

California State University San Bernardino
Matrix of Alignment of Academic Program Learning Outcomes with Institutional Outcomes 2020-2021

Full text of ILO and PLO for each program listed attached

Program/Degree	ILO 1: Breadth of Knowledge	ILO 2: Depth of Knowledge	ILO 3: Critical Literacies	ILO 4: Ways of Reasoning & Inquiry	ILO 5: Creativity & Innovation	ILO 6: Integrative Learning	ILO 7: Engagement in Campus, Local, & Global Communities	ILO 8: Diversity & Inclusion
General Education	6		3	2		6	5	4; 8
College of Arts & Letters								
BA ARAB	2; 3	1; 2	2	4			1; 3; 5	1; 2; 5
BA COMM	2	1; 2; 3; 4; 5	2; 3; 4; 5	3; 4; 5		3; 4		3; 4
BA FREN	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24; 25	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24; 25	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24; 25	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24; 25	2; 5; 6; 8; 10; 11; 12; 13; 14; 15; 20; 21; 22; 23; 24; 25	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 17; 18; 19; 20; 23; 24; 25	1; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 19; 20; 21; 22; 23; 24; 25	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 19; 20; 21; 22; 23; 24; 25
BA PHIL		1	1	2; 3		3		
MA SPAN		1; 2; 3; 4	1; 2; 3; 4				1; 2; 3; 4	1; 2; 3; 4
BA TA	6	2; 6	2; 4; 6	1	1; 7	3; 4	7	
College of Natural Sciences								
BS ENHS	3; 4; 6; 7; 8; 9	3; 4; 6; 7; 8; 9	3; 4; 6; 7; 8; 9	3; 6; 7; 9	6			
BS NRSRG	1	1; 3; 6; 7	4	2		5	3; 5	3; 5
MPH PHLT*	4; 10	2; 11	1	3; 7; 12	5		6; 9	8
BS CSCI	1	2; 6	2	1				
BA CHEM**	1	2; 3; 5; 6; 7; 9; 11	1; 2; 3; 4; 5; 6; 7; 8; 9; 11	2; 4; 5; 6; 7; 8; 9; 11	6; 8; 9; 11	7; 8; 9; 11	8	9
BS CHEM**	1	2; 3; 5; 6; 7; 11; 12; 13	1; 2; 3; 4; 5; 6; 7; 8; 9; 11; 12	2; 4; 5; 6; 7; 8; 9; 11; 12; 13	6; 8; 9; 11; 13	7; 8; 9; 11; 13	8	9
College of Education								
Ed.S. SPSY	1; 2; 3	1; 2; 3					2	1; 2; 3
MS ESPE	1; 2; 3; 4	1; 2; 3; 4		5			5	1; 2; 3; 4; 5
MA EADM					3; 4; 5			2; 4; 5
MA INDT	1; 2; 3	1; 2; 3	2; 4		6	2; 3; 6	5	3; 5
MA TESL	2	1; 2; 5; 7; 8	3; 7; 8		4; 5	4	8	6
MS COUN	2	1; 2; 3; 4			4; 5		4; 5	1; 3; 4; 5
MA CTEC	2	2; 3; 5; 9	3		1; 4; 7	5	1; 4; 6; 8; 9; 10; 11	4; 5; 6; 7; 8; 10
College of Social & Behavioral Sciences								
BA ANTH	1	2	3		2	2	4	4
BA ECON		4; 6		1; 2; 3; 4; 5; 6				
BA ENVS	1; 2; 3; 4; 5	1; 2; 3; 4; 5	1; 2; 3; 4; 5	1; 2; 3; 4; 5	1; 2; 3; 4	1; 2; 3; 4; 5; 6	1; 2; 3; 4; 5	2; 3; 4
BA HSTG	1	1	1; 2	1; 2	1; 2	2	1	1; 2
BS ICA	1	2		1; 2; 3	4	3	4	
BA CIJUS	1; 2		6	7; 8				
MA CIJUS		1; 3	4	2				
BA SOCG	4; 5	1	2	2	5		5	4
BA PSCI	2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3	1.1; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 5.1; 5.2	5.1; 5.2	3.1; 3.2; 3.3	5.1; 5.2	3.1; 3.2; 3.3	1.1; 1.2	2.3; 3.3; 4.3
BA PSYC	1	1	2; 4	2; 4	2	2; 3	3; 7; 9	2; 3; 6; 8; 9
BA SW	1; 5	1; 5	2; 3; 4; 6; 7; 8; 9	6; 7; 8	5; 6; 7; 8; 9	2; 4; 6; 7; 8; 9	2; 3; 4; 5	1; 2; 3; 4; 5; 6; 7; 8; 9
MSW	1; 5	1; 5	2; 3; 4	6; 7; 8	6; 7; 8; 9	6; 7; 8; 9	2; 3	1; 2; 3; 4; 5; 6; 7; 8; 9
Jack H. Brown College								
BA ADMIN	1	1	2; 4	3; 4	2; 4	1	3	3
MBA	1	1	2; 4	3; 4	2; 4	1	3	3
MPA	1; 2	1	4	3	1; 2; 3; 4; 5	2; 4	5	5
BS IST	1	1	2; 4	3; 4	2; 4	1	3	3
MS IST	1	1	1; 2	4	4	4	3	3
MS ACCT	1	1	2; 4	3; 4	4	1; 4		3

* Alignment with each ILO identified with low confidence

** Alignment with each ILO identified with medium confidence

California State University San Bernardino
Alignment of Academic Program Learning Outcomes with Core Competencies 2020-2021

Full text description of Core Competencies and PLO for each program listed attached

