

# CSUSB Program Learning Outcomes (PLOs)

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## BA in Administration

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, Written: Each student can effectively communicate in writing.
3. Communication, Oral: Each student can effectively present information orally.
4. Ethical Reasoning: Each student can recognize/analyze problems and choose/defend resolutions for practical business situations.
5. Information Technology: Each student can use information technology to support the structure and processes of the organization, and use information technology in decision-making.
6. Problem Solving: Each student can apply knowledge in new and unfamiliar circumstances and devise innovative solutions to cope with unforeseen events.
7. Global Context: Each student understands varied cultural perspectives and global environments and can develop innovative business solutions and practices that address complexity.

## BA in Anthropology

Goal 1: Students will acquire and be able to demonstrate broad knowledge within the several fields of anthropology, with an emphasis on cultural anthropology, archaeology, and biological anthropology;

Goal 2: Students will become proficient in their knowledge of the major theoretical approaches, concepts, and terminologies of anthropology;

Goal 3: Students will learn to apply techniques and methods of collecting and analyzing anthropological information;

Goal 4: Students will be able to demonstrate an understanding of the ethical issues specific to anthropology

## BA in Arabic

Goal 1, Speaking & Listening: Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In oral proficiency, "Advanced" means that the student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in

most formal and informal conversations on practical, social and professional topics. They must be able to discuss their particular interests and special fields of competence with reasonable ease. Their comprehension is expected to be quite complete for a normal rate of speech. Their vocabulary demonstrates sufficient breadth that they rarely have to grope for a word; their accent may be obviously foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker.

Goal 2, Writing: Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In writing, students are expected to use accurate spelling and punctuation, and not use incorrect conversational spellings and grammatical forms. Students must be able to use MLA format for research papers, including bibliographical references and notes. They are able to employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They should demonstrate good control of grammar, so that their errors do not interfere with understanding. Strong knowledge of the syntax of the language of their specialty with little influence of English syntax is required.

Goal 3, Reading: Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In reading, students are expected to understand written language that varies in level of style and discourse: formal literature, magazine and newspaper articles, advertising, textbooks, and some technical texts such as medical or legal, if students are specializing in one of those fields.

Goal 4, Cultural Knowledge: Students are expected to demonstrate cultural knowledge of the regions where the target language is spoken. This may include the following: (a) Knowledge of geography (b) Cultural background & phonetic characteristics of the language (c) Familiarity with regional dialects (d) Integrated historical knowledge of important periods, figures, social trends, artistic movements, political leaders & events (e) Knowledge of current events, governments, political figures, social conditions, tensions, economics, & foreign relations (f) Knowledge of trends and important figures in the arts, including visual arts, music, film & dance, of the regions where the language is spoken (g) Knowledge of important literary figures & literary works (h) Familiarity with regional customs including forms of address, religious practices, cuisine, time schedules, cultural values & attitudes, leisure activities, family relationships, etc. (i) Experience in foreign country where the language is spoken.

## BA in Art

### ART HISTORY OUTCOMES (SPECIFICS)

1. Recognize art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally
2. Articulate art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally
3. Implement multiple approaches to solving research problems and obtain knowledge related to art in different historical periods globally
4. Comprehend intellectual issues as they pertain to art from diverse cultures and in different historical periods
5. Comprehend ethical issues as they pertain to art from diverse cultures and in different historical periods
6. Comprehend social and political issues as they pertain to art from diverse cultures and in different historical periods
7. Comprehend issues of practice and methodology as they pertain to art from diverse cultures and in different historical periods
8. Evidence a high degree of knowledge in relation to subjects and objects of art historical research and methodologies of research
9. Evidence a high degree of knowledge in relation to art historical practices encompassing research and findings, oral articulation, written expositions for scholarship in the global arts
10. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical intellectual issues on a global scale for art
11. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of ethical issues as they pertain to the global condition for art
12. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical social and political issues globally for art
13. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical practices of art in a global context
14. Engage art historical analysis of artistic expression and pertinent scholarly information
15. Engage art historical analysis of oral artistic expression and pertinent scholarly information

16. Engage art historical analysis of quantitative representations and pertinent scholarly information
17. Engage art historical analysis of technological representations of art and pertinent scholarly information
18. Engage art historical analysis of written representations of art and pertinent scholarly information
19. Critically engage with local communities through art historical literacy and scholarship
20. Critically engage with global communities through art historical literacy and scholarship
21. Engage in diverse art historical methods, showing ability to inquire and reason for arguments related to the arts
22. Define intellectual questions and problems related to the research of subjects and objects of art history in a global context
23. Identify potential solutions to intellectual questions and problems related to the research of subjects and objects of art history in a global context
24. N/A
25. Determine intellectual strategies and courses of action appropriate to resolving questions and problems related to the research of subjects and objects of art history
26. Develop new art historical approaches to critical thought in relation to art historical scholarship in a global context
27. Implement innovative art historical approaches to critical thought in relation to art historical scholarship in a global context
28. Develop new art historical approaches to solving intellectual problems in relation to art historical scholarship in a global context
29. Implement innovative art historical approaches to resolving intellectual problems in relation to art historical research in a global context
30. Develop new art historical approaches to verbal and written expressions in relation to art historical research in a global context
31. Implement innovative art historical approaches to verbal and written expressions in relation to art historical research in a global context
32. Connect art historical comprehension and learning experiences to those of other disciplines including sociological, gender studies, ethnic studies, literary and anthropological studies

33. Situate unscripted and non-categorized intellectual inquiries and problems in art history using the perspectives of multiple-disciplined learning engagements
34. Strategize and resolve unscripted and non-categorized intellectual inquiries and problems in art history using the perspectives of multiple-disciplined learning engagements
35. Demonstrate the use of perspectives from multiple fields, contexts, cultures and identities to conduct art historical research in the global context
36. Develop through an art historical worldview a disposition and impetus for human respect and the promotion of social justice and equality
37. Apply art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality
38. Apply art historical knowledge leading to intellectual confidence to transform behaviors of human respect, social justice and equality.
39. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality on school campus
40. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in local communities
41. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in global communities
42. Comprehend how dynamics in global communities shape vision through the art historical study of past and current subjects and objects of art in the global context
43. Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse individuals
44. Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse social groups
45. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse individuals
46. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse social groups
47. Recognize and demonstrate one's own perspective and worldview through the art historical study of past and current cultural contexts for art objects
48. Recognize and demonstrate self-awareness of one's own social biases through the art historical study of past and current cultural contexts for art objects



## DIGITAL MEDIA LEARNING OUTCOMES (SPECIFICS):

1. Identify and explain multiple approaches to problem solving as it relates to problem identification, research and information gathering, and analysis. In addition, you will be able to show proficiency in the generation of ideas, alternative solutions, prototyping, and user testing, including the ability to evaluate final outcomes keeping in mind intellectual, ethical, social and practical issues surrounding their final design decisions.

2. Demonstrate the ability to investigate and integrate the needs of marketing, manufacturing and production into your design process and final design decisions. You will understand user centric design practices in terms of user/audience satisfaction, aesthetics, ecology, safety and value.

3. You will be able to demonstrate depth of knowledge in your ability to create and develop visual form in response to communication problems using the principles of visual organization, composition, information and message hierarchy, symbolism, typography, aesthetics, and the construction of meaningful images. These representations must include consideration for intellectual, ethical, social and practical issues as they apply to the scholarly field of applied digital media.

4. You will be able to demonstrate depth of knowledge in your ability to use current technology to conceive, design, produce, and create visual form to successfully communicate ideas, opinions, and concepts that are consistent with the professional field of applied digital media.

5. Understand the relevance of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication theory, technology, and the social and cultural use of designed objects and systems. Special emphasis will include sensitivity to the theory and practice of the ability of design to contribute positively to local and global communities.

6. Demonstrate the ability to identify, define, and evaluate potential, problems, variables, and requirements; conceptualize and evaluate alternatives; and, test and refine solutions throughout the formal design process to determine final design decisions and outcomes.

7. Demonstrate the ability to identify, develop and initiate innovative research, analyzation and ideation, to the processes of problem solving with emphasis on innovative expressions and the role that innovation plays in your final design decisions and final outcomes.

8. Demonstrate in your design process the recognition and consideration for the physical, cognitive, cultural, social, and human factors that shape your design decisions and final outcomes.

9. Demonstrate the ability to describe and respond to the audiences and contexts that a communications solution must address, keeping in mind multiple stakeholders that must be considered within the final design decisions.

10. Demonstrate sensitivity in making informed decisions about social justice and equity issues, including the promotion and the application of the design process to campus, local and/or global communities. You will be concerned with social justice and equity issues effecting current graphic design, design production, and consumption of media and/or created objects.

11. Examine and Interpret design from multiple perspective and evaluate the relationship between design and its cultural and historical context. You will develop an inclination in your design practice that is aware of the diverse groups and diverse individuals that it serves.

#### Studio Art Learning Outcomes:

1. Students will conduct research toward art production
2. Students will discuss their research/ideas with class and professor
3. Students will draft various approaches to art projects
4. Students will analyze and interpret their art and that of their peers
5. Students will understand the difference between plagiarism and being influenced
6. Students will see their work in a contemporary social context
7. Students will learn tools, materials and techniques
8. Students will research and write about their work and the work of others
9. Students will learn about contemporary and historical artists and movements
10. Students will create works from challenging concepts
11. Students will discuss how their work is influenced by others
12. Students will discuss how their work reflects the zeitgeist
13. Students will demonstrate technical skills sets
14. Students will speak about their work and the work of the peers
15. Students will write about visiting artist lectures
16. Students will write about their research on artist and about their fields
17. Students will write analytical reviews of gallery exhibitions

18. Students will analyze text
19. Students will participate in community-based project
20. Students will understand their work in a global context
21. Students will write research papers and analytical reviews
22. Students will draft various solutions to creative assignments
23. Students will create works from challenging concepts
24. Students will critically evaluate their work and that of their peers

## BA in Biology

1.1 Students will demonstrate an understanding of cell structure, cell physiology, and the molecular processes of cells.

1.2 Students will be able to describe the features which distinguish the Three Domains of life and the developmental and physiological mechanisms which are fundamental to all living organisms.

1.3 Students will demonstrate an understanding of the principles of organismal genetics, evolution, and ecology.

2.1 Students will demonstrate proper laboratory practice, proper use of equipment and the ability to use basic and advanced techniques in several areas of biology.

2.2 Students will demonstrate the ability to perform appropriate statistical analysis of experimental data and draw valid conclusions from their analysis.

3.1 Students will demonstrate the ability to effectively use scientific journals, periodicals and electronic media to access current biological information

3.2 Students will demonstrate the ability to critically evaluate a journal article from the primary literature.

4.1 Students will demonstrate the ability to produce a paper written in the format of a scientific journal article reporting the results of their own experiment.

4.2 Students will demonstrate the ability to incorporate the findings of experimental research into the existing body of knowledge in that area of biology.

5.1 Graduates will demonstrate the ability to use their degrees to undertake careers in biology or to gain admittance to graduate or professional school.

## BA in Chemistry

1. Students will know the general principles of chemistry. They will be able to compare and contrast physical properties and chemical reactivity from molecular structure. They will be able to perform standard stoichiometric, solution, kinetic and thermodynamic calculations.
2. 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.
3. Students will practice and demonstrate accurate quantitative measurements, analyze and interpret experimental results, and draw reasonable conclusions.
4. 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.
5. Students will operate and explain the theoretical basis of sophisticated chemical instrumentation.
6. Students will anticipate, recognize, and respond properly to the hazards of handling chemicals.
7. Students will be proficient at using computer technology to learn, gather, display and analyze chemical information.
8. Students will communicate scientific information effectively through written reports.
9. Students will communicate scientific information effectively through oral presentations.
10. Students will be prepared to succeed in their chemistry coursework by having the prerequisite courses necessary. They will have sufficient mathematical and chemical skills to succeed.
11. Students will have a broad and thorough foundation in all the sub-disciplines of chemistry.
12. Students will progress through their chosen chemistry degree program in a timely manner.
13. Chemistry graduates will be educationally prepared to work in a scientific field related to chemistry.

## BA in Communication Studies

GOAL 1. THEORETICAL/CRITICAL PERSPECTIVES: Students will learn to apply theoretical/critical communication perspectives in everyday life

Objectives: Graduates will

1. Understand the functions of theory and its relationship to methodology. (e.g., critique a research article in terms of theoretic rationale and methodology.)
2. Evaluate extant theories as they apply to their areas of specialization. (e.g., analyze a film employing recognized critical theory).
3. Apply theoretical perspectives in addressing demands in their personal and professional lives (e.g., use appropriate models/theories of interpersonal communication in analyzing a communication problem).

GOAL 2. CULTURE AND COMMUNICATION: Students will demonstrate an understanding of the interrelationship between communication and culture.

Objectives: Graduates will:

1. Understand the connection between communication and culture. (e.g. analyze the representation of African American men in television programming).
2. Identify the impact of diverse cultural perspectives on communication interactions. (e.g., analyze a model of intercultural communication).

GOAL 3. ETHICAL STANDARDS: Students will learn to apply ethical standards for their communication behavior.

Objectives: Graduates will

1. Identify ethical issues relevant to communication (e.g., analyze the relationship between value systems and communication behavior).
2. Articulate good reasons for ethical choices (e.g., compare and contrast ethical perspectives underlying competing points of view regarding abortion).
3. Apply relevant ethical perspective and project the consequences of ethical decisions. (e.g. apply ethical perspectives in analyzing media coverage of U.S. involvement in Afghanistan, or analyze a situation which, for you, presents an ethical dilemma with projected short- and long-term consequences of your choice/solution.)

## BA in Computer Systems

- A. An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- B. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- C. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- D. An ability to function effectively on teams to accomplish a common goal
- E. An understanding of professional, ethical, legal, security and social issues and responsibilities.
- F. An ability to communicate effectively with a range of audiences.
- G. An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- H. Recognition of the need to and an ability to engage in continuing professional development.
- I. An ability to use current techniques, skills, and tools necessary for computing practice.
- J. An ability to apply design and development

## BA in Criminal Justice

### Goal 1 - Policy Issues

Students will be able to evaluate policy-relevant questions and issues surrounding the various components of the criminal justice system: police, courts, and corrections. Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

### Goal 2 - Methods Used by the Criminal Justice System to Process and Sanction Criminal Offenders

Students will understand the methods used by the criminal justice system to process and sanction criminal offenders. Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the

examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

#### Goal 3 - Purpose and Function of Law Enforcement

Students will develop an understanding of the purposes and functions of law enforcement in a democratic society. Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

#### Goal 4 - Functions and Procedures in Criminal Law and the Justice System

Students will understand the functions of criminal law and the judicial system in American society, inclusive of criminal procedure and the rules of evidence. Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

#### Goal 5 - Purpose and Function of the Correctional System Students will understand the purposes and functions of the correctional system, inclusive of prisons, jails, and community programs

Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

#### Goal 6 - Theories of Crime and Causation Students will develop an understanding of the theories of crime and causation, including its measurement

Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth

Goal 7 - Research Methods in Criminal Justice Students will develop an understanding of research methods in criminal justice

Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

Goal 8 - Statistical Techniques Students will develop a basic understanding in common statistical techniques used in social science, particularly criminological research

Students will be measured in this area when they enter the program through a multiple-choice examination given in CJ101. The assessment will be completed in their senior year when they re-take this examination and do the paper in CJ598. This is roughly a four-year time lapse. Faculty conducting each respective class will give the examination and score it. Pre-post performance data will be evaluated by a departmental curriculum committee, which will include the Chair. These data will provide feedback to the department curriculum committee and lead to proposals for revising course content and breadth.

