should be included.
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline
PRINTMAKING	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Understanding of basic design principles, concepts, media, and formats. The development of solutions to aesthetic and design problems should continue throughout the degree program.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to work from concept to finished product. This includes knowledge of basic materials and technical procedures such as intaglio, relief, lithography, silkscreen, and digital processes.
		Students will demonstrate mastery of at least one printmaking technique, including the ability both to experiment with technical innovation and to explore and develop personal concepts and imagery.
		Students will demonstrate a functional knowledge of the history of printmaking.
PRINTMAKING	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.

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Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
PRINTMAKING (CONT'D)	MFA (CONT'D)	The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.
		Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
PRINTMAKING WITH ENTREPRENEURIAL STUDIES	BFA	Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes sufficient to work from concept to finished product. This includes knowledge of basic materials and technical procedures such as intaglio, relief, lithography, silkscreen, and digital processes.
		Students will demonstrate mastery of at least one printmaking technique, including the ability both to experiment with technical innovation and to explore and develop personal concepts and imagery.
		Students will demonstrate a functional knowledge of the history of printmaking.
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline
		Understanding of basic design principles, concepts, media, and formats. The development of solutions to aesthetic and design problems should continue throughout the degree program.
		Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
SCULPTURE	BFA	Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

Tyler School of Art and Architecture
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
SCULPTURE (CONT'D)	BFA (CONT'D)	Understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual models, and evolutions of the discipline. The development of solutions to aesthetic and design problems should continue throughout the degree program.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product
		Students will demonstrate mastery in one or more sculptural media and will investigate the possibilities and limitations of various materials.
SCULPTURE	MFA	Student will create work that displays advanced professional competence in some aspect of studio art or design as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work.
		Students will demonstrate breadth of understanding in art and/or design and/or appropriate related disciplines, and the ability to think independently, to integrate, and to synthesize information associated with practice in an area of specialization.
		The student will be able to critique and interpret issues and developments that influence the principal field(s) of study, and demonstrate ability and potential to contribute to the expansion and evolution of these field(s).
		Student will demonstrate written and oral presentation skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal or informal teaching situations.
		Student will demonstrate advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in the field(s) or area(s) of specialization.
		The student will synthesize bibliographic and non-bibliographic sources into self reflective and critical statements about work produced and exhibited in field
SCULPTURE WITH ENTREPRENEURIAL STUDIES	BFA	Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
		Understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual models, and evolutions of the discipline. The development of solutions to aesthetic and design problems should continue throughout the degree program.
		Students will form and defend value judgments about art and design and communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. Sub goal: They will be able to work collaboratively as appropriate to the area(s) of specialization.
		Students will demonstrate knowledge and skills in the use of basic tools, techniques, and processes to work from concept to finished product

Tyler School of Art and Architecture

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
SCULPTURE WITH ENTREPRENEURIAL STUDIES (CONT'D)	BFA (CONT'D)	Students will demonstrate mastery in one or more sculptural media and will investigate the possibilities and limitations of various materials.
		Prepares students to utilize key elements of entrepreneurship in their respective studio discipline
SUSTAINABLE COMMUNITY PLANNING	GRAD	1: Gain knowledge of the historical evolution of the concept of sustainable development and its multiple definitions.
		2: Understand the discourse of theory and practice of sustainable development at the local, regional and global level.
		3: Be able to develop indicators to monitor and evaluate the sustainability of site, community and regional actions, plans and designs.
		4: Recognize models of sustainability and know how to use such models to inform their professional practice.
		5: Understand how to incorporate sustainability principles into planning practice to address the interrelationships between social, economic and environmental factors
		6: Have improved research, writing, and communication skills.
SUSTAINABLE FOOD SYSTEMS	CERT	1: Understand the implication of a global and industrialized food system on the environment, health, and issues of equity.
		2: Develop an awareness of the origin, quality, and impact of personal food choices.
		3: Understand the basis of the emerging interest in food systems in local and regional planning efforts.
		4: Have direct experience in food production using a variety of techniques.
		5: Appreciate the range of regional and U.S. initiatives that are seeking to transform the production and consumption of food.
TRANSPORTATION PLANNING	GRAD	1: Know the history and evolution of transportation systems and methods of transportation planning in the United States, the social, political, technological, and economic contexts of the American transportation planning system, and the key legislation at federal and state levels that affect transportation planning in Pennsylvania.
		2: Know the methods and processes involved in planning transportation infrastructure improvements and in setting policies for managing multi-modal transportation systems.
		3: Understand the impact of past transportation decisions on Americans' mobility, accessibility, travel demand, and modal choices and be capable of analyzing the roles of funding systems and public participation requirements on the decision-making process and outcomes.
		4: Understand the relationships between transportation systems, travel behavior, and land uses and the economic and social theories that explain these relationships.
		5: Have improved research, writing, and communication skills.
VISUAL STUDIES	BA	1: A developed visual sensitivity
		2: The technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media.

**Tyler School of Art and Architecture
Academic Program Student Learning Outcomes**

Program Description	Program Degree	Student Learning Outcomes
VISUAL STUDIES (CONT'D)	BA (CONT'D)	<p>3: Ability to make workable connections between concept and media</p> <hr/> <p>4: Some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in Western and non-Western worlds.</p> <hr/> <p>5: Students should understand the nature of contemporary thinking on art and design, and have gained at least a rudimentary discernment of quality in design projects and works of art.</p>