Program/Degree	1. Critical Thinking	2. Information Literacy	3. Quantitative Reasoning	4. Oral Communication	5. Written Communication
General Education	2	3	3	3	3
College of Arts & Letters					
BA ARAB	1; 2; 3; 4; 5	1	2; 3; 5	1; 2; 3; 5	1; 2; 3; 5
BA COMM	2; 3; 4; 5	1; 2; 3; 4; 5			
BA FREN	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 24		1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 19; 20; 21; 22	1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 23; 24
BA PHIL	1; 2				3
BA TA	1; 4; 6	2	6	4	2
College of Natural Science					
BS ENHS	2; 3; 4; 5; 6; 7; 8; 9	2; 3; 4; 5; 6; 7; 8; 9	1; 2; 3; 4; 5; 6; 7; 8; 9	3; 4; 5; 6; 7; 8; 9	3; 4; 5; 6; 7; 8; 9
BS NRSG	1; 2; 3; 4; 5; 7	1; 2; 3; 4; 5; 6; 7	1; 2; 3; 4; 5; 6; 7	1; 3; 4; 5; 7	1; 3; 4; 7
BS CSCI	1	1	1	3; 5	3; 5
BA CHEM	1; 2; 3; 4; 5; 6; 7; 8; 11	6; 7; 8; 9; 11	1; 2; 3; 4; 11	9; 11	7; 8; 11
BS CHEM	1; 2; 3; 4; 5; 6; 7; 8; 11; 12; 13	6; 7; 8; 9; 11	1; 2; 3; 4; 11; 12; 13	9; 11	7; 8; 11
College of Social & Behavioral Science					
BA ANTH	2; 4	1; 4	3	3	3
BA ECON	1; 2; 4; 5; 6	2	2; 4; 5; 6		3
BA ENVS	2; 3; 4	1; 2; 3; 4	1; 3; 4; 5	3; 4	3; 4
BA HSTG	1; 2; 3	1; 2; 3	1; 2	2; 3	2; 3
BS ICA	1; 2; 3	1; 3	2; 3	4	4
BA CJUS	7	6; 7	7; 8	7	6
BA SOCG	1; 2; 4; 5	2; 3	2	3	3
BA PSCI					
BA PSYC	2; 4; 9; 10	2; 3; 4; 5	2; 4	2; 3	2
BA SW	1	4	4	6	4
Jack H. Brown College					
BA ADMIN	1; 3; 4	4	4	2	2
BS IST	1; 4	1; 4	1; 4	2	2

Institutional Learning Outcomes

<https://www.csusb.edu/academic-programs/assessment/institutional-learning-outcomes-ilos>

1. **Breadth of Knowledge:** Students identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to intellectual, ethical, social, and practical issues.
2. **Depth of Knowledge:** Students demonstrate a depth of knowledge in a specific discipline or field and apply the values and ways of knowing and doing specific to that discipline or field to intellectual, ethical, social, and practical issues.
3. **Critical Literacies:** Students analyze the ways artistic, oral, quantitative, technological and written expression and information both shape and are shaped by underlying values, assumptions and contexts so that they can critically contribute to local and global communities.
4. **Ways of Reasoning and Inquiry:** Students engage in diverse methods of reasoning and inquiry to define problems, identify and evaluate potential solutions, and determine a course of action.
5. **Creativity and Innovation:** Students develop and use new approaches to thinking, problem-solving and expression.
6. **Integrative Learning:** Students connect disciplines and learning experiences to frame and solve unscripted problems using lenses from multiple fields, contexts, cultures, and identities.
7. **Engagement in the Campus, Local and Global Communities:** Students develop dispositions and apply intellect and behaviors to respect and promote social justice and equity on campus and across local and global communities.
8. **Diversity and Inclusion:** Students understand how dynamics within global communities influence the ways in which people see the world. They develop dispositions to respectfully interact and collaborate with diverse individuals and groups and acknowledge their own perspectives and biases.

General Education Learning Outcomes

<https://www.csusb.edu/academic-programs/assessment/ge-assessment>

1. [Learning How to Learn/Metacognition](#) - Develop awareness of their learning processes, becoming reflective, self-directed learners who are able to apply and adapt their processes of learning in new contexts.
2. [Thinking Critically](#) - Think critically, evaluate, analyze, and solve problems employing multiple methods of reasoning.
3. Critical Literacies - Analyze the ways that information, including quantitative and technological, oral and written, both shape and are shaped by social contexts.
 1. [Information Literacy](#)
 2. [Oral Communication](#)
 3. [Written Communication](#)
 4. [Quantitative Reasoning](#)
 5. [Technological Literacy](#)
4. [Diverse Perspectives](#) - Explore multiple perspectives in order to collaborate respectfully and effectively with others across a variety of cultures and contexts.
5. [Global Perspectives](#) - Develop the ability to understand global contexts and to contribute to an ever-changing and pluralistic world.
6. [Integrative Learning](#) - Become aware of connections and differences across disciplines and learning experiences in order to frame and address ideas and questions they encounter in their lives.
7. [Ethical Responsibility](#) - Recognize that they are ethically responsible for the impact that their ideas, decisions, and actions have upon their lives and local and global communities.
8. [Collaboration](#) - Explore and understand multiple perspectives in order to collaborate and communicate effectively, both orally and in writing, across a variety of cultures and contexts.

College of Arts and Letters

Program Learning Outcomes 2020-21

Bachelor of Arts, Arabic Language, Literature, and Culture (BA ARAB)

1. **Effective communication in the three modes.** Communicate effectively in three modes of communication: interpretive, interpersonal, and presentational with speakers of Arabic in order to understand the dynamics of global communities
2. **Critical text analysis.** Comprehend and analyze oral and written texts effectively and critically as socially and ideologically constructed and shaped by context so students can contribute to enriching their local communities and beyond
3. **Problem solving within a social justice framework.** Think critically, pose questions and solve problems responsibly using their communication skills and knowledge/awareness of the language and culture within a social justice framework; students are able to make connections with their local and global communities
4. **Practical application of knowledge and skills.** Practically apply their knowledge and skills in new settings and contexts
5. **Intercultural communication.** Develop understanding of multiple perspectives and are able to respectfully interact, collaborate and solve problems across communities and cultures, respect other cultures and become aware of stereotypes in the target community as well as the local one.

Bachelor of Arts, Communication (BA COMM)

1. As a symbolic, representational process, communication facilitates the construction of individual and social realities. **So, students will...**
 - 1.1. identify the symbolic, representational processes within a text;
 - 1.2. explain how the resulting text communicates information and ideas;
 - 1.3. assess/critique the implications of that text for individual and social realities;
 - 1.4. produce a text that portrays/shapes individual and social realities differently
2. Political, economic, socio-cultural, technological, and ethical processes and contexts all shape communication. **So, students will...**
 - 2.1. investigate an unfamiliar communication situation;
 - 2.2. compare communication processes in that situation to others;
 - 2.3. evaluate how context has shaped communication in each situation;
 - 2.4. reflect on the impact of that investigation on your own perspective
3. Communicators co-construct meanings, which are intersubjective and multiple. **So, students will...**
 - 3.1. examine a communication exchange,
 - 3.2. identify the meanings that each communicator has constructed,
 - 3.3. explain how the meanings are subjective and different from each other,
 - 3.4. analyze whether and how the communicators could make different choices to yield more clear or more fair communicative meanings
4. Communication tends to reinforce power asymmetries, but it can also challenge them. **So, students will...**
 - 4.1. identify communication stakeholders, relationships, and interests
 - 4.2. analyze the information, beliefs, norms, and values conveyed in communication;
 - 4.3. assess/critique how communication reinforces/challenges stakeholders' interests
 - 4.4. produce a text that challenges power asymmetries
5. Effective communicators create well-crafted communication appropriate to the audience, purpose, context, and medium. **So, students will...**