## BA in Economics

Goal 1: Acquire an understanding of economic principles.

1. Student Learning Outcomes (SLOs):

SLO-1A. Know supply and demand analysis; know theories of the firm (production, cost and pricing); know theories of the consumer; know the basic features of different market structures.

SLO-1B. Know the theory of national income determination. Be able to identify and define gross domestic product, inflation, and unemployment. Know the basics of money, banking, and financial markets. Know the basics of fiscal and monetary policy.



Goal 2: Gain an appreciation for the diversity of economic ideas.

1. Student Learning Outcomes (SLOs):

SLO-2. Know the historical, cultural sociological, and political context of economic ideas. Know the basic theme or position of the major schools of economic thought. Be familiar with the political implications (the policy prescriptions) of schools of economic thought

Goal 3: Gain an appreciation for economic history and institutions.

1. Student Learning Outcomes (SLOs):

SLO-3. Understand the broad themes of economic history and be familiar with how economic institutions and conditions affect different classes of people.

Goal 4: Develop an appreciation for economic analysis and modeling.

1. Student Learning Outcomes (SLOs):

SLO-4A. Know how to develop a mathematical model of economic relationships. Be able to apply marginal analysis in different decision-making contexts.

SLO-4B. Know how to use mathematics and statistics in the analysis of economic data and in the development of economic models.

Goal 5: Learn the skills needed to effectively analyze and communicate economic information.

1. Student Learning Objectives (SLOs):

SLO-5. Be able to write clearly and develop arguments systematically. Be able to use data and logic to support and critique arguments. Be able to understand and explain simple mathematical models. Be able to use reference sources to gather economic information.

Goal 6: Graduating seniors are satisfied with their overall academic experience in the department.

1. Departmental Objectives:

DO-1. To ensure that students have a positive academic experience in Economics; that students acquired useful skills; and that classes are offered frequently enough to graduate in a timely manner.

Goal 7: Upon graduation, students will be employable in a variety of occupations in the public or private sector.

1. Departmental Objectives:

DO-2. The education received by the Economics Department helps students find employment. The education received by the Economics Department helps students pursue other (non-job) educational and personal goals.

## BA in English

1. Theory Students will understand how scholarly paradigms and theories develop, shift, contest, and construct knowledge in the disciplines of English. Students will engage dynamically with these theories in their own acts of interpretation, knowledge production, and professional practice.

2. Scholarly Identity and Ethical Responsibility

3. Students will understand that they are scholarly agents engaged in research, which is an ethical and potentially transformative practice. Students will develop and carry out their own inquiries that display ethical engagement in scholarly conversations and the dialogic production of knowledge.

4. Text as Social Action Students will understand that the production of text is a form of social action and that texts have consequences for both individuals and communities, and they will produce rhetorically savvy texts that aim to make a social impact.

5. Critical Reading Students will understand that texts and knowledge-making practices are never neutral. Students will analyze texts to illuminate their presumptions and biases and to understand their cultural work within a particular social and historical context.

6. Pedagogy Students will understand that pedagogy is always ideological, theoretical, and contextualized within the subject matter and by the scene of teaching, and thus requires intentional and reflective practice. Students will demonstrate the ability to theorize and explain their pedagogical intentions within particular contexts, and to reflect meaningfully on classrooms of which they are a part.

## BA in Environmental Studies

1. Program Learning Outcomes (PLOs)

CSUSB - ENVIRONMENTAL STUDIES BA – PROGRAM LEARNING OUTCOMES

Environmental Studies is an interdisciplinary BA degree program that focuses on environment-related issues using scientific, social scientific, and humanistic approaches. Courses include instruction in the basic principles of ecology and environmental science, and subjects of nature-society relations such as policy, politics, law, economics, social aspects, planning, pollution control, natural resources. Students integrate perspectives

from across the natural sciences, social sciences, and the humanities to understand complex interactions of human beings and nature.

#### PROGRAMMATIC GOALS

Upon completion of the B.A. in Environmental Studies, students will be able to:

PLO 1. Proficiently understand Earth's environmental systems including conditions, processes and functions of the atmosphere, hydrosphere, lithosphere, and biosphere.

PLO 2. Apply perspectives of the social sciences and humanities to critically understand human perceptions of the environment.

PLO 3. Describe the interaction between human society and the environment in the maintenance and promotion of sustainability.

PLO 4. Integrate scientific, social scientific, and humanistic approaches to address complex environmental issues.

PLO 5. Apply diverse methods to collect, analyze, and communicate information about the environment.

#### 2. Curriculum alignment to PLOs

Course learning goals were defined at three levels for each PLO:

PLO 1. Proficiently understand Earth systems including physical conditions, processes and functions of atmosphere, hydrosphere, lithosphere and biosphere.

i. Introductory level outcome: Identify and describe fundamental principles and properties about the composition of Earth systems as a set of baseline conditions

ii. Developing-level outcome: Explain where and when processes of the environment occur and interact, as well as how they change naturally through time and space, or are changed by human activity.

iii. Mastery-level outcome: Apply knowledge of earth systems to assess regional impacts to the environment and ecosystems, including rates of change, as well as in response to human influenced global change trends.

PLO 2. Apply perspectives of the social sciences and humanities to critically understand human perceptions of the environment.

- i. Introductory level outcome: Identify and describe how humans have historically develop an environmental consciousness in order to understand relationships with the “natural” world.
- ii. Developing-level outcome: Explain notions of responsibility for the environment by connection to human relationships with Earth systems.
- iii. Mastery-level outcome: Analyze diverse perspectives in written literature, philosophy, visual arts, theatre, and communication to assess how human ingenuity, innovation, knowledge, economic valuations, political institutions and social organization be used to raise awareness of and solve complex environmental problems.

PLO 3. Describe the interaction between human society and the environment in the maintenance and promotion of sustainability.

- i. Introductory level outcome: Identify and describe sustainability goals from environmental, social, and economic perspectives.
- ii. Developing-level outcome: Explain and contrast nature-society relationships for environmental, historical, economic, political, and cultural factors.
- iii. Mastery-level outcome: Articulate sustainability issues addressed to global trends including human population growth and climate change as contrasted from local to global scales.

PLO 4. Integrate scientific, social scientific, and humanistic approaches to address complex environmental issues.

- i. Introductory level outcome: Define and describe critical (threshold) concepts that shape policies to protect the environment, including sustainability, ecosystem services, political economy, and globalization.
- ii. Developing-level outcome: Explain and assess threshold concepts in regional issues of natural resource management, regulation of land use practices, pollution control, habitat conservation, and species protection.
- iii. Mastery-level outcome: Deconstruct and analyze multiple perspectives in case study debates over environmental policies for underlying factors of resource cognition and value by stakeholders with diverse interests.

PLO 5. Students will apply diverse methods to collect, analyze, and communicate information about the environment.

- i. Introductory level outcome: Identify basic research questions and describe common methods and techniques used to collect quantitative and qualitative data from a variety of documentary records and field sources.
- ii. Developing-level outcome: Identify, explain, and practice a technique or method used to reconstruct or directly measure attributes of an environmental condition or social concern of the environment that can be mapped.
- iii. Mastery-level outcome: Formulate a research question and utilize the appropriate method of data collection to test a hypothesis after identifying and explaining ethical and legal issues involved by the methods of collecting, analyzing, and disseminating information about the environment and stakeholders.

### 3. Description of how you will measure and review each PLO

We will review and measure PLOs through a combination of the following approaches.

- a) Pre-test in GEOG 1070 (required entry-level major orientation course) and post-test in GEOG 5000 (required senior capstone course).
- b) Pre-tests and post-tests split between different core courses, shared by both concentrations in the major. Some pre-tests may also be administered in our proposed GE courses at the beginning of the term (GEOG 2000, GEOG 3501), and upper division elective courses, with the post-tests to be given at the end of the term in these classes, as well as in a portfolio of signature work produced for our “environmental systems” and “nature-society relations” core sections of the major’s curriculum.
- c) Course-specific assessments of student learning outcomes at the “introductory”, “developing”, or “mastery” levels in terms of particular achievements or assignments. These assessments will be particularly important where the pre-test/post-test method cannot be applied; for example, when a learning goal has no obvious culminating course where a post-test could be administered.
- d) A survey, administered in GEOG 5000, of students’ perceptions, on a five-point scale, of their own mastery of each of our student learning outcomes. The department expects to continue using student satisfaction data to assess the performance on the PLOs in both the existing quarter programs and the proposed new semester programs. Once we switch to the new PLOs in 2020, we will likely supplement this approach with an alumni survey and a survey of employers of our graduates, to assure that we are meeting the needs of employers in the region, for students with degrees in Environmental Studies or Geography.

The form of the questions on the pre-tests and post-tests and those asked in the course specific assessments will vary depending on the learning outcomes under investigation. In some cases,

these may be simple objective questions (multiple-choice, etc.) while in other cases these may be open-ended questions that require written answers graded using rubrics with multi-point scales, developed by the faculty member teaching the particular course in consultation with other faculty members. For example, two faculty members may jointly grade a sample of answers to insure consistency in the application of rubrics. A portfolio of signature work in previous courses will be assembled by students for evaluation by student self-reflection narratives and faculty rubric scoring in the senior seminar course.

#### 4. Time plan

Out of the five PLOs proposed for this program, we plan to track assessment of one PLO per academic year over a three-year rotation. This is in part due to anticipated roadmap of course scheduling, in that upper division courses will likely be offered in alternating terms and years. The exact method and course of assessment for each SLO within the PLO will be established as we move through the process of assessing student success for each PLO on a three-year cycle: PLOs one through three will be assessed sequentially for the first two years and PLOs four and five will be assessed in year three. We anticipate that these different goals will require different assessment methods because the goals target different types of learning and information; for example, it seems unlikely that we will be able to use the same kinds of measures for evaluating student understanding of foundation principles on the functioning of environmental systems at the same time as judge their proficiency to formulate a research question and apply methodology.

#### 5. Current Information

Over the past two years, the Department took advantage of the opportunity provided by the conversion from quarters to semesters to engage in a process that led to the complete revision of its Program Learning Outcomes (PLOs), as a precursor to the transformation of our curriculum. The department previously had a single set of PLOs for its four majors (Geography, Geography – Global Studies option, Environmental Studies – Track A and Environmental Studies – Track B). During the 2016-17 academic year, the department worked on creating separate PLOs for what we envisage will become the three options under the new calendar. The principal change is that the two tracks in Environmental Studies will be merged into a major-concentrations degree unit structure. These were discussed in multiple department meetings and were approved unanimously by the entire faculty.

#### 6. Communication of Department PLOs

The department does not currently post the PLOs on the department webpage; however this will be implemented when the new webpage is launched in 2018-2019 AY. It will also provide all new majors with a copy of the requisite PLOs upon their declaration of the major. The department has communicated the current and the proposed PLOs to senior students during the past year for feedback. These were discussed extensively with the students in the Senior Seminar (GEOG 500), a 2-credit course required of all student in the four programs, in Spring 2017, and their input was incorporated into the redesign of the PLOs.

## 7. Assessment Measures

In order to establish a baseline for the department, students in the Senior Seminar course in Spring 2017 (GEOG 500) provided narrative assessments of the success of the department in meeting the existing single set of learning objectives, covering all of the degree programs. These were viewed as most successful for students in the Geography major than in the others, and least successful for students in Environmental Studies – Track B, with Environmental Studies – Track A and Geography – Global Studies option in between. At the end of the course, students were then asked to complete a questionnaire assessing their experience in meeting the proposed new PLOs based on questions which are specific to core requirements in three areas of curriculum (environmental systems, nature society relations, geospatial techniques). Each of the PLO questions was ranked on a five-point scale.

For Environmental Studies majors (n=17), in broad terms, students were satisfied that the existing program does satisfactorily assure that we have met the objectives under PLO 1. Scores on the six questions under this rubric averaged between 4.06 and 4.59. The scores were in a similar range for PLO 5 (4.26 – 4.41). Where the new curriculum does not correspond with the current course offerings, the survey results revealed lower scores in questions pertaining to PLOs 2, 3, and 4. They generally averaged below 4.0. Lowest responses (below 3.0) were for questions of environmental policy, how curriculum defined the fundamental concepts and principles behind environmental policies at various scales of analysis and the ability to appraise current environmental policy and its impact on the environment and human society nexus. This reflects a weakness which we have already identified in our current program and which we intend to remedy as we develop the specific components of the revised curriculum in Environmental Studies. Specifically, new courses are proposed to fill this curricular gap and will be part of the continued assessment (GEOG 2000 Environment and Society, GEOG 3501 Environmental Sustainability, GEOG 3701 Environmental Policy and Impact Assessment).

In summary, the proposed curriculum transition is founded on a clearly defined set of PLOs that translate into a more coherent curricular structure. These changes allow us to be more purposive about the outcomes we expect and the means by which we are assuring that these are accomplished. The extent to which students feel that we are meeting the objectives as they near completion of their degree program has already influenced the department's revision of its curriculum, especially in the Environmental Studies BA degree program.

## BA in French

### Goal 1. Speaking & Listening:

Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In oral proficiency, "Advanced" means that the student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They must be able to discuss

their particular interests and special fields of competence with reasonable ease. Their comprehension is expected to be quite complete for a normal rate of speech. Their vocabulary demonstrates sufficient breadth that they rarely have to grope for a word; their accent may be obviously foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker.

#### Goal 2. Writing:

Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In writing, students are expected to use accurate spelling and punctuation, and not use incorrect conversational spellings and grammatical forms. Students must be able to use MLA format for research papers, including bibliographical references and notes. They are able to employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They should demonstrate good control of grammar, so that their errors do not interfere with understanding. Strong knowledge of the syntax of the language of their specialty with little influence of English syntax is required.

#### Goal 3. Reading

Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In reading, students are expected to understand written language that varies in level of style and discourse: formal literature, magazine and newspaper articles, advertising, textbooks, and some technical texts such as medical or legal, if students are specializing in one of those fields.

#### Goal 4. Cultural Knowledge

Students are expected to demonstrate cultural knowledge of the regions where the target language is spoken. This may include the following:

- (a) Knowledge of geography
- (b) Cultural background & phonetic characteristics of the language
- (c) Familiarity with regional dialects
- (d) Integrated historical knowledge of important periods, figures, social trends, artistic movements, political leaders & events
- (e) Knowledge of current events, governments, political figures, social conditions, tensions, economics, & foreign relations



(f) Knowledge of trends and important figures in the arts, including visual arts, music, film & dance, of the regions where the language is spoken

(g) Knowledge of important literary figures & literary works

(h) Familiarity with regional customs including forms of address, religious practices, cuisine, time schedules, cultural values & attitudes, leisure activities, family relationships, etc.

(i) Experience in foreign country where the language is spoken

## BA in Geography

### 1. Program Learning Outcomes (PLOs)

#### CSUSB - GEOGRAPHY BA – PROGRAM LEARNING OUTCOMES

Geography focuses on the core concepts of space, place and location. Using spatial thinking skills that are developed in the lower division courses, students then explore various human activities including economics, social activities, political activities and the interaction between humans and their environment. Courses include economic geography, political geography, cultural geography and a variety of geospatial technique classes. Career pathways explored by this degree program include the work of government agencies and non-governmental organizations.

#### PROGRAMMATIC GOALS

Upon completion of the B.A. in Geography, students will be able to:

PLO 1. Will be proficient in organizing, displaying and analyzing spatial data

PLO 2. Will be able to demonstrate an understanding of the creation, characteristics, and perceptions of regions and places.

PLO 3. Will be able to demonstrate knowledge of patterns and processes in physical systems.

PLO 4. Will be able to demonstrate knowledge of patterns and processes in human systems (social, cultural, economic, political and urban).

PLO 5. Will be able to demonstrate an understanding of the interactions between patterns and processes of physical and human systems.

PLO 6. Will demonstrate the ability to apply critical thinking, research and communication skills (geographical knowledge) to interpret the past and the present and prepare for the future.

## 2. Curriculum alignment to PLOs

Course learning goals were defined at three levels for each PLO:

PLO 1. Will be proficient in organizing, displaying and analyzing spatial data.

i. Introductory level outcome: Identify the basic differences between the two major branches of geography and describe how spatiality can be applied to understand various activities on Earth.

ii. Developing-level outcome: Explain how modern spatial techniques can be used to explore various activities on Earth.

iii. Mastery-level outcome: Apply knowledge of spatiality and the two major branches of the geography discipline to various phenomenon occurring on Earth, both in the physical environment and on human landscapes.

PLO 2. Will be able to demonstrate an understanding of the creation, characteristics, and perceptions of regions and places.

i. Introductory level outcome: Identify and describe the concepts of place, space, regions and realms.

ii. Developing-level outcome: Explain how places different throughout the global environment when examining economics, politics, and social/cultural differences across the globe.

iii. Mastery-level outcome: Analyze a wide range of issues facing the global community at various scales of analysis within the context of how spatial differences influences those issues.

PLO 3. Will be able to demonstrate knowledge of patterns and processes in physical systems.

i. Introductory level outcome: Identify and describe fundamental patterns and processes about the composition of physical systems on Earth.

ii. Developing-level outcome: Analyze and outline various patterns and processes in the Earth's physical systems and the environmental, historical, economic, political, and cultural factors influencing these processes and patterns.

iii. Mastery-level outcome: Interpret and predict how the patterns and processes in physical systems will impact the Earth at various levels of scale.

PLO 4. Will be able to demonstrate knowledge of patterns and processes in human systems (social, cultural, economic, political and urban).

- i. Introductory level outcome: Define and identify the variation in patterns and processes in human systems on Earth.
- ii. Developing-level outcome: Interpret how patterns and processes in human systems impact human communities at various scales and distinguish how these patterns and processes influence spheres of human lives (economic, political, and social/cultural) in a variety of ways.
- iii. Mastery-level outcome: Synthesize the variation in the patterns and processes in human systems and interpret how these processes influence the human landscape in very specific instances.

PLO 5. Will be able to demonstrate an understanding of the interactions between patterns and processes of physical and human systems.

- i. Introductory level outcome: Identify and describe how physical and human systems interact.
- ii. Developing-level outcome: Illustrate the interaction between physical and human systems and contrast the interaction in various settings on Earth.
- iii. Mastery-level outcome: Assemble data collected from the human-physical systems interaction and predict the short-term and long-term outcomes of the systems' interactions.

PLO 6. Will demonstrate the ability to apply critical thinking, research and communication skills (geographical knowledge) to interpret the past and the present and prepare for the future.

- i. Introductory level outcome: Define the basic components of spatial thinking and express the basics of research, communication and critical thinking skills needed to study a variety of topics through the disciplinary lens of geography.
- ii. Developing-level outcome: Demonstrate critical thinking, research and communication skills to study a variety of topics in geography.
- iii. Mastery-level outcome: Collect and appraise data concerning geographic phenomenon using critical thinking, research, and communication skills developed in previous courses.

### 3. Description of how you will measure and review each PLO

Similar to the Environmental Studies BA degree, we will review and measure PLOs through a combination of the following approaches.

e) Pre-test in GEOG 1000 (required lower division core class – entry class into the major) and post-test in GEOG 5000 (required senior capstone course).

f) Pre-tests and post-tests split between different core courses. Some pre-tests may also be administered in our proposed GE courses at the beginning of the term (GEOG 1010, GEOG 1030 or GEOG 1650), and upper division elective courses, with the post-tests to be given at the end of the term in these classes, as well as in a portfolio of signature work produced for the senior capstone seminar, GEOG 5000.

g) Course-specific assessments of student learning outcomes at the “introductory”, “developing”, or “mastery” levels in terms of particular achievements or assignments. These assessments will be particularly important where the pre-test/post-test method cannot be applied; for example, when a learning goal has no obvious culminating course where a post-test could be administered.

h) A survey, administered in GEOG 5000, of students’ perceptions, on a five-point scale, of their own mastery of each of our student learning outcomes. The department expects to continue using student satisfaction data to assess the performance on the PLOs in both the existing quarter programs and the proposed new semester programs. Once we switch to the new PLOs in 2020, we will likely supplement this approach with an alumni survey and a survey of employers of our graduates, to assure that we are meeting the needs of employers in the region, for students with degrees in Environmental Studies, Geography and Global Studies.

The form of the questions on the pre-tests and post-tests and those asked in the course specific assessments will vary depending on the learning outcomes under investigation. In some cases, these may be simple objective questions (multiple-choice, etc.) while in other cases these may be open-ended questions that require written answers graded using rubrics with multi-point scales, developed by the faculty member teaching the particular course in consultation with other faculty members. For example, two faculty members may jointly grade a sample of answers to insure consistency in the application of rubrics. A portfolio of signature work in previous courses will be assembled by students for evaluation by student self-reflection narratives and faculty rubric scoring in the senior seminar course.

### 4. Time plan

Out of the six PLOs proposed for this program, we plan to track assessment of two PLOs per academic year and the final PLO will be assessed every academic year over a

three-year rotation. This is in part due to anticipated roadmap of course scheduling, in that upper division courses will likely be offered in alternating terms and years. The exact method and course of assessment for each SLO within the PLO will be established as we move through the process of assessing student success for each PLO on a three-year cycle: PLO 1 and PLO 2 will be evaluated in Year One; PLO 3 and PLO 4 will be evaluated in Year Two; PLO 4 and PLO 5 will be evaluated in Year Three; and PLO 6 will be evaluated in Year One, Year Two and Year Three. We anticipate that these different goals will require different assessment methods because the goals target different types of learning and information; for example, it seems unlikely that we will be able to use the same kinds of measures for evaluating student understanding of foundation principles on the functioning of human and physical systems at the same time as judge their proficiency to formulate a research question and apply methodology.

#### 5. Current Information

Over the past two years, the Department took advantage of the opportunity provided by the conversion from quarters to semesters to engage in a process that led to the complete revision of its Program Learning Outcomes (PLOs), as a precursor to the transformation of our curriculum. The department previously had a single set of PLOs for its four majors (Geography, Geography – Global Studies option, Environmental Studies – Track A and Environmental Studies – Track B). During the 2016-17 academic year, the department worked on creating separate PLOs for what we envisage will become the three options under the new calendar. The principal change is that all degree program has been recreated to be three distinct degree programs. These were discussed in multiple department meetings and were approved unanimously by the entire faculty.

#### 6. Communication of Department PLOs

The department does not currently post the PLOs on the department webpage; however this will be implemented when the new webpage is relaunched in 2018-2019 AY. It will also provide all new majors with a copy of the requisite PLOs upon their declaration of the major. The department has communicated the current and the proposed PLOs to senior students during the past year for feedback. These were discussed extensively with the students in the Senior Seminar (GEOG 500), a 2-credit course required of all student in all of the degree programs – except the Global Studies degree, in Spring 2017, and their input was incorporated into the redesign of the PLOs.

#### 7. Assessment Measures

In order to establish a baseline for the department, students in the Senior Seminar course in Spring 2017 (GEOG 500) provided narrative assessments of the success of the department in meeting the existing single set of learning objectives, covering all of the degree programs. These were viewed as most successful for students in the Geography major than in the others, and least successful for students in Environmental

Studies – Track B, with Environmental Studies – Track A and Geography – Global Studies option in between. At the end of the course, students were then asked to complete a questionnaire assessing their experience in meeting the proposed new PLOs based on questions which are specific to core requirements in three areas of curriculum (environmental systems, nature society relations, geospatial techniques). Each of the PLO questions was ranked on a five-point scale.

In summary, the proposed curriculum transition is founded on a clearly defined set of PLOs that translate into a more coherent curricular structure. These changes allow us to be more purposive about the outcomes we expect and the means by which we are assuring that these are accomplished. The extent to which students feel that we are meeting the objectives as they near completion of their degree program has already influenced the department's revision of its curriculum.

## BA in Geography with Global Studies

### 1. Program Learning Outcomes (PLOs)

#### CSUSB - GEOGRAPHY BA WITH GLOBAL STUDIES CONCENTRATION – PROGRAM LEARNING OUTCOMES

The Global Studies degree examines globalization through an interdisciplinary lens. Introductory lower division global studies courses help students to develop foundational knowledge about globalization and issues currently facing the global environment. Then, upper division courses allow students then gain a more detailed understanding of globalization and how it effects the entire global community at all levels of analysis. Courses include global issues, economic globalization, and sustainability in the twentyfirst century and global governance. Career pathways explored by this degree program include the work of government agencies and non-governmental organizations, particularly those working on global issues.

#### PROGRAMMATIC GOALS

Upon completion of the B.A. in Geography with Global Studies Concentration, students will be able to:

PLO 1. Will be proficient in gathering, organizing, displaying and analyzing data using various perspectives on issues related to globalization;

PLO 2. Will be able to explain globalization in temporal, spatial, and ethical terms;

PLO 3. Will be able to demonstrate knowledge of the patterns and processes of contemporary geographies of globalization and their impact on human and natural systems and interactions between them;

PLO 4. Will be able to analyze how various institutional and non-institutional actors shape globalization; and

PLO 5. Will be able to explain the relationships between the local, regional, and global within the process of globalization.

## 2. Curriculum alignment to PLOs

Course learning goals were defined at three levels for each PLO:

PLO 1. Will be proficient in gathering, organizing, displaying and analyzing data using various perspectives on issues related to globalization.

i. Introductory level outcome: Define and identify basic understanding of globalization and the various forms of globalization.

ii. Developing-level outcome: Interpret and differentiate between the various forms of globalization (economic, political, social/cultural, and environmental) using data.

iii. Mastery-level outcome: Critique and investigate various global issues using data drawn from all scales of understanding (local, regional, national and global).

PLO 2. Will be able to explain globalization in temporal, spatial, and ethical terms.

i. Introductory level outcome: State and recognize how globalization is connected to time, space and has ethical considerations to understand.

ii. Developing-level outcome: Demonstrate and distinguish globalization's temporal, spatial and ethical components.

iii. Mastery-level outcome: Appraise and study globalization's influence on society in temporal, spatial and ethical terms.

PLO 3. Will be able to demonstrate knowledge of the patterns and processes of contemporary geographies of globalization and their impact on human and natural systems and interactions between them.

i. Introductory level outcome: List and describe the geographies of globalization and how these geographies influence the human-nature nexus.

ii. Developing-level outcome: Interpret and examine how variation in the human-natural system nexus is influenced by variations in globalization.

iii. Mastery-level outcome: Judge and investigate how geographies of globalization influence the connection between the natural and physical environment.

PLO 4. Will be able to analyze how various institutional and non-institutional actors shape globalization.

- i. Introductory level outcome: Define and discuss how institutional and noninstitutional actors influence globalization.
- ii. Developing-level outcome: Interpret and examine the connection between globalization and institutional and non-institutional actors.
- iii. Mastery-level outcome: Weigh and investigate the interaction between institutional, non-institutional and globalization.

PLO 5. Will be able to explain the relationships between the local, regional, and global within the process of globalization.

- i. Introductory level outcome: State and translate how the local, regional and global are connected in a globalized community.
- ii. Developing-level outcome: Demonstrate and question how various scales of analysis are connected or disconnected due to globalization.
- iii. Mastery-level outcome: Appraise and investigate how the nexus between the local, regional and global is shaped by the process of globalization.

### 3. Description of how you will measure and review each PLO

Similar to the Environmental Studies BA and Geography BA degrees, we will review and measure PLOs through a combination of the following approaches.

- i) Pre-test in GEOG 2200 and GEOG 2201 for FTF (required lower division core class entry class into the major) and post-test of both FTF and transfer students in GEOG 5000 (required senior capstone course). Given these classes can be taken at community college prior to transferring to CSUSB, those students who transfer to CSUSB for Global Studies will be given the same pre-test at mandatory orientation meetings in Fall and Spring Semesters.
- j) Pre-tests and post-tests split between different core courses. Some pre-tests may also be administered in our proposed GE courses at the beginning of the term (GEOG 1010 and GEOG 1650), and upper division elective courses, with the post-tests to be given at the end of the term in these classes, as well as in a portfolio of signature work produced for the senior capstone seminar, GEOG 5000.



k) Course-specific assessments of student learning outcomes at the “introductory”, “developing”, or “mastery” levels in terms of particular achievements or assignments. These assessments will be particularly important where the pre-test/post-test method cannot be applied; for example, when a learning goal has no obvious culminating course where a post-test could be administered.

l) A survey, administered in GEOG 5000, of students’ perceptions, on a five-point scale, of their own mastery of each of our student learning outcomes. The department expects to continue using student satisfaction data to assess the performance on the PLOs in both the existing quarter programs and the proposed new semester programs. Once we switch to the new PLOs in 2020, we will likely supplement this approach with an alumni survey and a survey of employers of our graduates, to assure that we are meeting the needs of employers in the region, for students with degrees in Environmental Studies, Geography and Global Studies.