- 5.1. appraise information relevant to the goals, audiences, purposes and contexts of a communication situation
- 5.2. select/use creative modalities and technologies to accomplish communicative goals
- 5.3. produce communication content adapted to the diverse needs of individuals, groups and contexts
- 5.4. reflect on/critique one's own (or another's) communicative messages in terms appropriateness for the audience, purpose, context, and medium

Bachelor of Arts, French (BA FREN)

1. **Nature of language:** Students recognize how French varies depending on context, register and domain.
2. **Linguistics:** Students employ a variety of rhetorical and stylistic devices in different contexts to accomplish communicative tasks.
3. **Linguistics:** Students recognize similarities and differences between English and French.
4. **Linguistics:** Attention is paid to appropriate use of orthography, morphology, syntax and semantics, according to the context.
5. **Sociolinguistics:** Demonstrate an understanding of the pragmatic and sociolinguistic features of the target language discourse.
6. **Sociolinguistics:** Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
7. **Sociolinguistics:** Describe the differences among the varieties of the target language and the factors that account for these differences (e.g., cultural factors, political factors, level of education, gender, social class).
8. **Cultural texts:** Students analyze and interpret a wide range of cultural texts as represented by a variety of forms and media, including literature.
9. **Cultural texts:** Students identify and analyze the historical, social and cultural influences of a variety of texts.
10. **Cultural texts:** Students identify and analyze the ways in which ideas both reflect and shape cultures.
11. **Cultural texts:** Students evaluate how language is used to inform, persuade, and evoke audience response (i.e. the rhetorical nature of the text).
12. **Cultural analysis:** Students can explain why French is not a monolithic culture but, instead, represents a range of diverse communities where the language is spoken.
13. **Cultural analysis:** Students analyze the interrelationships among Francophone communities and also within linguistically diverse global contexts.
14. **Cultural analysis:** Students explain how factors such as geography, politics, history, religion, education and socio-economic systems, as well as prominent figures, affect and influence the target culture(s).
15. **Cultural analysis:** Students identify and analyze stereotypes and their effects on the perceptions of and attitudes toward the target culture(s).
16. **Interpretive listening: * French Studies Track:** Students understand the main points and most details in conversations, presentations and messages on familiar topics. Students understand the main idea and some details on unfamiliar topics. (Intermediate High)
17. **Interpretive listening: * French Language Track:** Students understand some extended speech on unfamiliar topics delivered through a variety of media. (Advanced-Low)
18. **Interpretive reading: * French Studies Track:** Students usually understand viewpoints and attitudes expressed in literary and non-literary texts. (Advanced-Low)
19. **Interpretive reading: * French Language Track:** Students easily understand long, complex texts and recognize some literary and technical styles. (Advanced-Mid)
20. **Interpersonal communication: * French Studies Track:** Students state and support many of their views and take an active part in discussions. Students handle some complicated situations on familiar topics. (Intermediate-High)

21. **Interpersonal communication: * French Language Track:** Students communicate with a fair amount of fluency and spontaneity on familiar topics even in complicated situations. Students link ideas in extended discussions. Students participate actively in most informal and a few formal conversations. (Advanced-Low)
22. **Presentational spoken communication: * French Studies Track:** Students present information on familiar topics with clarity and detail. Students present their viewpoint on an issue and support their opinions. (Intermediate High)
23. **Presentational spoken communication: * French Language Track:** Students deliver a clear, organized presentation appropriate to their audience on a variety of topics. (Advanced Low)
24. **Presentational written communication: * French Studies Track:** Students deliver a clear, organized presentation appropriate to their audience on a variety of topics. (Intermediate High)

Bachelor of Arts, Philosophy (BA PHIL)

1. **Analyzing philosophical arguments.** Students are able to analyze arguments from historical and contemporary philosophical texts.
2. **Using logical concepts.** Students are able to apply the logical concepts of validity and soundness in their analyses of arguments
3. **Presenting and critiquing philosophical arguments in writing.** Students are able to write philosophy papers in clear prose that contain exposition and analysis of arguments from historical and contemporary philosophical texts.

Master of Arts, Spanish (MA SPAN)

1. **Literary analysis** – Students are able to describe, comment, and provide area-specific criticism pertaining to the literary genre, historical context, author, style and form of literary texts produced in the Spanish-speaking world.
2. **Cultural analysis** – Students are able to describe, comment, and provide area-specific criticism pertaining to the cultural traditions, artifacts, and displays of a variety of Hispanic countries and areas of the Spanish-speaking world.
3. **Linguistic analysis of Spanish** – Students are able to identify, produce, and understand complex language structures related to the phonetics, morphological, and syntactic systems of the Spanish language and its varieties.
4. **Socio-historic analysis of Spanish** – Students are able to identify, produce, and understand the relationship between language structure and society, as well as possess advanced knowledge of the historical and geographical perspective of variation and change in the Spanish language.

Bachelor of Arts, Theater Arts (BA TA)

1. **Capacity to create.** To develop the capacity to create theatre and present it in a public context.
2. **Context.** To recognize and be able to articulate the basic characteristics and the chronological framework for the development of the various theatre arts in a global context.
3. **Aesthetic understand.** To develop an appreciation of theatre as an art, and in their own work demonstrate an understanding of aesthetic principles.
4. **Process.** To understand theatre as a process and to develop competency with a variety of theatre skills.
5. **Recognition.** To recognize and evaluate their own individual progress toward becoming an independent creative artist.
6. **Collaboration.** To demonstrate competency in research, analysis, evaluation collaboration, problem solving, and visual and verbal communication.
7. **Proficiency.** To demonstrate an enhanced level of proficiency in a particular aspect of the discipline.