The form of the questions on the pre-tests and post-tests and those asked in the course specific assessments will vary depending on the learning outcomes under investigation. In some cases, these may be simple objective questions (multiple-choice, etc.) while in other cases these may be open-ended questions that require written answers graded using rubrics with multi-point scales, developed by the faculty member teaching the particular course in consultation with other faculty members. For example, two faculty members may jointly grade a sample of answers to insure consistency in the application of rubrics. A portfolio of signature work in previous courses will be assembled by students for evaluation by student self-reflection narratives and faculty rubric scoring in the senior seminar course.

#### 4. Time plan

Out of the five PLOs proposed for this program, we plan to track assessment of two PLOs per academic year over a three-year rotation and the first PLO will be assessed every academic year. This is in part due to anticipated roadmap of course scheduling, in that upper division courses will likely be offered in alternating terms and years. The exact method and course of assessment for each SLO within the PLO will be established as we move through the process of assessing student success for each PLO on a three-year cycle: PLO 2, PLO 3 and PLO 1 will be evaluated in Year One; PLO 3, PLO 4 and PLO 1 will be evaluated in Year Two; PLO 4, PLO 5 and PLO 1 will be evaluated in Year Three. In the following year, to account for measuring PLO 2 and PLO 5 at least twice, the schedule will be the following: PLO 2, PLO 3 and PLO 1 will be evaluated in Year One; PLO 2, PLO 5 and PLO 1 will be evaluated in Year Two; PLO 4, PLO 5 and PLO 1 will be evaluated in Year Three. We anticipate that these different goals will require different assessment methods because the goals target different types of learning and information; for example, it seems unlikely that we will be able to use the same kinds of measures for evaluating student understanding of foundation principles on the functioning of human and physical systems at the same time as judge their proficiency to formulate a research question and apply methodology.

## 5. Current Information

Over the past two years, the Department took advantage of the opportunity provided by the conversion from quarters to semesters to engage in a process that led to the complete revision of its Program Learning Outcomes (PLOs), as a precursor to the transformation of our curriculum. The department previously had a single set of PLOs for its four majors (Geography, Geography – Global Studies option, Environmental Studies – Track A and Environmental Studies – Track B). During the 2016-17 academic year, the department worked on creating separate PLOs for what we envisage will become the three options under the new calendar. The principal change is that all degree program has been recreated to be three distinct degree programs. These were discussed in multiple department meetings and were approved unanimously by the entire faculty.

## 6. Communication of Department PLOs

The department does not currently post the PLOs on the department webpage; however, this will be implemented when the new webpage is relaunched in 2018-2019 AY. It will also provide all new majors with a copy of the requisite PLOs upon their declaration of the major. The department has communicated the current and the proposed PLOs to senior students during the past year for feedback. These were discussed extensively with the students in the Senior Seminar (GEOG 500), a 2-credit course required of all student in all of the degree programs – except the Global Studies degree, in Spring 2017, and their input was incorporated into the redesign of the PLOs. Global Studies students were consulted informally by Dr. Grisham about the PLOs and he received feedback on the PLOs and the proposed new programmatic structure.

### Assessment Measures:

In order to establish a baseline for the department, students in the Senior Seminar course in Spring 2017 (GEOG 500) provided narrative assessments of the success of the department in meeting the existing single set of learning objectives, covering all of the degree programs. These were viewed as most successful for students in the Geography major than in the others, and least successful for students in Environmental Studies – Track B, with Environmental Studies – Track A and Geography – Global Studies option in between. At the end of the course, students were then asked to complete a questionnaire assessing their experience in meeting the proposed new PLOs based on questions which are specific to core requirements in three areas of curriculum (environmental systems, nature society relations, geospatial techniques). Each of the PLO questions was ranked on a five-point scale.

In summary, the proposed curriculum transition is founded on a clearly defined set of PLOs that translate into a more coherent curricular structure. These changes allow us to be more purposive about the outcomes we expect and the means by which we are assuring that these are accomplished. The extent to which students feel that we are meeting the objectives as they

near completion of their degree program has already influenced the department's revision of its curriculum.

## BA in Geology

GOAL 1: Provide geology majors with a strong background in the geological sciences and in Supporting sciences.

### OBJECTIVES:

- A. Ability to identify minerals and rocks and to understand and interpret how they form.
- B. Understanding and appreciation of tectonic forces and their large and small scale effects.
- C. Ability to make field observations, to make and interpret geologic maps and cross-sections, and to construct stratigraphic sections.
- D. Understanding and appreciation of geologic time and the fossil record.
- E. Understanding of the regional geology of California and North America.
- F. Understanding of related science disciplines including physics, chemistry, biology and math.

GOAL 2: Educate students regarding the basic methods and philosophy used to conduct scientific research, particularly in the geological sciences.

### OBJECTIVES:

- A. Ability to collect and analyze geologic data and draw conclusions to solve geologic problems in both the lab and the field.
- B. Be involved in research under the direction of faculty who are active researchers, thus gaining practical experience in how research is done.

GOAL 3: Help students to develop effective communication skills

### OBJECTIVES:

- A. Ability to clearly express ideas in writing.
- B. Ability to clearly express ideas orally.

GOAL 4: Provide students with an opportunity to become familiar with the use of modern scientific instruments.

OBJECTIVES:

A. Ability to use instruments for collecting field data, such as surveying instruments, Global Positioning System Transceivers, Brunton Transits, Jacob's Staffs.

B. Ability to use laboratory instruments and equipment, such as an X-ray diffraction instrument, petrographic microscopes, the Scanning Electron Microscope, Transmission Electron Microscope, thin-sectioning equipment and other rock preparation equipment.

C. Ability to use standard software and to process geologic data on computers.

GOAL 5: Encourage students to develop intellectual independence and to develop skills that will assist them in continuing to learn after graduating.

OBJECTIVES:

A. Select and develop a research topic.

B. Effectively utilize information resources, including scientific journals, geologic databases, and resources available on the Internet.

## BA in History

### I. Historical Knowledge Skills:

1.1 Students will demonstrate knowledge of relevant historical facts and context

1.2 Students will demonstrate the ability to frame historical questions

1.3 Student demonstrates awareness of historical interpretative differences

### II. Research Skills:

2.1 Student will demonstrate the ability to thoroughly use a broad range of historical sources.

2.2 Students will demonstrate the ability to evaluate and analyze primary historical sources.

2.3 Students will demonstrate the ability to develop an historical interpretation based on evidence.

### III. Communication Skills:

3.1 Students will demonstrate the ability to write clearly.

3.2 Students will demonstrate the ability to speak clearly.

## BA in Human Development

### BA in Liberal Studies

1. Students will have foundational knowledge and recognize significant ideas, concepts, structures, and values within and among disciplines by demonstrating foundational understandings of concepts in:

- (1) reading, language and literature
- (2) history and social science
- (3) mathematics
- (4) science
- (5) humanities
- (6) research skills
- (7) human development.

2. Students will explore the interconnections and relationships among the various disciplines' methodologies as they attend to the theoretical, ethical, and practical implications, by applying methodologies from multiple disciplines to real-world situations.

3. Students will demonstrate ability to engage in change, tolerance and inclusion, advance principles of social justice, equity and ethical practice.

4. Students will communicate clearly and effectively (both verbally and in writing) with a variety of audiences, using appropriate academic discourse and technology. Students' writings will demonstrate their capabilities to analyze information and use appropriate academic discourse and technologies. In addition, students will organize and give effective presentations using appropriate academic discourse and technologies.

5. Students will demonstrate sensitivity to the diverse cultural, linguistic, and learning abilities of others and will be able to recognize and explain the complex and complicated nature of the human condition with interest to multicultural and other socially diverse perspectives.

6. Students will acquire the qualities needed to become life-long learners who can critically analyze, reflect on experiences, and apply their learning to develop research skills to draw conclusions.

7. Students will be able to express and justify an appreciation for the arts and their role in and contributions in culturally diverse societies.

## BA in Mathematics

Goal 1: Students will acquire a broad graduate education.

1.1: Students will have a graduate level understanding of Geometry, Algebra, Analysis, and Problem Solving.

1.2: Students will be familiar with the mathematical concepts arising in a range of mathematical areas (e.g. topology, mathematical physics, etc.).

Goal 2: Students will acquire an in-depth understanding of a particular mathematical topic and its place in the broader context of mathematics.

2.1: Students will be able to write a thesis on the area of mathematics that they have chosen.

2.2: Students will be able to give a knowledgeable oral presentation on this topic.

Goal 3: Students will develop advanced analytical and problem-solving skills.

3.1: Students will be able to identify and analyze the mathematical structure of a problem.

3.2: Students will be able to solve mathematical problems using advanced problem-solving techniques.

Goal 4: Students will develop advanced critical thinking skills.

4.1: Students will be able to critique mathematical arguments.

4.2: Students will be able to write well-supported mathematical proofs.

Goal 5: Students will develop expository skills.

5.1: Students will be able to communicate advanced mathematics orally in a clear and effective manner.

5.2: Students will be able to write a clear and succinct mathematical exposition.

## BA in Music

### I. Written Analysis of Music

1) analysis of form — assessed through examinations embedded in the Music Theory sequence

2) harmonic analysis — assessed through examinations embedded in the Music Theory sequence

3) creative application of analytic knowledge — assessed through composition assignments embedded in the Music Theory sequence, and Mus 406 & 408

### II. General Musicianship Ability

1) passive aural comprehension (dictation) — assessed through examinations embedded in the Music Theory Lab sequence

2) active aural comprehension (sight-singing) — assessed through examinations embedded in the Music Theory Lab sequence

3) keyboard proficiency — assessed through an examination embedded in the Class Piano courses

### III. Historical and Cultural Understanding of Music

1) Ability to retain factual historical data (e.g. names of composers, dates, etc.)

2) Ability to recognize musical events in the evolution of Western musical style (e.g. genres, form, harmony, counterpoint, dissonance, consonance, texture, rhythm)

3) Ability to synthesize musical/historical/philosophical/religious information within context. All three outcomes will be assessed through examinations embedded in the course sequence in Music History (Mus 304, 305, 306, 307) — more specific details yet to be determined.

### IV. Verbalizing about Music

1) Ability to carry out college-level research.

2) Ability to write about music using conventional college-level English grammar, style and Format.

3) Ability to communicate verbally about music in both a specialized context (ie, teaching a lesson to a student) and to a general audience (ie, a pre-concert talk) The first two outcomes will likely be assessed through examinations embedded in Music History courses. Assessment of the third outcome will be discussed at a future meeting

## V. Technical proficiency on an instrument

Outcomes will likely be measured through examinations embedded in the Applied Music courses (ie, juries at the end of each quarter).

## VI. Collaborative Skill in Music

Outcomes to be measured: professional conduct and discipline; leadership (conducting)

## BA in Philosophy

- I. Students are able to analyze arguments from historical and contemporary philosophical texts.
- II. Students will understand the logical concepts of validity and soundness and the application of formal tools in their analysis.
- III. III. Students are able to write philosophy papers in clear prose that contain exposition and analysis of arguments from historical and contemporary philosophical texts.

## BA in Physics

### Goal 1:

Students should have in-depth knowledge of the foundational subjects in physics (primarily classical mechanics, electrodynamics, thermodynamics & statistical mechanics, special relativity, and quantum mechanics) and be able to apply that knowledge to problem -solving.

Outcome 1.1 Students will demonstrate an understanding of the principles of classical mechanics by formulating and solving quantitative problems.

Outcome 1.2 Students will demonstrate an understanding of the principles of electrodynamics by formulating and solving quantitative problems.

Outcome 1.3 Students will demonstrate an understanding of the principles of thermodynamics and statistical mechanics by formulating and solving quantitative problems.

Outcome 1.4 Students will demonstrate an understanding of the principles of special relativity by formulating and solving quantitative problems.

Outcome 1.5 Students will demonstrate an understanding of the principles of quantum mechanics by formulating and solving quantitative problems.

Goal 2: Students should be able to design and perform a physics experiment, analyze the acquired data, draw meaningful conclusions from the data, and communicate the results at a professional level.



Outcome 2.1 Students will demonstrate the ability to perform physics experiments, analyze the results, and draw meaningful conclusions from those results.

Outcome 2.2 Students will demonstrate the ability to write experimental reports in a professional format.

Outcome 2.3 Students will demonstrate the ability to present experimental results in a standard professional contributed talk format.

## BA in Political Science

Goal 1: Students will have experience as active participants in politics and/or academic organizations within the discipline of political science.

Outcome 1.1: Students, where possible, will participate in extra-curricular activity in student government, organizations, or community service.

Outcome 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.

Goal 2: Students will be able to evaluate the institutions of politics.

Outcome 2.1: Students will be able to evaluate political institutions in terms of their relationship to individuals.

Outcome 2.2: Students will be able to evaluate political institutions in terms of their relationship to societies.

Outcome 2.3: Students will be able to evaluate political institutions in terms of their relationship to the international arena.

Goal 3: Students will be able to evaluate the theories of politics.

Outcome 3.1: Students will be able to evaluate political theories in terms of their relationship to individuals.

Outcome 3.2: Students will be able to evaluate political theories in terms of their relationship to societies.

Outcome 3.3: Students will be able to evaluate political theories in terms of their relationship to the international arena.

## BA in Psychology

### Goal 1. Psychology Knowledge Base

Students will acquire knowledge of the major concepts, empirical findings, theoretical perspectives, and historical trends in psychology.

Learning Outcome 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.

Learning Outcome 1.2: Students will demonstrate an understanding of, and knowledge of, relevant theory and research in the general domains of the field.

Learning Outcome 1.3: Students will be able to explain the major perspectives of psychology, to compare and contrast these perspectives, and to describe their advantages and limitations.

Learning Outcome 1.4: Students will demonstrate knowledge of the history of psychology.

Learning Outcome 1.5: Students will be able to use the concepts, language, and major theories of the discipline to account for psychological phenomena.

### Goal 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.

Learning Outcome 2.1: Students will be able to articulate the strengths and limitations of the different research designs used by psychologists.

Learning Outcome 2.2: Students will demonstrate an appreciation of the appropriate use of psychological tests and measurements.

Learning Outcome 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.

Learning Outcome 2.4: Students will understand how data are collected, analyzed, interpreted, and reported in psychological research.

### Goal 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.

Learning Outcome 3.1: Students will be able to identify appropriate applications of psychology in solving problems associated with different sub--disciplines of psychology.

Learning Outcome 3.2: Students will be able articulate how psychological principles can be used to explain social issues and inform public policy.

#### Goal 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.

Learning Outcome 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.

Learning Outcome 4.2: Students will demonstrate an attitude of critical thinking that includes persistence, open--mindedness, tolerance for ambiguity, and intellectual engagement.

Learning Outcome 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.

Learning Outcome 4.4: Students will have the ability to support conclusions with reasons and evidence, to weigh support for conclusions, to identify weak, contradictory, and inappropriate assertions, and to make appropriate generalizations based on empirical findings.

#### Goal 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 communications.

Learning Outcome 5.1: Students will be able to locate and use online databases and sources to gather and evaluate scholarly material.

Learning Outcome 5.2: Students will be able to use the American Psychological Association guidelines to create and interpret written reports, statistical analyses, tables, and graphs.

Learning Outcome 5.3: Students will use information and technology ethically and responsibly.

Learning Outcome 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.

## Goal 6: Values in Psychology

Students will understand and apply high ethical standards across academic and professional settings.

Learning Outcome 6.1: Students will behave in accordance with the professional and ethical standards of California State University, San Bernardino and the Department of Psychology.

Learning Outcome 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.

Learning Outcome 6.3: Students will recognize that ethically complex situations can develop in the application of psychological principles.

## Goal 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.

Learning Outcome 7.1: Students will apply knowledge of psychology to formulate their career path, post--baccalaureate education, or both.

Learning Outcome 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.

Learning Outcome 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.

## Goal 8. Interpersonal skills

Students will develop their interpersonal skills so that they can participate effectively in social interactions.

Learning Outcome 8.1: Students will work effectively and cooperatively in social settings (e.g., managing conflicts ethically, integrating diverse viewpoints).

Learning Outcome 8.2: Students will be able to identify their personal and professional values, demonstrate awareness of their feelings, emotions, motives, and attitudes, and evaluate their own thinking.

Learning Outcome 8.3: Students will demonstrate the ability to apply psychological concepts and theory to understand social interactions, communicate effectively with diverse audiences, and provide constructive feedback to colleagues.

## Goal 9. Diversity

Students will develop an appreciation and respect for individual uniqueness and diversity and individual differences in human behavior.

Learning Outcome 9.1: Students will demonstrate an understanding of, and sensitivity to, individual differences, including an ability to interact effectively with people from diverse backgrounds and cultures.

Learning Outcome 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.

Learning Outcome 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.

Learning Outcome 9.4: Students will demonstrate an understanding of applications of psychology to contemporary societal policy issues such as violence, mental illness, homelessness, or disabilities.

## Goal 10. Commitment to learning

Students will be committed to lifelong learning.

Learning Outcome 10.1: Students will demonstrate curiosity about behavior and develop skills for studying its causes.

Learning Outcome 10.2: Students will participate in activities that foster intellectual growth.

Learning Outcome 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.

## BA in Social Science

### 1. Principles and Methods of Inquiry of Social Sciences:

For the primary and secondary disciplines, identify prevailing principles and methods of inquiry of social sciences as they relate to the selected primary and secondary disciplines.

### 2. Development of Critical Thinking Skills:

For the primary and the two secondary disciplines, use critical thinking skills to analyze, evaluate, explain and/or solve social issues and problems from the disciplinary and multidisciplinary perspectives.

### 3. Social Science Research as A Tool of Analysis:

For the primary and secondary disciplines, students will be able to understand the application of social science research methods to analyze, evaluate, explain and/or solve social issues and problems.

## BA in Social Work

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

## BA in Sociology

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

Outcome 1.1 Students will identify and distinguish between major sociological theories.

Outcome 1.2 Students will understand basic concepts (i.e., culture, role, norms, stratification, social class, race, ethnicity, gender, globalization, prejudice, discrimination, social institution, and social control) to problems in Sociology.

Outcome 1.3 Students will demonstrate an understanding of cultural diversity within and among societies.

Goal 2: Students will demonstrate an understanding of research methods in sociology and how they are used to generate and report evidence.

Outcome 2.1 Students will describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.

Outcome 2.2 Students will be aware of ethical issues involved in research.

Outcome 2.3 Students will understand elementary statistical analysis.

Outcome 2.4 Students will design and implement a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, data analysis, and ethical considerations.

Outcome 2.5 Students will perform elementary statistical analysis.

Outcome 2.6 Students will convey data findings in writing.

Goal 3: To demonstrate a mastery of basic academic skills in written communication and critical thinking.

Outcome 3.1 Students will identify and use major sociological journals and other relevant source materials.

Outcome 3.2 Students will write effectively.

Outcome 3.3 Students will demonstrate cause and effect reasoning.

Outcome 3.4 Students will recognize and articulate different points of view and critically evaluate them.

Goal 4: Students will learn how sociology can benefit their personal lives, future employment opportunities and/or pursuit of graduate school.

Outcome 4.1 Most students will report that sociology was helpful to them in making contributions to society, understanding social forces and understanding their personal lives.

Outcome 4.2 Most students will indicate that sociology prepared them for employment.

Outcome 4.3 Most students will report that sociology helped them prepare for graduate school.

## BA in Spanish

Goal 1 Speaking & Listening:

Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In oral proficiency, "Advanced" means that the student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They must be able to discuss their particular interests and special fields of competence with reasonable ease. Their comprehension is expected to be quite complete for a normal rate of speech. Their vocabulary demonstrates sufficient breadth that they rarely have to grope for a word; their accent may be

obviously foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker.

#### Goal 2. Writing:

Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In writing, students are expected to use accurate spelling and punctuation, and not use incorrect conversational spellings and grammatical forms. Students must be able to use MLA format for research papers, including bibliographical references and notes. They are able to employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They should demonstrate good control of grammar, so that their errors do not interfere with understanding. Strong knowledge of the syntax of the language of their specialty with little influence of English syntax is required.

#### Goal 3. Reading:

Students graduating with a major in a foreign language are expected to have achieved at least an Advanced level (level 3 on the scale developed by the American Council on the Teaching of Foreign Languages) in speaking, listening, reading, writing, and cultural knowledge. In reading, students are expected to understand written language that varies in level of style and discourse: formal literature, magazine and newspaper articles, advertising, textbooks, and some technical texts such as medical or legal, if students are specializing in one of those fields.

#### Goal 4 Cultural Knowledge:

Students are expected to demonstrate cultural knowledge of the regions where the target language is spoken. This may include the following:

- (a) Knowledge of geography
- (b) Cultural background & phonetic characteristics of the language
- (c) Familiarity with regional dialects
- (d) Integrated historical knowledge of important periods, figures, social trends, artistic movements, political leaders & events
- (e) Knowledge of current events, governments, political figures, social conditions, tensions, economics, & foreign relations
- (f) Knowledge of trends and important figures in the arts, including visual arts, music, film & dance, of the regions where the language is spoken
- (g) Knowledge of important literary figures & literary works



(h) Familiarity with regional customs including forms of address, religious practices, cuisine, time schedules, cultural values & attitudes, leisure activities, family relationships, etc.

(i) Experience in foreign country where the language is spoken

## BA in Theatre Arts

Program Learning Outcomes:

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

## BS in Bioinformatics

- A. An ability to extract information from different types of bioinformatics data (gene, protein, disease, ecological, environmental etc.), including their biological characteristics and relationships.
- B. An ability to employ different data representation models and formats used for bioinformatics data representation.
- C. An ability to apply existing approaches used for data integration and data management.
- D. Master computational techniques and diversified bioinformatics tools for processing data.
- E. Ability to analyze processed data with the support of analytical and visualization tools.
- F. Ability to carry out bioinformatics research under advisement, including systems biology, structural bioinformatics and proteomics.
- G. An ability to communicate with non-bioinformatics professionals, such as biologists and biomedical researchers, to better understand their bioinformatics needs for improved support and service delivery.

H. An ability to design and develop bioinformatics solutions by adapting existing tools, designing new ones or a combination of both. I. An understanding of professional and ethical responsibility.

J. The broad education necessary to understand the impact of bioinformatics in a global, economic, environmental, and societal context.

K. A recognition of the need for, and an ability to engage in lifelong learning.

## BS in Biology

1.1 Students will demonstrate an understanding of cell structure, cell physiology, and the molecular processes of cells.

1.2 Students will be able to describe the features which distinguish the Three Domains of life and the developmental and physiological mechanisms which are fundamental to all living organisms.

1.3 Students will demonstrate an understanding of the principles of organismal genetics, evolution, and ecology.

2.1 Students will demonstrate proper laboratory practice, proper use of equipment and the ability to use basic and advanced techniques in several areas of biology.

2.2 Students will demonstrate the ability to perform appropriate statistical analysis of experimental data and draw valid conclusions from their analysis.

3.1 Students will demonstrate the ability to effectively use scientific journals, periodicals and electronic media to access current biological information

3.2 Students will demonstrate the ability to critically evaluate a journal article from the primary literature.

4.1 Students will demonstrate the ability to produce a paper written in the format of a scientific journal article reporting the results of their own experiment.

4.2 Students will demonstrate the ability to incorporate the findings of experimental research into the existing body of knowledge in that area of biology.

5.1 Graduates will demonstrate the ability to use their degrees to undertake careers in biology or to gain admittance to graduate or professional school.

## BA in Career and Technical Studies

Goal 1: Candidate become effective Instructors, managers, leaders

Goal 2: Publish clear expectations

Goal 3: Develop valid evaluation instruments

Goal 4: ADA and EL strategies Understanding of the ADA, responsibilities of institute, teacher, student, and parents if applicable. Ability to comply with ADA relevant to teaching and learning. Strategies for accommodating ELs. Provide for opportunities for ELs to practice English skills.

Goal 5: Valid evaluation candidate met expectations

Goal 6: ADA Compliance Understanding of the ADA, responsibilities of institute, teacher, student, and parents if applicable. Ability to comply with ADA relevant to teaching and learning.

Goal 7: Faculty provide ADA and EL accommodation Faculty provide ADA compliant course materials, verify required readings are available in alternative formats, and actively work with the SSD office to accommodate disabled students.

Goal 8: Faculty uphold COE concept framework & CTE code of ethics

Goal 9: Advisory committee to meet semi-annually

Goal 10: Provide resources for 21st Century teaching & learning

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## BS in Chemistry

1. Students will know the general principles of chemistry. They will be able to compare and contrast physical properties and chemical reactivity from molecular structure. They will be able to perform standard stoichiometric, solution, kinetic and thermodynamic calculations.
2. 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.
3. Students will practice and demonstrate accurate quantitative measurements, analyze and interpret experimental results, and draw reasonable conclusions.
4. 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.
5. Students will operate and explain the theoretical basis of sophisticated chemical instrumentation.
6. Students will anticipate, recognize, and respond properly to the hazards of handling chemicals.
7. Students will be proficient at using computer technology to learn, gather, display and analyze chemical information.
8. Students will communicate scientific information effectively through written reports.
9. Students will communicate scientific information effectively through oral presentations.
10. Students will be prepared to succeed in their chemistry coursework by having the prerequisite courses necessary. They will have sufficient mathematical and chemical skills to succeed.
11. Students will have a broad and thorough foundation in all the sub-disciplines of chemistry.
12. Students will progress through their chosen chemistry degree program in a timely manner.
13. Chemistry graduates will be educationally prepared to work in a scientific field related to chemistry.

## BS in Computer Engineering

- A. An ability to apply knowledge of mathematics, science, and engineering.
- B. An ability to design and conduct experiments, as well as to analyze and interpret data.
- C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- D. An ability to function on multidisciplinary teams.
- E. An ability to identify, formulate, and solve engineering problems.
- F. An understanding of professional and ethical responsibility.
- G. An ability to communicate effectively.
- H. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- I. A recognition of the need for, and an ability to engage in lifelong learning
- J. A knowledge of contemporary issues.
- K. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

## BS in Computer Science

- A. An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- B. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- C. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- D. An ability to function effectively on teams to accomplish a common goal
- E. An understanding of professional, ethical, legal, security and social issues and responsibilities.
- F. An ability to communicate effectively with a range of audiences.
- G. An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- H. Recognition of the need to and an ability to engage in continuing professional development.
- I. An ability to use current techniques, skills, and tools necessary for computing practice.

J. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.

K. An ability to apply design and development principles in the construction of software systems of varying complexity.

## BS in Geology

Goal 1: Provide geology majors with a strong background in the geological sciences and in Supporting sciences.

### OBJECTIVES:

- A. Ability to identify minerals and rocks and to understand and interpret how they form.
- B. Understanding and appreciation of tectonic forces and their large and small scale effects.
- C. Ability to make field observations, to make and interpret geologic maps and cross-sections, and to construct stratigraphic sections.
- D. Understanding and appreciation of geologic time and the fossil record.
- E. Understanding of the regional geology of California and North America.
- F. Understanding of related science disciplines including physics, chemistry, biology and math.

Goal 2: Educate students regarding the basic methods and philosophy used to conduct scientific research, particularly in the geological sciences.

### OBJECTIVES:

- A. Ability to collect and analyze geologic data and draw conclusions to solve geologic problems in both the lab and the field.
- B. Be involved in research under the direction of faculty who are active researchers, thus gaining practical experience in how research is done.

Goal 3: Help students to develop effective communication skills

### OBJECTIVES:

- A. Ability to clearly express ideas in writing.
- B. Ability to clearly express ideas orally.

Goal 4: Provide students with an opportunity to become familiar with the use of modern scientific instruments.

OBJECTIVES:

A. Ability to use instruments for collecting field data, such as surveying instruments, Global Positioning System Transceivers, Brunton Transits, Jacob's Staffs.

B. Ability to use laboratory instruments and equipment, such as an X-ray diffraction instrument, petrographic microscopes, the Scanning Electron Microscope, Transmission Electron Microscope, thin-sectioning equipment and other rock preparation equipment.

C. Ability to use standard software and to process geologic data on computers.

Goal 5: Encourage students to develop intellectual independence and to develop skills that will assist them in continuing to learn after graduating.

OBJECTIVES:

A. Select and develop a research topic.

B. Effectively utilize information resources, including scientific journals, geologic databases, And resources available on the Internet.

## BS in Health Science, Environmental Health

CORE GOAL A: Apply principles of the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health outcomes and health disparities

CORE GOAL B: Describe 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 practice

Competency 15. 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.

15.1. Discuss the impacts of air pollution on public health and the environment.

15.2. Discuss the basic principles of ionizing radiation.

15.3. Describe general instrumentation and survey techniques for measuring radiation.

15.4. Analyze host-parasite-vector interactions and describe the causes and impacts of such interactions on human health and the environment.

15.5. Create and use effective search strategies in order to engage actively and confidently in research related to vector-borne disease control and prevention.

15.6. Describe food-borne diseases, the biological or chemical agents that cause them, and their relationship to food handling, preparation, production, and service.

Competency 16. 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.

16.1 Identify general occupational safety hazards.

16.2. Recognize fundamental control technologies for occupational hazards.

16.3. Use common analytical instruments and survey techniques for the measurement of biological, chemical, and physical agents that are environmental hazards.

16.4. Recognize and describe methods for the anticipation, identification, evaluation and control of health hazards which are found in the work environment.

Competency 17. 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.