College of Education

Program Learning Outcomes 2020-21

Education Specialist, School Psychology (EdS SPSY)

1. Assessment and diagnosing Educational Disabilities. Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effects of the problems-solving process.
 - 1.1. School Psych students will be able to correctly administer a variety of restricted and nonrestricted assessment tools.
 - 1.2. School Psych students will correctly score a variety of restricted and nonrestricted assessment tools.
 - 1.3. School Psych students will be able to communicate their assessment findings via written reports.
2. Counseling and Consultation. School psychologists must employ exceptional skills in counseling and consultation and collaboration between various systems in the child's life such as home, school, and community.
 - 2.1. Use of taxonomic approach includes IDEA (Individuals with Disabilities Education ACT-Revised) and DSM-V (Diagnostic Statistical Manual- Fifth Edition) accurately.
 - 2.2. Students are trained as primary mental health providers from the introductory course through their culminating experience in internship.
 - 2.3. Students will gain counseling experience with children in a variety of settings.
3. Application of coursework to applied setting.
 - 3.1. Students will complete 1200 hours in one (1) academic year but shall be completed within no more than two (2) consecutive academic years
 - 3.2. The field experience must include eight hundred (800) clock hours in a preschool- grade 12 school setting providing direct and indirect services to pupils.
 - 3.3. Students will be competent in all standards according to the PPS guidelines published by CTC

Master of Science, Special Education (MS SPED)

1. Inclusive Practices for Individuals with a Range of Developmental Needs
2. Creating Supportive Learning Environments
3. Assessment & Evaluation for Effective Instruction and Intervention
4. Individualized Education & Differentiated Instruction
5. Development of Highly Qualified, Reflective, and Culturally Competent Teacher Leaders

Master of Arts, Educational Administration (MA EADM)

1. To work in instructional teams
2. Commitment to diversity, equity, and access for all
3. To create bold, context-relevant, and visionary leadership to transform schools & community
4. Reflect a continuous commitment to developing leaders committed to actualizing cultures of excellence
5. To develop educational leaders who can lead educational institutions driven by equity and culturally responsive practices that promote students' academic success and well-being as well as those they supervise.

Master of Arts, Instructional Design and Technology (MA INDT)

1. **Content Knowledge:** Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

2. **Content Pedagogy:** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.
3. **Learning Environments & Diversity:** Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.
4. **Research:** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.
5. **Digital Citizenship and Ethical Practice:** Candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
6. **Professional Growth and Leadership:** Candidates continuously improve their professional practice, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and

Master of Arts, Teaching English to Speakers of Other Languages (MA TESL)

1. Ability to use English skillfully & professionally
2. Knowledge of English structure, functions, & language acquisition
3. History, beauty of the English language.
4. Psychology of learning & teaching
5. Teaching English: Plan and Practice
6. Importance of culture
7. Research in TESOL
8. Professional participation, collegiality, ethics, & critical perspectives in TESOL

Master of Science, Counseling (MS COUN)

1. Make wise ethical judgments
2. Critically understand the knowledge that inform their counseling practice
3. Value the diversity of human experience
4. Operate as change agents in accordance with principles of social justice
5. Can work with a variety of contexts & roles

Master of Arts, Career Technical Education (MA CTEC)

1. **Leadership.** Prepare candidates to become effective and influential leaders of Career and Technical Education in the 21st Century.
2. **Expectations.** Publish clear and precise set of expectations indicating what candidates should be able to do as a result of the instruction received.
3. **Evaluation.** Develop valid evaluation instruments that provide a fair and accurate indication of the degree to which candidates have met course expectations.
4. **Exploring Opportunities.** Help candidates explore leadership opportunities in Career and Technical Education to become influential in the policy and decision-making process at the local, state, and national level.
5. **Learner Performance.** Ensure valid evaluation instruments that provide a fair and accurate indication of the degree to which candidates have met course expectations.
6. **Diversity.** Candidates will explore the diversity of Career and Technical disciplines and how they integrate with each other, business and industry sectors, and academic education.
7. **Language Barriers.** CTE faculty will provide reasonable accommodation to any candidate with a English Language Learner disability.

8. **Values and Beliefs.** CTE Faculty are committed to upholding the values stated in the College of Education Conceptual Framework; Career and Technical Education Program Mission, Philosophy, and Pledge; and the Association for Career and Technical Educators Code of Ethics.
9. **Program Development.** Faculty and Advisory Committee will meet semi- annually to review program effectiveness in meeting the needs of the community and develop strategies for improvement.
10. **Global Perspective.** Provide resources relevant to education, business, and industry partnerships in the 21st Century.
11. **Synthesis Career Pathways and Industry Sectors.** Communicate effectively about career pathways and synthesis their relationship to career and technical education. In written and verbal communication discuss the structures of career pathways and industry sectors in career and technical education.

College of Natural Sciences

Program Learning Outcomes 2020-21

Bachelor of Arts, Chemistry (BA CHEM)

1. **Demonstrate prerequisite knowledge.** Students will be prepared to succeed in their chemistry coursework by having the prerequisite knowledge necessary. They will have sufficient mathematical and chemical skills to succeed.
2. **Master general principles of Chemistry.** Students will know the general principles of chemistry. They will be able to compare and contrast physical properties and chemical reactivity based on molecular structure. They will be able to perform standard stoichiometric, solution, kinetic and thermodynamic calculations.
3. **Master reactions and synthesis.** Students will know the common reactions of elements and compounds, including oxidation-reduction, neutralization, and precipitation reactions. They will know the common methods of functional group inter-conversions, be able to perform retro-synthetic analysis, propose multistep syntheses, and evaluate synthetic schemes.
4. **Perform quantitative measurements.** Students will practice and demonstrate accurate quantitative measurements, analyze and interpret experimental results, and draw reasonable conclusions.
5. **Perform synthesis and interpret results.** Students will prepare compounds using common functional group conversions and multi-step syntheses, followed by separation, purification, and identification using modern chemical and spectroscopic analysis.
6. **Handle chemicals safely.** Students will anticipate, recognize, and respond properly to the hazards of handling chemicals.
7. **Use computers in the context of chemistry.** Students will be proficient at using computer software to learn, gather, display and analyze chemical information.
8. **Communicate Chemistry in writing.** Students will communicate scientific information effectively through written reports.
9. **Communicate Chemistry orally.** Students will communicate scientific information effectively through oral presentations.
 - *Chemistry Concentration:* students will be expected to select a non-biochemistry topic for their oral presentation. Oral presentations will be evaluated on their knowledge of a chemistry topic.
 - *Biochemistry Concentration:* students will be expected to select a biochemistry topic for their oral presentation. Oral presentations will be evaluated on their knowledge of a biochemistry topic.
10. **Progress through the degree in a timely manner.** Students will progress through their chosen chemistry degree program and concentration in a timely manner. Graduation within four years for “first-time” CSUSB freshman and within two years for transfer students that have completed an associate degree for transfer to a bachelor’s degree will be possible and will likely succeed in six years or four years, respectively.
11. **Prepare for post-graduate endeavors.** Chemistry graduates will be educationally prepared to work and succeed in a scientific field related to chemistry.

Bachelor of Science, Chemistry (BS CHEM)

1. **Demonstrate prerequisite knowledge.** Students will be prepared to succeed in their chemistry coursework by having the prerequisite knowledge necessary. They will have sufficient mathematical and chemical skills to succeed.
2. **Master general principles of Chemistry.** Students will know the general principles of chemistry. They will be able to compare and contrast physical properties and chemical reactivity based on molecular structure. They will be able to perform standard stoichiometric, solution, kinetic and thermodynamic calculations.

3. **Master reactions and synthesis.** Students will know the common reactions of elements and compounds, including oxidation-reduction, neutralization, and precipitation reactions. They will know the common methods of functional group inter-conversions, be able to perform retro-synthetic analysis, propose multistep syntheses, and evaluate synthetic schemes.
4. **Perform quantitative measurements.** Students will practice and demonstrate accurate quantitative measurements, analyze and interpret experimental results, and draw reasonable conclusions.
5. **Perform synthesis and interpret results.** Students will prepare compounds using common functional group conversions and multi-step syntheses, followed by separation, purification, and identification using modern chemical and spectroscopic analysis.
6. **Handle chemicals safely.** Students will anticipate, recognize, and respond properly to the hazards of handling chemicals.
7. **Use computers in the context of chemistry.** Students will be proficient at using computer software to learn, gather, display and analyze chemical information.
8. **Communicate Chemistry in writing.** Students will communicate scientific information effectively through written reports.
9. **Communicate Chemistry orally.** Students will communicate scientific information effectively through oral presentations.
10. **Progress through the degree in a timely manner.** Students will progress through their chosen chemistry degree program and concentration in a timely manner. Graduation within four years for “first-time” CSUSB freshman and within two years for transfer students that have completed an associate degree for transfer to a bachelor’s degree will be possible and will likely succeed in six years or four years, respectively.
11. **Prepare for post-graduate endeavors.** Chemistry graduates will be educationally prepared to work and succeed in a scientific field related to chemistry.
12. **Operate and explain the theoretical basis of modern chemical instrumentation (*Chemistry Concentration only*).** An explanation of the theory of operation, and a demonstration of the correct operation of a Fourier transform infrared spectrometer, including the presentation of data acquired by the student for a chemical analysis.
13. **Be able to correlate structure and function of biomolecules, particularly proteins (*Biochemistry Concentration only*).** Identification of functionally important residues in protein structures by using sequence and Outcome Measure. Identification of functionally important residues in protein structures by using sequence and structural analysis tools to predict what effects specific amino acid changes would have on protein function.

Bachelor of Science, Computer Science (BS CSCI)

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
6. Apply Computer Science theory and software development fundamentals to produce computing-based solutions.

Bachelor of Science, Environmental Health Science (BS ENHS)

1. **BIostatistics:** Apply the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health and health care.
2. **EPIDEMIOLOGY:** Students will be able to determine the relationship between environmental and workplace exposures and acute and chronic disease in humans, including understanding the complexity of social, environmental, and genetic factors in disease etiology.
3. **ENVIRONMENTAL HEALTH SCIENCE:** Students will be able to analyze the environmental factors that affect the health of a community.
4. **ANALYZE ENVIRONMENTAL HEALTH PROBLEMS:** Students will be able to analyze environmental health problems and their causes, including an understanding of the fundamental impacts of human activities on human and environmental health and the processes by which these activities cause damage.
5. **WORKPLACE ENVIRONMENTAL EXPOSURES:** Students will be able to determine the relationship between environmental and workplace exposures and acute and chronic disease in humans, including understanding the complexity of social, environmental, and genetic factors in disease etiology.
6. **PHYSIOLOGICAL PROCESSES:** Students will be able to apply knowledge from physiology, chemistry, toxicology and epidemiology to understand the physiological processes involved in environmentally related illness.
7. **POLICIES, MANAGEMENT:** Students will be able to develop and implement plans and policies based on economic, historical, political/legal, and scientific knowledge for environmental health problems and solutions.
8. **RISK ASSESSMENT AND PREVENTION:** Students will be able to utilize options and tools for the evaluation of and prevention of local environmental health problems, including an ability to understand and conduct basic field investigations, risk assessments and alternatives assessments.
9. **FIELD EXPERIENCE:** Student will be able to apply environmental health science related knowledge and skills to in a supervised field experience in the community.

Bachelor of Science, Nursing (BS NRSNG)

1. Demonstrate competent practice and evidence-based care based on the foundations of biological, physical, social, and nursing sciences in caring for individuals, families, and communities.
2. Demonstrate competence in critical thinking and clinical reasoning skills in the practice of nursing.
3. Apply the nursing process to provide ethical, patient-centered, holistic, and culturally sensitive care, health promotion, and disease and injury prevention to individuals, families, communities, and populations across the lifespan, including care of acute and chronic health conditions and during public health disasters.
4. Utilize various forms of communication, including oral, written, and technological applications for disseminating accurate patient information and plans of care in order to maximize safety and optimize health outcomes.
5. Demonstrate leadership as a professional nurse and collaborate in clinical practice within a multidisciplinary team to monitor outcomes, improve patient care, and apply and promote health policies and regulatory standards that advocate for comprehensive and safe delivery of healthcare.
6. Apply evidence as basis for practice, and support, facilitate and participate in research.
7. Assume the responsibility for knowledge acquisition of nursing science, excellence in clinical practice, nursing professional code of conduct and nursing values which serve as the basis for lifelong learning and professional development.

Master of Public Health (MPH PHLT)

1. **History and Philosophy:** Explain public health history, philosophy and values
2. **Public Health Foundations:** Identify the core functions of public health and the 10 Essential Services
3. **Research Methods:** Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health

4. **Morbidity and Mortality:** List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. **Prevention Strategies:** Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. **Environmental Health Factors:** Explain the critical importance of evidence in advancing public health knowledge
7. **Genetics:** Explain effects of environmental factors on a population's health
8. **Health Equity:** Explain biological and genetic factors that affect a population's health
9. **Globalization:** Explain behavioral and psychological factors that affect a population's health
10. **Epidemiological Methods:** Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. **Cultural Values and Practices:** Explain how globalization affects global burdens of disease
12. **Budget and Resource Management**

College of Social & Behavioral Sciences

Program Learning Outcomes 2020-21

Bachelor of Arts, Anthropology (BA ANTH)

1. Students will acquire and demonstrate a broad knowledge of the terminology and subject matter of the subdisciplines of anthropology.
2. Students will acquire and demonstrate deep knowledge of theory and threshold concepts of anthropology.
3. Students will demonstrate breadth and depth of knowledge of methods for collecting, analyzing, and disseminating anthropological information.
4. Students will demonstrate breadth and depth of knowledge of the subfield-specific ethical and legal issues related to the collection, analysis, and dissemination of anthropological information.