17.1 Describe tools and methods used in the evaluation and prevention of environmental pollution including the ability to understand basic toxicological principles and risk assessment, applying critical analysis and reasoning skills to problem solving.

17.2. Identify, access, and critically evaluate research on toxicological problems.

Competency 18. PLANS, 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.

18.1. Discuss current legislation and regular air pollution control

18.2. Communicate the general methods and strategies of exposure control (e.g. air pollution, ionizing radiation)

18.3. Analyze current occupational health standards and regulations for worker protection against harmful biological, chemical, and physical agents.

18.4. Analyze the scientific concepts which serve as a basis for regulations and mitigating the effects of human activities on environmental systems



18.5. Identify and develop the analytic tools and skills needed for effective management of environmental problems

18.6. Apply the basic requirements in managing a food protection program Competency

19. 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.

19.1. Describe prevention strategies for various environmental health problems including the pros and cons of various control technologies and approaches, applying critical analysis and reasoning skills to problem solving

19.2. Identify and access resources for researching environmental health problems and issues and critically evaluate research

19.3. Conduct basic ergonomic assessments for injury and illness prevention

19.4. Identify major vectors of disease, understand their biology and control methods, both chemical and non-chemical, and apply this knowledge to vector-borne disease control and prevention, based on surveillance tools and options

Competency 20. FIELD EXPERIENCE: Student will be able to apply environmental health science related Knowledge and skills to in a supervised field experience in the community.

20.1. Demonstrate the ability to anticipate, recognize, evaluate, and solve problems in a workplace setting using knowledge, tools, and skills appropriate for entry-level environmental health science positions

20.2. Complete a technical project report demonstrating satisfactory evidence of knowledge, skills, professionalism, and time management skills.

## BS in Health Science, Health Care Mgmt.

HSCI 120 and 120 L: Demonstrate effective written and oral presentation skills for public health and health care audiences Analyze the environmental factors that affect the health of individuals, populations and communities. Assess the relative impact of theory-based interventions for individuals and populations.

HSCI 271: Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course. Assess the relative impact of theory-based interventions for individuals and populations. Describe the roles of history, power, privilege, and structural inequality in health disparities.

HSCI 273: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation. Develop an e-portfolio to show to preceptors and potential employers.

HSCI 301: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the legal and ethical basis for public health and health services. Develop an e-portfolio to show to preceptors and potential employers. Assess the relative impact of theory-based interventions for individuals and populations. Describe the roles of history, power, privilege, and structural inequality in health disparities.

HSCI 310: Demonstrate effective written and oral presentation skills for public health and health care audiences. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.

HSCI 315: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.

HSCI 342: Demonstrate effective written and oral presentation skills for public health and health care audiences. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities.

HSCI 352: Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues. Determine various risk management and risk communication approaches in relation to issues of environmental justice and equity.

HSCI 359: Analyze the environmental factors that affect the health of individuals, populations and communities. Determine various risk management and risk communication approaches in relation to issues of environmental justice and equity. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Describe the roles of history, power, privilege, and structural inequality in health disparities.

HSCI 360: Describe the structure, organization, and functions of the major components of the health care delivery system. Discuss main issues of the organization, financing and delivery of health care in the U.S.

HSCI 364: Demonstrate effective written and oral presentation skills for public health and health care audiences. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.

HSCI 367: Demonstrate effective written and oral presentation skills for public health and health care audiences. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.

HSCI 370: Demonstrate effective written and oral presentation skills for public health and health care audiences. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Assess the relative impact of theory-based interventions for individuals and populations.

HSCI 404: Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Describe the roles, of history, power, privilege, and structural inequality in health disparities.

HSCI 423: Demonstrate effective written and oral presentation skills for public health and health care audiences. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course. Describe the roles, of history, power, privilege, and structural inequality in health disparities.

HSCI 436: Identify and define what constitutes ethical and socially responsible management behavior. Describe the state and federal laws that affect the health care work place. Explain principles of human resources management in health care organizations Describe the elements of management control and governance structure in managed care.

HSCI 438: Recognize basic principles of accounting and financial management in health care organizations. Explain fundamental theories of finance concerning time value of money, cost of capital, capital structure, capital budgeting, risk analysis, working capital management, and valuation.

HSCI 451: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Describe the legal and ethical basis for public health and health services.

HSCI 455: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the legal and ethical basis for public health and health services. Describe the health law-making and rule-making processes at the federal, state, and local levels.

HSCI 460: Apply principles of strategic planning and marketing in health care organizations Discuss the importance of the essential components of marketing strategy formulation. Describe the impact of the five environmental forces on organizational strategy

HSCI 468: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation. Describe the legal and ethical basis for public health and health services.

HSCI 471: Demonstrate effective written and oral presentation skills for public health and health care audiences. Apply principles of organizational behavior, planning, marketing, program management and evaluation in public health and health services. Assess the relative impact of theory-based interventions for individuals and populations.

HSCI 473: Demonstrate effective written and oral presentation skills for public health and health care audiences. Apply principles of organizational behavior, planning, marketing, program management and evaluation in public health and health services. Assess the relative impact of theory-based interventions for individuals and populations.

HSCI 480: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the health law-making and rule-making processes at the federal, state, and local levels.

HSCI 489: Demonstrate effective written and oral presentation skills for public health and health care audiences. Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data. Develop an e-portfolio to show to preceptors and potential employers.

HSCI 493/495: Demonstrate effective written and oral presentation skills for public health and health care audiences. Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data. Develop an e-portfolio to show to preceptors and potential employers.

HSCI 495 ONLY: Apply principles of organizational behavior, planning, marketing, program management and evaluation in public health and health services.

HSCI 513: Demonstrate effective written and oral presentation skills for public health and health care audiences. Describe the legal and ethical basis for public health and health services. Describe the health law-making and rule-making processes at the federal, state, and local levels.

HSCI 550: Demonstrate effective written and oral presentation skills for public health and health care audiences. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities. Explain the underlying signs of human health and disease including opportunities for promoting and protecting health across the life course.

## BS in Health Science, Nutrition and Food Sci.

1.1. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

1.2 Analyze research findings using appropriate analytical techniques to graphically depict data and compare/evaluate results with emerging research and applications in dietetics practice (CEPH) Demonstrate effective written and oral presentation skills for public health and health care audiences. (CEPH) Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation (CEPH) Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.

1.3. Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation. (CEPH) Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data. (CEPH) Develop an e-portfolio to show to preceptors and potential employers.

2.1. Demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

2.2. Locate, understand and apply established guidelines to a professional practice scenario.

2.3. Demonstrate counseling techniques to facilitate behavior change.

2.4. Demonstrate basic understanding of the role of genetics in human nutrition status

2.5. Demonstrate professionalism and a positive work ethic

3.2. Develop a plan that integrates various factors that impact health promotion and disease prevention.

3.3. Demonstrate active participation, teamwork and contributions in group settings

3.4. Demonstrate counseling techniques to facilitate behavior change.

4.2. Identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.

4.3. Apply management and business theories and principle to the development, marketing, and delivery of services

4.4. Demonstrate the ability to assign appropriate patient care activities to support personnel per practice and facility policies

- 4.5. Explain the impact of a public policy position on dietetics practice.
- 4.6. Use current information technologies to locate and apply evidence-based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.
- 4.7. Apply coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.
- 5.1. Demonstrate knowledge of food science principles
- 5.2. Demonstrate knowledge of concepts of human behavior and diversity such as biology, chemistry, psychology, sociology, or anthropology (courses taken outside the department)

### BS in Health Science, Public Health Ed.

1. Demonstrate effective written and oral presentation skills for public health and health care audiences
2. Describe the basic concepts, methods and tools of health data collection, use, analysis and interpretation.
3. Analyze the environmental factors that affect the health of individuals, populations, and communities.
4. Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues.
5. Determine various risk management and risk communication approaches in relation to issues of environmental justice and equity.
6. Demonstrate the relationship among behavioral, social, cultural, and environmental factors related to population health and health disparities.
7. Describe the legal and ethical basis for public health and health services.
8. Use information technology (word processing, spreadsheet, presentation, statistical software, audio/video, mail merge, wordle, and mapping) to access and interpret health related data.
9. Develop an e-portfolio to show to preceptors and potential employers.

## BS in Information Systems and Technology

1.2 Program Learning Outcomes: The BS-IST has a total of 4 PLOs with three sub PLOs. The PLOs are:

1. Specific Information Systems and Technology Knowledge and Skills: The student is able to apply technology skills, critical thinking and logical reasoning to design, develop, operate, maintain and secure an information system.

1.1. Data and Information Management – The student will understand the key elements information systems, how to store, process and analyze data and identify the correct technological solution for different business needs.

1.2. Networking – The student will understand network protocols, architecture, and devices. The student will be able to build and troubleshoot small computer networks.

1.3. Cybersecurity – The student will understand the fundamentals of cybersecurity and cybersecurity management. The student will be able to identify the principles of cybersecurity and how to apply them.

2. Communication: Each student can effectively communicate, either written or oral.

3. 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.

4. Ethical Reasoning within a Global Context: Each student can identify and evaluate ethical issues within a global context and articulate a realistic recommendation to inform decision-making.

## BS in Kinesiology

Goal 1: Demonstrate core critical thinking skills and penchants to ask and answer questions relevant to Kinesiology.

1.1 Evaluate peer reviewed published research in Kinesiology.

1.2 Identify solutions to issues related to Kinesiology.

1.3 Understand opposing viewpoints and alternative hypotheses on issues in Kinesiology.

1.4 Evaluate current trends and practices using discipline-based knowledge.

1.5 Pursue discipline-based issues as opportunities to apply core critical thinking skills.

Goal 2: Demonstrate effective oral, written, and other interpersonal skills to communicate knowledge and promote healthy lifestyles in diverse communities.

2.1 Use effective business and technical writing skills to communicate information about Kinesiology.

2.2 Use effective presentation skills to convey information about Kinesiology.

2.3 Use effective social skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior.

## BS in Mathematics

Goal 1: Students will demonstrate a conceptual understanding of mathematics

Student Learning Outcomes

1.1 Students will demonstrate an understanding of and apply fundamental concepts, operations, and relations

1.2 Students will make connections between mathematical ideas verbally, numerically, analytically, visually, and graphically

1.3 Students will achieve proficiency in modeling with mathematics

Goal 2: Students will attain procedural fluency in mathematics

Student Learning Outcomes

2.1 Students will correctly apply mathematical theorems, properties and definitions

2.2 Students will calculate efficiently, flexibly, and with appropriate accuracy

Goal 3: Students will demonstrate adaptive reasoning and problem-solving skills in mathematics

Student Learning Outcomes

3.1 Students will choose and use appropriate tools (including technology) and strategies to gain insight into and present solutions to mathematical problems

3.2 Students will use and produce valid arguments

3.3 Students will explain and justify solutions using a variety of representations

3.4 Students will be able to reflect on and learn from previous problems

3.5 Students will be able to evaluate reasonableness of proposed results using estimation and context

3.6 Students will be able to critique mathematical reasoning, both correct and flawed



Goal 4: Students will demonstrate mathematical communication skills

Student Learning Outcomes

4.1 Students will demonstrate mathematical communication skills using appropriate mathematical vocabulary and references

Goal 5: Students will understand and produce correct mathematical proofs

Student Learning Outcomes

5.1 Students will understand correct mathematical proofs

5.2 Students will produce correct mathematical proofs

Goal 6: Students will reflect on their mathematical experiences

Student Learning Outcomes

6.1 Students will be able to analyze mathematical content of the secondary classroom, including content and practice standards

6.2 Students will connect mathematical concepts within and between secondary and undergraduate levels

## BS in Nursing

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.

## BS in Physics

Goal 1: Students should have in-depth knowledge of the foundational subjects in physics (primarily classical mechanics, electrodynamics, thermodynamics & statistical mechanics, special relativity, and quantum mechanics) and be able to apply that knowledge to problem - solving.

Outcome 1.1 Students will demonstrate an understanding of the principles of classical mechanics by formulating and solving quantitative problems.

Outcome 1.2 Students will demonstrate an understanding of the principles of electrodynamics by formulating and solving quantitative problems.

Outcome 1.3 Students will demonstrate an understanding of the principles of thermodynamics and statistical mechanics by formulating and solving quantitative problems.

Outcome 1.4 Students will demonstrate an understanding of the principles of special relativity by formulating and solving quantitative problems.

Outcome 1.5 Students will demonstrate an understanding of the principles of quantum mechanics by formulating and solving quantitative problems.

Goal 2: Students should be able to design and perform a physics experiment, analyze the acquired data, draw meaningful conclusions from the data, and communicate the results at a professional level.

Outcome 2.1 Students will demonstrate the ability to perform physics experiments, analyze the results, and draw meaningful conclusions from those results.

Outcome 2.2 Students will demonstrate the ability to write experimental reports in a professional format.

Outcome 2.3 Students will demonstrate the ability to present experimental results in a standard professional contributed talk format.

Goal 3: Students should have knowledge of analog electronics, computer interfacing, data acquisition, and control. They should be able to apply that knowledge to the analysis and design of experimental systems.

Outcome 3.1 Students will demonstrate an understanding of analog electronic sand be able to apply that knowledge to both theoretical and practical (hands -on) problem solving.

Outcome 3.2 Students will demonstrate an understanding of computer interfacing, data acquisition, and control and be able to apply that knowledge to practical experimental

## Doctor of Educational Leadership

Goal 1: Collaboration, Communication, and Support Increase communication, opportunities for collaboration and shared resources, including all stakeholders (Faculty, Alumni, Students, Community Partners), and support.

Outcome 1.1 Community Based Problems of Practice: Increase collaborative efforts around community problems of practice in the field.

Outcome 1.2 Increase Support and Resources for Alumni: Increase alumni support and resources

Outcome 1.3 IRB and Dissertation Support: Increase support for doctoral students on the IRB process and chapters for dissertation.

Outcome 1.4 Grant Writing, Publishing, and Presenting Support: Increase support for doctoral students and alumni on grant writing, publishing, and professional presentations

Outcome 1.5 Fellowship and Grant Awareness: Increase fellowship and grant awareness and opportunities

Outcome 1.6 Advisory Board Involvement: Increase involvement of Advisory Board

Goal 2: Course Development and Modifications Modify courses and course sequence based on Stakeholder's input

Outcome 2.1 What a 21st Century Educational Leader Should be Able to Do and Know Address stakeholders' responses to: What a 21st Century Educational Leader should be able to do and know

Outcome 2.2 Course Content Review: course content based on stakeholder data and SLO evidence data (SLO 1.6 Written Communication; SLO 2 Premise that all students can learning; SLO 3.1, 3.3 Application and Interpretation of Research Methodology; and SLO 4 Ethics in Practice).

Outcome 2.3 Candidate Feedback on Course Content: revise and update course content based on input from candidates' and SLO evidence data

Goal 3 Ethics and Equitable Practices Program will focus on professional behaviors among faculty, leaders, and students, as well as practices that are equitable.