Bachelor of Arts, Economics (BA ECON)

1. Students will demonstrate they can think systematically and critically. That is, they will demonstrate they can make valid multi-step arguments and identify the logic of arguments made by others.
2. Students will demonstrate they can perform data analysis. That is, they will demonstrate they can collect data, analyze data using some appropriate technique, and convey their results to others.
3. Students will demonstrate they can write well.
4. Students will demonstrate they understand the basic outlines of mainstream economic theory. That is, they will demonstrate they can use microeconomic theory to explain public or labor issues and can explain the operation of the financial system and the Federal Reserve.
5. Students will demonstrate they can analyze economic policy. That is, students will be able to use macroeconomic theory to analyze fiscal or monetary policy and use microeconomic theory to analyze policies that might affect individuals and/or businesses.
6. Students will demonstrate they can use data and statistical analysis in a way that gives insight into real-world economies. That is, students will demonstrate they can implement, at a minimum, posit some question that can be answered with data, gather relevant data, perform some statistical test on the data, and then communicate to others what their analysis has found.
7. Students will demonstrate they are aware of the historical origins of economic analysis along with demonstrating an understanding of disagreements among contemporary economists.
8. Students will demonstrate a self-reflective ability that allows them to take ownership of their intellectual perspectives and the ability to be thoughtful, engaged, and appropriately critical participants in society.

Bachelor of Arts, Environmental Studies (BA ENVS)

1. Understand earth systems
2. Environmental perceptions
3. Sustainability
4. Complexity
5. Data literacy

Bachelor of Arts, History (BA HSTG)

1. Demonstrate key historical literacy, including knowledge of key events and how change occurs over time in broad geographical and temporal areas
2. Demonstrating research skills, including critical thinking and reading abilities, assessment and writing skills
3. Demonstrating communication skills, showing ability to organize and express their thoughts coherently

Bachelor of Science, Intelligence & Crime Analysis (BS ICA)

1. **Problem Analysis.** Students will be able to diagnose crime problems, examining the context of behavior and opportunities that may give rise to crime and associated problems; this involves the analysis of the situational environment, systems intersection, and social infrastructure of crime events with particular emphasis on temporal, spatial, and network factors.
2. **Interdisciplinary Data Analysis.** Students will be able to use an interdisciplinary scientific approach drawing methods and analytic techniques from an array of fields including but not limited to geography, history, political science, information systems technology, social network analysis, and criminal justice.
3. **Data-driven Approaches.** Students will be able to use data driven approaches to build effective preventive strategies and tactical responses; this involves the development of data management skills and critical thinking to derive policy from analysis.
4. **Dissemination of Results.** Students will obtain communication skills to share findings with laypersons (public), organizational managers, and with peers in an academic or analytic-practitioner setting.

Bachelor of Arts, Criminal Justice (BA CJUS)

1. **Criminal Justice System.** Students will be able to evaluate policy-relevant questions and issues surrounding the various components of the criminal justice system: police, courts, and corrections.
2. **Purpose of Criminal Justice System.** Students will be able to describe the methods used by the criminal justice system to process and sanction criminal offenders.
3. **Law Enforcement.** Students will be able to discuss the purposes and functions of law enforcement in a democratic society.
4. **Law and Court.** Students will understand the functions of criminal law and the judicial system in American society.
5. **Correction.** Student will be able to discuss the purpose and functions of the correctional system.
6. **Criminological Theories.** Students will be able to discuss the theories of crime and causation, including its measurement.
7. **Research Methods.** Students will be able to evaluate research methods in criminal justice.
8. **Statistical Analysis.** Students will be able to demonstrate common statistical techniques used in social science, particularly criminological research.

Master of Arts, Criminal Justice (MA CJUS)

1. **Criminal Justice System.** Students will acquire an in-depth understanding and awareness of the criminal justice system and its components.
2. **Research Methods.** Students will develop a working knowledge of research methods as used in the social sciences, with a particular emphasis on providing students with the basic skills necessary to do (and direct) research in criminal justice agencies.
3. **Statistical Analysis.** Students will develop an ability to understand and employ advanced statistical tools, especially as they are applied in criminological research.
4. **Criminological Theories.** Students will understand the primary concepts and assumptions of the traditional and contemporary theories of crime.

Bachelor of Arts, Sociology (BA SOCG)

1. **Sociological Theory:** Students will demonstrate an understanding of the range of sociological concepts, theories and reasoning.

2. **Social Research:** Students will demonstrate an understanding of research methods in sociology and how they are used to generate and report evidence and build sociological knowledge.
3. **Communication Skills and Literacy:** To demonstrate basic academic skills in written communication and critical thinking.
4. **Understanding Social Diversities:** Students will demonstrate an understanding of the various facets of social diversities in contemporary society.
5. **Social Criticism and Change:** Students will understand the dynamic of social and political power in shaping social transformation.
6. **Personal and Professional Development:** Students will learn how sociology can benefit their personal lives, future employment opportunities, and/or pursuit of graduate school.

Bachelor of Arts, Political Science (BA PSCI)

1. Students will have experience as active participants in politics and/or academic organizations within the discipline of political science.
 - 1.1. Students, where possible, will participate in extra-curricular activity in student government, organizations, or community service.
 - 1.2. Students, where possible, will participate in practical political activities: either through internships administered in the major; independent study projects; student clubs such as the Law Society or Pi Sigma Alpha; or attendance at professional meetings.
2. Students will be able to evaluate the institutions of politics.
 - 2.1. Students will be able to evaluate political institutions in terms of their relationship to individuals.
 - 2.2. Students will be able to evaluate political institutions in terms of their relationship to societies.
 - 2.3. Students will be able to evaluate political institutions in terms of their relationship to the international arena.
3. Students will be able to evaluate the theories of politics.
 - 3.1. Students will be able to evaluate political theories in terms of their relationship to individuals.
 - 3.2. Students will be able to evaluate political theories in terms of their relationship to societies.
 - 3.3. Students will be able to evaluate political theories in terms of their relationship to the international arena.
4. Students will be able to evaluate the policies of politics.
 - 4.1. Students will be able to evaluate policies and their relationship to individuals.
 - 4.2. Students will be able to evaluate policies and their relationship to societies.
 - 4.3. Students will be able to evaluate policies and their relationship to the international arena.
5. The department expects the graduating political science majors have attained the necessary critical thinking skills leading to lifelong learning, as found in written communication.
 - 5.1. Students will demonstrate an ability to write well-organized coherent essays.
 - 5.2. Students will be required to write a minimum of 5,000 words per course.

Bachelor of Arts, Psychology (BA PSYC)

1. **Psychology Knowledge Base.** Students will acquire knowledge of the major concepts, empirical findings, theoretical perspectives, and historical trends in psychology.
 - 1.1. Students will be able to describe psychology as a science whose primary objectives are to describe, understand, predict, and control behavior and mental processes.
 - 1.2. Students will demonstrate an understanding of and knowledge of relevant theory and research in the general domains of (1) learning and cognition, (2) individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions, (3) biological bases

of behavior and mental processes, including physiology, sensation, perception, motivation, and emotion, and (4) and developmental changes in behavior and mental processes across the life span.

- 1.3. Students will be able to explain the major perspectives of psychology (e.g., behavioral, biological, cognitive, developmental, evolutionary, humanistic, psychodynamic, and sociocultural), to compare and contrast these perspectives, and to describe their advantages and limitations.
- 1.4. Students will demonstrate knowledge of the history of psychology, including the evolution of research methods in psychology, its theoretical conflicts, and its sociocultural contexts, and will understand the range of viewpoints informing the persistent questions and enduring conflicts in psychology, such as (1) the interaction of heredity and environment, (2) variability and continuity of behavior and mental processes within and across species, (3) subjective versus objective perspectives, (4) the interaction of mind and body, and (5) free will versus determinism.
- 1.5. Students will be able to use the concepts, language, and major theories of the discipline to account for psychological phenomena, as evidenced by the ability to describe behavior and mental processes empirically, including the use of operational definitions, to identify antecedents and consequences of behavior and mental processes, and to use theory to explain and predict behavior and mental processes.
2. **Research Methods in Psychology.** Students will understand and be able to apply basic research methods in psychology, including research design, measurement, data analysis, and interpretation.
 - 2.1. Students will understand and be able to explain the different research methods, will know how different research designs address different types of questions and hypotheses, be able to distinguish research designs that permit causal inference, and be able to articulate the strengths and limitations of the different research designs used by psychologists.
 - 2.2. Students will be able to evaluate the appropriate use of psychological tests and measurements, will understand the role that operational definitions of variables play in the science of psychology, and will understand the meaning of internal and external validity.
 - 2.3. Students will be able to interpret and evaluate the appropriateness of basic statistical results, distinguish between statistical significance and practical significance, and be able to describe effect size and confidence intervals as reported in psychological research.
3. **Application of Psychological Principles.** Students will be able to apply psychological principles in solving problems in different sub-disciplines within psychology, as well as applying these principles to personal, social, and organizational issues.
 - 3.1. Students will understand how data are collected, analyzed, interpreted, and reported in psychological research. Students will be able to identify appropriate applications of psychology in solving problems associated with different sub-disciplines of psychology, including interventions in clinical, counseling, educational, industrial/organizational, community, and other settings.
 - 3.2. Students will be able to articulate how psychological principles can be used to explain social issues and inform public policy.
4. **Critical Thinking Skills in Psychology.** Students will respect and use critical and creative thinking, skeptical inquiry, and, when applicable, the scientific approach to solve problems related to behavior and mental processes.
 - 4.1. Students will engage in critical thinking by identifying and evaluating the source, context, and credibility of information, differentiating empirical evidence from speculation, and recognizing and defending against common fallacies in thinking.
 - 4.2. Students will demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement.
 - 4.3. Students will have the ability to recognize, develop, defend, and criticize arguments and other persuasive appeals, and will be able to explain their ideas clearly and objectively.

- 4.4. Students will have the ability to support conclusions with reasons and evidence, to weigh support for conclusions to determine how well reasons support those conclusions, to identify weak, contradictory, and inappropriate assertions, and be able to make appropriate generalizations based on empirical findings.
5. **Information and Technological Literacy.** Students will learn how to use information and technology for research and professional activities including the identification and evaluation of scholarly material, data analyses, written reports, presentations, and written and oral communications.
- 5.1. Students will be able to locate and use online databases and sources to gather and evaluate scholarly material, and will understand the differences between primary versus secondary sources, empirical versus non-empirical sources, and peer-reviewed versus non-peer-reviewed sources.
- 5.2. Students will be able to use the American Psychological Association guidelines to create and interpret written reports, statistical analyses, tables, and graphs.
- 5.3. Students will use information and technology ethically and responsibly, which includes having an understanding of and avoiding plagiarism, citing correctly from a variety of sources, avoiding the distortion of statistical results.
- 5.4. Students will know how to use technology for safe and effective communications and will be able to convey information clearly, appropriately, and in a variety of formats and contexts (e.g., essays, email correspondence, technical papers, formal and informal communications).
6. **Values in Psychology.** Students will understand and apply high ethical standards across academic and professional settings.
- 6.1. Students will behave in accordance with the professional and ethical standards of California State University, San Bernardino and the Department of Psychology.
- 6.2. Students will behave in accordance with APA standards covering all aspects of research activity including the ethical treatment of human and nonhuman subjects in study design, data collection, and the presentation of research findings.
- 6.3. Students will recognize that ethically complex situations can develop in the application of psychological principles.
7. **Career Planning and Development.** Students will emerge from the Psychology major with realistic ideas about how to implement their knowledge, skills, and values in occupational pursuits in a variety of settings.
- 7.1. Students will apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of careers) to formulate their career path, post-baccalaureate education, or both.
- 7.2. Students will identify preferred post-baccalaureate plans based on accurate self-assessment of abilities, achievement, motivation, and work habits, and will develop skills and experiences to help them achieve these goals.
- 7.3. Students will understand the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.
8. **Interpersonal Skills.** Students will develop their interpersonal skills so that they can participate effectively in social interactions.
- 8.1. Students will work effectively and cooperatively in social settings (e.g., managing conflicts ethically, integrating diverse viewpoints).
- 8.2. Students will be able to identify their personal and professional values, demonstrate awareness of their feelings, emotions, motives, and attitudes based on psychological principles, and to evaluate their own thinking (i.e., metacognition).
- 8.3. Students will demonstrate effective interpersonal communication skills by using active listening, applying psychological concepts and theory to understand social interactions, adapting communication styles to accommodate diverse audiences, and providing constructive feedback to colleagues.