Outcome 3.1 Ethical and professional practices: Increase ethical and professional behavior

Outcome 3.2 Equitable Practices: Increase equitable practices.

Outcome 3.3 Organizational Culture: Increase organizational culture where all members feel valued

## Ed.S. in School Psychology

Goal 1: Operate Independently as school psychologists from a multicultural perspective.

Goal 2: Understand a variety of techniques for supporting needs of students, teachers, staff, and parents.

Goal 3: Contributing to society through providing psychological services.

Goal 4: Understand principles of learning and human growth and development.

Goal 5: Understand and use psychological assessments to enable educational success taking cultural differences into account.

USA- NCATE- Unit Standards w/Sub-Standards

Standard 1 Candidate Knowledge, Skills, and Professional Dispositions

Sub-Standard 1a Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1d. Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1e. Knowledge and Skills for Other School Professionals<sup>10</sup>

Sub-Standard 1f. Student Learning for Other School Professionals

Sub-Standard 1g. Professional Dispositions for All Candidates

Standard 2 Assessment System and Unit Evaluation

Sub-Standard 2a. Assessment System

Sub-Standard 2b. Data Collection, Analysis, and Evaluation

Sub-Standard 2c. Use of Data for Program Improvement

Standard 3 Field Experiences and Clinical Practice

Sub-Standard 3a. Collaboration between Unit and School Partners

Sub-Standard 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Sub-Standard 3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn

Standard 4 Diversity

Sub-Standard 4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Sub-Standard 4b. Experiences Working with Diverse Faculty

Sub-Standard 4c. Experiences Working with Diverse Candidates

Sub-Standard 4d. Experiences Working with Diverse Students in P–12 Schools

Standard 5 Faculty Qualifications, Performance, and Development

Sub-Standard 5a. Qualified Faculty

Sub-Standard 5b. Modeling Best Professional Practices in Teaching

Sub-Standard 5c. Modeling Best Professional Practices in Scholarship

Sub-Standard 5d. Modeling Best Professional Practices in Service

Sub-Standard 5e. Unit Evaluation of Professional Education Faculty Performance

Sub-Standard 5f. Unit Facilitation of Professional Development

Standard 6 Unit Governance and Resources

Sub-Standard 6a. Unit Leadership and Authority

Sub-Standard 6b. Unit Budget

Sub-Standard 6c. Personnel Sub-Standard 6d. Unit Facilities

Sub-Standard 6e. Unit Resources including Technology

## MA in Art

### ART HISTORY at CSUSB – PLOs

ART HISTORY OUTCOMES (SPECIFICS): "by taking art history you will be able to ...":

1. Recognize art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally
2. Articulate art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally
3. Implement multiple approaches to solving research problems and obtain knowledge related to art in different historical periods globally
4. Comprehend intellectual issues as they pertain to art from diverse cultures and in different historical periods
5. Comprehend ethical issues as they pertain to art from diverse cultures and in different historical periods
6. Comprehend social and political issues as they pertain to art from diverse cultures and in different historical periods
7. Comprehend issues of practice and methodology as they pertain to art from diverse cultures and in different historical periods
8. Evidence a high degree of knowledge in relation to subjects and objects of art historical research and methodologies of research
9. Evidence a high degree of knowledge in relation to art historical practices encompassing research and findings, oral articulation, written expositions for scholarship in the global arts
10. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical intellectual issues on a global scale for art
11. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of ethical issues as they pertain to the global condition for art
12. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical social and political issues globally for art
13. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical practices of art in a global context
14. Engage art historical analysis of artistic expression and pertinent scholarly information
15. Engage art historical analysis of oral artistic expression and pertinent scholarly information

16. Engage art historical analysis of quantitative representations and pertinent scholarly information
17. Engage art historical analysis of technological representations of art and pertinent scholarly information
18. Engage art historical analysis of written representations of art and pertinent scholarly information
19. Critically engage with local communities through art historical literacy and scholarship
20. Critically engage with global communities through art historical literacy and scholarship
21. Engage in diverse art historical methods, showing ability to inquire and reason for arguments related to the arts
22. Define intellectual questions and problems related to the research of subjects and objects of art history in a global context
23. Identify potential solutions to intellectual questions and problems related to the research of subjects and objects of art history in a global context
24. N/A
25. Determine intellectual strategies and courses of action appropriate to resolving questions and problems related to the research of subjects and objects of art history
26. Develop new art historical approaches to critical thought in relation to art historical scholarship in a global context
27. Implement innovative art historical approaches to critical thought in relation to art historical scholarship in a global context
28. Develop new art historical approaches to solving intellectual problems in relation to art historical scholarship in a global context
29. Implement innovative art historical approaches to resolving intellectual problems in relation to art historical research in a global context
30. Develop new art historical approaches to verbal and written expressions in relation to art historical research in a global context
31. Implement innovative art historical approaches to verbal and written expressions in relation to art historical research in a global context
32. Connect art historical comprehension and learning experiences to those of other disciplines including sociological, gender studies, ethnic studies, literary and anthropological studies

33. Situate unscripted and non-Categorized intellectual inquiries and problems in art history using the perspectives of multiple Q disciplined learning engagements
34. Strategize and resolve unscripted and non-Categorized intellectual inquiries and problems in art history using the perspectives of multiple disciplined learning engagements
35. Demonstrate the use of perspectives from multiple fields, contexts, cultures and identities to conduct art historical research in the global context
36. Develop through an art historical worldview a disposition and impetus for human respect and the promotion of social justice and equality
37. Apply art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality
38. Apply art historical knowledge leading to intellectual confidence to transform behaviors of human respect, social justice and equality.
39. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality on school campus
40. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in local communities
41. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in global communities
42. Comprehend how dynamics in global communities shape vision through the art historical study of past and current subjects and objects of art in the global context
43. Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse individuals
44. Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse social groups
45. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse individuals
46. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse social groups
47. Recognize and demonstrate one's own perspective and worldview through the art historical study of past and current cultural contexts for art objects
48. Recognize and demonstrate self-awareness of one's own social biases through the art historical study of past and current cultural contexts for art objects



## Design at CSUSB – PLOs

DIGITAL MEDIA LEARNING OUTCOMES (SPECIFICS): "by studying digital media design you will be able to ..."

1. Identify and explain multiple approaches to problem solving as it relates to problem identification, research and information gathering, and analysis. In addition, you will be able to show proficiency in the generation of ideas, alternative solutions, prototyping, and user testing, including the ability to evaluate final outcomes keeping in mind intellectual, ethical, social and practical issues surrounding their final design decisions.

2. Demonstrate the ability to investigate and integrate the needs of marketing, manufacturing and production into your design process and final design decisions. You will understand user centric design practices in terms of user/audience satisfaction, aesthetics, ecology, safety and value.

3. You will be able to demonstrate depth of knowledge in your ability to create and develop visual form in response to communication problems using the principles of visual organization, composition, information and message hierarchy, symbolism, typography, aesthetics, and the construction of meaningful images. These representations must include consideration for intellectual, ethical, social and practical issues as they apply to the scholarly field of applied digital media.

4. You will be able to demonstrate depth of knowledge in your ability to use current technology to conceive, design, produce, and create visual form to successfully communicate ideas, opinions, and concepts that are consistent with the professional field of applied digital media.

5. Understand the relevance of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication theory, technology, and the social and cultural use of designed objects and systems. Special emphasis will include sensitivity to the theory and practice of the ability of design to contribute positively to local and global communities.

6. Demonstrate the ability to identify, define, and evaluate potential, problems, variables, and requirements; conceptualize and evaluate alternatives; and, test and refine solutions throughout the formal design process to determine final design decisions and outcomes.

7. Demonstrate the ability to identify, develop and initiate innovative research, analyzation and ideation, to the processes of problem solving with emphasis on innovative expressions and the role that innovation plays in your final design decisions and final outcomes.

8. Demonstrate in your design process the recognition and consideration for the physical, cognitive, cultural, social, and human factors that shape your design decisions and final outcomes.

9. Demonstrate the ability to describe and respond to the audiences and contexts that a communications solution must address, keeping in mind multiple stakeholders that must be considered within the final design decisions.

10. Demonstrate sensitivity in making informed decisions about social justice and equity issues, including the promotion and the application of the design process to campus, local and/or global communities. You will be concerned with social justice and equity issues effecting current graphic design, design production, and consumption of media and/or created objects.

11. Examine and interpret design from multiple perspectives and evaluate the relationship between design and its cultural and historical contexts. You will develop an inclination in your design practice that is aware of the diverse groups and diverse individuals that it serves.

Studio Arts at CSUSB – PLOs

STUDIO ART OUTCOMES (SPECIFICS): "by taking studio art classes you will be able to ..."

1. Students will conduct research toward art production
2. Students will discuss their research/ideas with class and professor
3. Students will draft various approaches to art projects
4. Students will analyze and interpret their art and that of their peers
5. Students will understand the difference between plagiarism and being influenced
6. Students will see their work in a contemporary social context
7. Students will learn tools, materials and techniques
8. Students will research and write about their work and the work of others
9. Students will learn about contemporary and historical artists and movements
10. Students will create works from challenging concepts
11. Students will discuss how their work is influenced by others
12. Students will discuss how their work reflects the zeitgeist
13. Students will demonstrate technical skills sets
14. Students will speak about their work and the work of the peers

15. Students will write about visiting artist lectures
16. Students will write about their research on artist and about their fields
17. Students will write analytical reviews of gallery exhibitions
18. Students will analyze text
19. Students will participate in community-based project
20. Students will understand their work in a global context
21. Students will write research papers and analytical reviews
22. Students will draft various solutions to creative assignments
23. Students will create works from challenging concepts
24. Students will critically evaluate their work and that of their peers
25. Students will create final projects after careful evaluation by their peer and instructor
26. Students will be challenged to find solutions to intellectual and creative problems
27. Students will develop various research methodologies
28. Students will develop various solutions to challenging project ideas
29. Students will develop various drafts of their projects
30. Students will learn try techniques to express their ideas
31. Students will develop a degree of mastery of new techniques
32. Students will develop independent multidisciplinary projects
33. Students will work on independent projects
34. Students will problem solve while creating studio projects
35. Students will use research from various fields, contexts, cultures and identities in their written and creative works
36. Students will learn to respect diverse points of view, backgrounds and experiences in critique, creative and written project
37. Students will learn to respect diverse points of view, backgrounds and experiences in critique, creative and written project

38. Students will learn to respect diverse points of view, backgrounds and experiences in critique, creative and written project
39. Students will present work that respects diverse points of view, backgrounds and experiences in campus exhibitions
40. Students will present work that respects diverse points of view, backgrounds and experiences in community exhibitions
41. Students will present work that respects diverse points of view, backgrounds and experiences in online and published works
42. Students will learn to analyze and interpret art within the context of multiple viewpoints and experiences
43. Students will learn to analyze and interpret art within the context of multiple viewpoints and experiences, and to respectfully share their opinions.
44. Students will learn to analyze and interpret art within the context of multiple viewpoints and experiences, and to respectfully share their opinions.
45. Students will learn to collaborate on group projects and respectfully share their ideas and opinions.
46. Students will learn to collaborate on group projects and respectfully share their ideas and opinions.
47. Students will learn to analyze and interpret their own work and to see their own perspectives
48. Students will learn to analyze and interpret their own work and to see their own biases.

#### Visual Studies at CSUSB – PLOs

#### VISUAL STUDIES SUBJECT LEARNING OUTCOMES (SPECIFICS):

1. Investigate the multifaceted relationship between art and society, in the present and through time, with an emphasis on examining the ways that social, cultural, and economic issues impact access to and understandings of art across cultures.
2. Research a particular historical period and/or approach to art education and present a case study on this topic with a focus on examining the theoretical, practical, and cognitive approaches to learning, the way ideas about art have changed over time, and how each approach expanded and/or limited access to art.

3. Read, interpret, research, discuss, analyze, and question works of art, texts, and educational and community-based practices from a diversity of perspectives.

4. Question, dig deeper, and reflect on unconscious societal and personal biases and the ways that these impacts how and what we see. You will be able to identify relevant sources and justify their individual positions about art and education in presentations, texts, and discussions.

5. Create and implement socially engaged art projects. You will be able to originate, develop, plan, and facilitate a project applying what you have learned about art and society; it can be Socially engaged art, an exhibition, a workshop, or other.

6. Create an integrated 8Qweek arts curriculum and teach it in the community. You will be able to identify connections between learning in this and other disciplines, locate problems and brainstorm solutions, and consider multiple perspectives.

7. Apply what you have learned about art and social justice through participation in service learning projects and community internships. You will be able to facilitate the interaction of art with individuals and groups that are marginalized, including those that are incarcerated, living in poverty, seniors, and at-risk youth.

8. Complete a fieldwork study in which you will facilitate art with six individuals from the ages of toddlers through children, teens, and seniors. You will be able to collaborate, reflect, listen, and share ideas and perspectives throughout the major, with one another and with individuals and groups across the spectrum of society.

## MA in Child Development

Goal 1: Demonstrate theoretical and empirical knowledge of diverse and universal aspects of development from infancy through adulthood in the core domains of cognitive/language, physical, social-emotional, and neurological development.

### Program Learning Outcome (PLO)

PLO 1.1: Summarize each of the major theories of human and family development;

PLO 1.2: Be able to describe diverse and normative development within each of the core domains of human development and within each of the basic age periods;

PLO 1.3: Demonstrate an understanding of the relationship among developmental domains.

Goal 2: Effectively evaluate behavioral research including general research methods, specific developmental methodologies, test and measurement theory, and the design and evaluation of interventions

PLO 2.1: Demonstrate an understanding of the basic research designs employed in developmental research;

PLO 2.2: Be proficient in tests and measures used in developmental research, reliability and validity, and scoring categories for observational or interview data;

PLO 2.3: Write a research proposal that includes a research question and develop appropriate methodology to assess that question.

Goal 3: Oral and Written Communication Skills in a Research Context

PLO 3.1: Demonstrate proficiency in reviewing and critiquing literature;

PLO 3.2: Produce a research proposal including rationale based on careful consideration of previous research;

PLO 3.3: Write effective descriptions of methodologies and results of data analysis;

PLO 3.4: Develop and defend a position on an issue;

PLO 3.5: Develop a proficiency in communicating ideas orally in class discussions, group presentations, and conference--style presentations.

Goal 4: Apply knowledge of development to real-world problems including social and policy issues, risk factors in development, and the needs of developmental populations

PLO 4.1: Articulate the distinction between personal beliefs and empirically supported information

PLO 4.2: Apply their knowledge to real--world problems and consider policy changes and interventions to address these problems;

PLO 4.3: Utilize research to inform practice policies and advocacy platforms.

Goal 5: Participate in professional organizations in human development and make contact with professionals in their field

Objective 5.1: Prepare and submit papers to professional conferences

Objective 5.2: Become members of professional organizations in developmental psychology and/or Child development.