9. **Diversity.** Students will develop an appreciation and respect for individual uniqueness and diversity and individual differences in human behavior.
 - 9.1. Students will demonstrate an understanding and sensitivity to individual differences, including an ability to interact effectively with people from diverse backgrounds and cultures.
 - 9.2. Students will recognize how the diversity of individual differences shape research questions, research design, data collection, data analysis, data interpretation, and societal use of research.
 - 9.3. Students will understand the nature and causes of prejudice and discrimination, including the societal impacts of privilege, power, and oppression on individual outcomes.
 - 9.4. Students will demonstrate an understanding of applications of psychology to contemporary societal policy issues such as violence, mental illness, homelessness, or disabilities.
10. **Commitment to Learning.** Students will be committed to life-long learning.
 - 10.1. Students will demonstrate curiosity about behavior and develop skills for studying its causes.
 - 10.2. Students will participate in activities that foster intellectual growth.
 - 10.3. Students will recognize that psychological knowledge evolves and will have the desire to seek out empirically based information to apply to personal and professional contexts.

Bachelor of Arts, Social Work (BA SW)

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision- making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice

Competency 4: Engage in practice-informed research and research-informed practice

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well- being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies."

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Master of Arts, Social Work (MA SW)

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision- making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice

Competency 4: Engage in practice-informed research and research-informed practice

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies."

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Jack H. Brown College of Business and Public Administration

Program Learning Outcomes 2020-21

Bachelor of Arts, Administration (BA ADMIN)

1. **Specific Knowledge and Skills:** Each student should obtain specialized knowledge and skills for the creation of value through integrated operations and distribution of goods, services, and information.
2. **Communication:** Each student can effectively communicate, either written or oral.
3. **Ethical Reasoning within Global Context:** Each student can identify and evaluate ethical issues within a global context and articulate a realistic recommendation to inform decision-making.
4. **Problem Solving using Information Technology:** Each student can work through the problem-solving process using information technology to identify a problem, evaluate solutions, and devise an innovative strategy to achieve a desired goal.

Master of Business Administration (MBA)

1. **Specific Knowledge and Skills:** Each student should obtain specialized knowledge and skills for the creation of value through integrated operations and distribution of goods, services, and information.
2. **Communication:** Each student can effectively communicate, either written or oral.
3. **Ethical Reasoning within Global Context:** Each student can identify and evaluate ethical issues within a global context and articulate a realistic recommendation to inform decision-making.
4. **Problem Solving using Information Technology:** Each student can work through the problem-solving process using information technology to identify a problem, evaluate solutions, and devise an innovative strategy to achieve a desired goal.

Master of Public Administration (MPA)

1. To lead and manage in public governance.
 - a. Demonstrate knowledge of and ability to achieve predetermined goals in a group or organizational setting;
 - b. Demonstrate self-awareness and empathy toward others while assessing contextual challenges and opportunities and facilitating mutual gain based on human and democratic values;
 - c. Demonstrate knowledge of leadership styles and techniques;
 - d. Be able to manage financial, human, and information resources of an organization.
2. To participate in and contribute to the public policy process
 - a. Be familiar with major policy issues;
 - b. Understand the policy-making process and its political context;
 - c. Be able to apply the key steps of policy management;
 - d. Be able to make policy recommendation supported by rationale.
3. To analyze, synthesize, think critically, solve problems and make decisions
 - a. Be able to critique and evaluate policy claims and research results and identify stakeholders and their interests in a situation;
 - b. Be able to identify alternative- explanations;
 - c. Be able to specify management objectives and select and use appropriate tools to support management objectives;
 - d. Be able to make a recommendation for decision making supported by evidence.
4. To articulate and apply a public service perspective.
 - a. Understand the distinctive features in the environment of the public sector;

- b. Understand the unique responsibilities and dilemmas of public service professionals;
 - c. Understand the public service motivation and how to support that motivation;
 - d. Be able to explain and apply ethical and public service values to policy and management.
5. To communicate and interact productively with a diverse and changing workforce and citizenry
- a. Demonstrate empathy, sensitivity, and responsiveness to beliefs and behaviors among people because of their ethnicity, nationality, race, gender, physical characteristics, religion, age, etc.;
 - b. Understand the concepts, skills, and procedures for managing diverse work forces;
 - c. Be able to present information, either in writing or in speech, accurately and clearly tailored to the audience's needs;
 - d. Work productively in teams by demonstrating composure and professionalism while understanding the concerns of others.

Bachelor of Science, Information Systems and Technology (BS IST)

1. **Specific Information Systems and Technology Knowledge and Skills:** The student is able to apply technology skills to access, organize, and synthesize information to solve organizational (profit or non-profit) problems. Mastery of computer skills and/or information systems to access, organize, or synthesize information to solve organizational (profit or non-profit) problems.
2. **Communication:** Each student can effectively communicate, either written or oral.
3. **Ethical Reasoning within a Global Context:** Each student can identify and evaluate ethical issues.
4. **Problem Solving using Information Technology:** Each student can work through the problem-solving process using information technology to identify a problem, evaluate solutions, and devise an innovative strategy to achieve a desired goal.

Master of Science, Information Systems and Technology (MS IST)

1. **Specific Knowledge and Skills:** Each graduate student will obtain specialized knowledge and skills on how information Systems and technology (IST) enables and supports business/organizations in value creation through integrated operations and distribution of goods, services, information and decision making.
2. **Communication:** Each graduate student will communicate clearly and effectively (oral or written) with technology and business stakeholders on information system technology issues to ensure organizational competitiveness and survival
3. **Ethical Reasoning in a Global Context:** Each graduate student will identify, evaluate and discuss ethical and regulatory issues related to information systems and technology use at an individual, professional, organizational, local, national and global context.
4. **Problem Solving with Information Systems Technology:** Each graduate student will apply IST knowledge in new and unfamiliar circumstances and devise innovative solutions to solve business problems and cope with unforeseen events including analyzing IST organizational needs, designing and implementing secure IST applications, conducting descriptive and predicting analytics, cyber defense/offence, risk management, securing networks, business continuity planning, project management, and cybercrime investigation and litigation.

Master of Science, Accounting (MS ACCT)

1. **Accounting-Specific Knowledge and Skills:** Each student should obtain required knowledge and skills in the area of Financial Accounting, Managerial Accounting, Auditing, Taxation and International Accounting.
2. **Communication:** Each student can effectively communicate, either written or oral.
3. **Ethical Reasoning:** Each student can recognize/analyze problems and choose/defend resolutions for practical business situations.

4. **Problem Solving:** Each student can apply knowledge in new and unfamiliar circumstances and devise innovative solutions to cope with unforeseen events.