## MA in Communication Studies

### LEARNING GOALS & OBJECTIVES

Goal 1: Employ relevant theories perspectives, principles and concepts.

Objective 1.1 To synthesize the major communication theories, issues and concepts.

Objective 1.2 To apply the major communication theories, issues and concepts.

Objective 1.3 To critique the major communication theories, issues and concepts.

Goal 2: Evaluate and implement a range of research methodologies for investigating, understanding, and explaining communication phenomena.

Objective 2.1 Interpret Communication scholarship.

Objective 2.2 Evaluate Communication scholarship.

Objective 2.3 Apply Communication scholarship.

Objective 2.4 Formulate questions appropriate for Communication scholarship.

Objective 2.5 Engage in Communication scholarship using the research traditions of the Discipline

Objective 2.6 Differentiate between various approaches to the study of Communication.

Objective 2.7 Contribute to scholarly conversations appropriate to the purpose of inquiry.

Goal 3: Demonstrate an understanding of Communication Studies and its central questions.

Objective 3.1 Demonstrate understanding of the different philosophical perspectives and schools of thought and their impact of doing scholarship.

Objective 3.2 Articulate the importance of communication expertise in career development and civic engagement.

Objective 3.3 Identify the interdisciplinary connections between communication studies and other scholarly fields.

Objective 3.4 Demonstrate understanding of the processes of meaning-making influenced by context, including history, culture and power relations.

## MA in Criminal Justice

1. If relevant, a description of any current information from assessment that you are using to design your converted/transformed programs:

The Department of Criminal Justice assesses the Master's Program on a regular basis. To assess the Criminal Justice MA program, there are two primary sources of data that are collected from students and evaluated for determining the outcomes assessment of learning by our graduate students. The first is a Portfolio, which we have required from our students for the past 6 years, as well as a required, one-unit course—CJUS 686 (taken after the completion of all courses) -- where assessment tests are given to see what the students have learned in their coursework. It should be noted that the 686 course unit was added for the specific purpose of assessing learning among our graduate students. Both the portfolio and the 686 assessment assessments are collected from students after they had completed their coursework, and have advanced to candidacy to complete their MA program.

Both the portfolio and 686 assessments are assessed by the Departmental Committee on Outcomes Assessment made up of departmental faculty and are based on scores given by the committee from criteria in the plan.

2. Program learning outcomes:

At the end of the Master of Arts in Criminal Justice, students will have:

1. Acquired an in-depth awareness of the criminal justice system and its Components
2. Developed a working knowledge of research methods as used in social sciences, with a particular emphasis on providing students with the basic skills necessary to conduct (and direct) research in criminal justice agencies
3. Developed an ability to employ advanced statistical tools, especially as they are applied in criminological research
4. Knowledge of the primary concepts and assumptions of the traditional and contemporary theories of crime

3. Curriculum alignment to PLOs

All of our current and converted 600-level Criminal Justice courses directly address issues of theory, research methods, statistics, and criminal justice processes. In previous assessments of our program, deficiencies were discovered in student understanding of research methods and statistics. To address this issue, the 606 statistics course was redesigned, and an



additional 600-level course (CJUS 641) was added to the curriculum that focuses directly on research methods and statistics. All faculty are aware of the PLOs and actively work them into their courses along with course-specific learning outcomes. If weaknesses in the curriculum are noted in future assessments, we will address these concerns through redesign of specific courses.

4. Description of how you will measure and review each PLO (What evidence will you look at? What process will you use?):

As we are converting for Q2S, we do not expect any drastic changes and therefore we will continue to assess our program in the same basic manner as we have done in the past, with the use of Portfolio reviews and 686 test assessments. The current assessment plan evaluates students on their knowledge and comprehension of research methods, statistical application, theoretical concepts, and in-depth knowledge of the criminal justice system process and procedures.

5. Time plan – the rotation plan for assessing each PLO over 3-4 years and a description of when and how you will “close the loop” or your findings:

We will continue to assess the Criminal Justice MA Program on a regular basis and conduct a full large-scale assessment every 3 years. If the scores from the Portfolio and 686 assessment tests show any deficiencies or weaknesses in the program, we will address those concerns directly in course content and procedure.

## MA in Educational Administration

USA- NCATE- Unit Standards w/Sub-Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Sub-Standard Mapping

Sub-Standard 1e. Knowledge and Skills for Other School Professionals<sup>10</sup> No Mapping

Sub-Standard 1f. Student Learning for Other School Professionals No Mapping Sub-

Standard 1g. Professional Dispositions for All Candidates No Mapping

Standard 4 Diversity Sub-Standard Mapping

Sub-Standard 4a. Design, Implementation, and Evaluation of Curriculum and Experiences No Mapping

Sub-Standard 4b. Experiences Working with Diverse Faculty No Mapping

Sub-Standard 4c. Experiences Working with Diverse Candidates No Mapping

Sub-Standard 4d. Experiences Working with Diverse Students in P–12 Schools No Mapping

## Standard 5 Faculty Qualifications, Performance, and Development Sub-Standard Mapping

Sub-Standard 5a. Qualified Faculty No Mapping

Sub-Standard 5b. Modeling Best Professional Practices in Teaching No Mapping

Sub-Standard 5c. Modeling Best Professional Practices in Scholarship No Mapping

Sub-Standard 5d. Modeling Best Professional Practices in Service No Mapping

Sub-Standard 5e. Unit Evaluation of Professional Education Faculty Performance No Mapping

Sub-Standard 5f. Unit Facilitation of Professional Development No Mapping

## M.Ed. in Instructional Technology

### History & Background of the Field of Instructional Technology/Design

Application of underlying principles of the field. Candidates will demonstrate an understanding of Instructional Technology as a field of study and as a profession through application of its underlying principles.

Develop and communicate ideas in the field. Candidates will develop and express ideas and information for the purposes of communicating about the field.

Instructional Design: Develop and communicate ideas related to instruction. Candidates will develop and express ideas and information for the purposes of development of instruction and multimedia production related to instruction.

Application of design models. Candidates will apply instructional systems design models.

Evaluate learning theories of instructional design. Candidates will compare and contrast similarities and differences among learning theories and apply learning theories to instructional design (teaching) models, and to technology.

Technology: Information literacy skills. Candidates will demonstrate effective information literacy skills.

Use of technology in a variety of settings: Candidates will apply technology appropriately in a variety of settings.

### Research

Consumption of Research: Candidate will critically analyze existing body of research to inform design and research projects.

Production of Research: Candidates will be able to collaboratively conduct a research project including research questions, data collection, data analysis and reporting.

Professional Practice Professional Practices: Candidates will identify appropriate professional practices and demonstrate proper professional conduct.

Services & leadership: Candidates will provide leadership in the field of instructional technology in their chosen career or educational path including through service and professional activities.

Collaboration: Candidates will work collaboratively with others in the practice of instructional technology

## MA in English Composition

Theory: Students will understand how scholarly paradigms and theories develop, shift, contest, and construct knowledge in the disciplines of English. Students will engage dynamically with these theories in their own acts of interpretation, knowledge production, and professional practice.

Scholarly Identity and Ethical Responsibility: Students will understand that they are scholarly agents engaged in research, which is an ethical and potentially transformative practice. Students will develop and carry out their own inquiries that display ethical engagement in scholarly conversations and the dialogic production of knowledge.

Text as Social Action: Students will understand that the production of text is a form of social action and that texts have consequences for both individuals and communities, and they will produce rhetorically savvy texts that aim to make a social impact.

Critical Reading: Students will understand that texts and knowledge-making practices are never neutral. Students will analyze texts to illuminate their presumptions and biases and to understand their cultural work within a particular social and historical context.

Pedagogy Students will understand that pedagogy is always ideological, theoretical, and contextualized within the subject matter and by the scene of teaching, and thus requires intentional and reflective practice. Students will demonstrate the ability to theorize and explain their pedagogical intentions within particular contexts, and to reflect meaningfully on classrooms of which they are a part.

## MA in Mathematics

Goal 1: Students will acquire a broad graduate education.

1.1: Students will have a graduate level understanding of Geometry, Algebra, Analysis, and Problem Solving.

1.2: Students will be familiar with the mathematical concepts arising in a range of mathematical areas (e.g. topology, mathematical physics, etc.).

Goal 2: Students will acquire an in-depth understanding of a particular mathematical topic and its place in the broader context of mathematics.

2.1: Students will be able to write a thesis on the area of mathematics that they have chosen.

2.2: Students will be able to give a knowledgeable oral presentation on this topic.

Goal 3: Students will develop advanced analytical and problem-solving skills.

3.1: Students will be able to identify and analyze the mathematical structure of a problem.

3.2: Students will be able to solve mathematical problems using advanced problem-solving techniques.

Goal 4: Students will develop advanced critical thinking skills.

4.1: Students will be able to critique mathematical arguments.

4.2: Students will be able to write well-supported mathematical proofs.

Goal 5: Students will develop expository skills.

5.1: Students will be able to communicate advanced mathematics orally in a clear and effective manner.

5.2: Students will be able to write a clear and succinct mathematical exposition.

## MAT in Mathematics (Program suspended since 2015)

Goal 1. Analyze and critique secondary school Mathematics MAT candidates will analyze and critique secondary school mathematics from an advanced viewpoint, at levels ranging from the teaching and understanding specific concepts to broader, programmatic levels.

1.1 Approach Mathematics from a problem-solving viewpoint

1.2 Be able to utilize a variety of Alternate Solution methods

1.3 Be able to compare and use various Approaches to teaching Mathematical topics

1.4 Be aware Of Connections Between Advanced Mathematical topics and high school curriculum

Goal 2. Present mathematics in writing and orally MAT candidates will present mathematics clearly and coherently in writing and orally.

2.1 Present a variety of topics in in class Oral Presentations as well as Written reports.

2.2 Utilize a variety of Technological tools as Appropriate for the topics they study

2.3 Make an Oral Presentation of their MAT projects to faculty of the Mathematics Department and of the College of Education

Goal 3. Analyze student understanding MAT candidates will be able to analyze K-12 student understanding of mathematical topics.

3.1 Analyze Samples of Student work in Various topics

3.2 Analyze Alternate Solution Methods in a variety of topics

3.3 Identify Correct and false Solution methods

Goal 4. Enhance student Understanding MAT candidates will be able to apply a variety of methods to enhance K-12 student understanding of mathematics, and to correct their misunderstandings.

4.1 Analyze Alternate Solution Methods in a variety of topics

4.2 Utilize a variety of Technological tools to Enhance Student understanding

Goal 5. Find, critique and use outside Sources MAT candidates will learn to find, critique, and use outside sources to enhance their mathematics teaching

5.1 Apply outside sources to topics Studied in class

5.2 Apply Outside sources to The Development of their MAT projects

5.3 Critique Various articles and Approaches to the topics they study in the program

## MA in National Security Studies

Goal 1: Graduate students will be able to evaluate the major institutions that develop national security.

Learning Outcome 1.1 Students will be able to evaluate the major national security architecture of the United States.

Learning Outcome 1.2 Students will be able to evaluate the roles of intelligence in support of U.S. national security policy

Learning Outcome 1.3 Students will be able to evaluate the major institutions that implement national security objectives.

Goal 2: Graduate students will be able to evaluate the theories and concepts of national security.

Learning Outcome 2.1 Students will be able to evaluate how and why states have competitive interests.

Learning Outcome 2.2 Students will be able to evaluate the security dilemma hypothesis.

Learning Outcome 2.3 Students will be able to evaluate the different theories of international relations that pertain to national security.

Goal 3: Graduate students will be able to evaluate the major policies and strategies of national security.

Learning Outcome 3.1 Students will be able to evaluate major U.S. national security strategies.

Learning Outcome 3.2 Students will be able to evaluate whether terrorism threatens U.S. national security.

Learning Outcome 3.3 Students will be able to evaluate the competing theories of nuclear deterrence.

Goal 4 Graduate students will communicate effectively in writing, leading to lifelong learning.

Learning Outcome 4.1 Students will be able to write coherent analytical essays.

## MA in Psychological Science

B. Program goals and learning outcomes (PLO's).

Goal 1. Knowledge base in psychology

PLO 1: Students demonstrate an advanced theoretical and empirical understanding of the major subareas of psychology.

PLO 2: Students develop expertise in a specific research area.

Goal 2. Research competence

PLO2.1: Students demonstrate an understanding of basic research designs employed in psychological science.

PLO 2.2: Students employ appropriate research designs in their specific research area.

PLO 2.3: Students apply advanced knowledge and best practices in statistical methods, techniques, and procedures.

PLO 2.4: Students are proficient in the interpretation and evaluation of scientific results.

Goal 3. Communication

PLO 3.1: Students are proficient in communicating and critiquing the scientific literature.

PLO 3.2: Students are proficient in science-based writing.

PLO 3.3: Students are proficient in science-based oral communication.

PLO 3.4: Students communicate psychological research and theory effectively to diverse audiences and communities.

#### Goal 4. Scientific values and ethical responsibilities

PLO 4.1: Adheres to the APA code of ethics in the collection, analysis, interpretation and dissemination of data.

PLO 4.2: Demonstrates scientific mindedness, i.e., insistence on high standards of proof and evidence, appropriately skeptical attitude,

#### Goal 5. Professional values in academia

PLO 5.1: Exercises values that reflect commitment to diversity, interacts effectively with diverse people

PLO 5.2: Displays an ethic of service to multiple communities, including other students, the scientific community, and the larger society.

PLO 5.3: Displays appropriate scientific professionalism, respects norms of scientific professional conduct, is able to represent their program and university in a positive manner, participates in appropriate professional organizations,

## MA in Rehabilitation Counseling

### C.1 PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR

#### C.1.1 Rehabilitation counseling scope of practice

C.1.1.a. Explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.

C.1.1.b. Articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.

#### C.1.2 History, systems, and philosophy of rehabilitation

C.1.2.a. Integrate into one's practice, the history and philosophy of rehabilitation, as well as the laws affecting individuals with disabilities.

C.1.2.b. Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.

C.1.2.c. Explain the role and values of independent living philosophy for individuals with a disability.

### C.1.3 Legislation related to people with disabilities

C.1.3.a. Apply the principles of disability-related legislation, including the rights of people with disabilities, to the practice of rehabilitation counseling.

### C.1.4 Ethics

C.1.4 a. Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession

### C.1.5 Professional credentialing, certification, licensure and accreditation

C.1.5.a. Explain differences between certification, licensure, and accreditation.

### C.1.6 Informed consumer choice and consumer empowerment

C.1.6.a. Integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation.

C.1.6.b. Articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.

### C.1.7 Public policies, attitudinal barriers, and accessibility

C.1.7.a. Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers.

C.1.8.a Educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.

## C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY AND CULTURAL DIVERSITY

### C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation

C.2.1.a. Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation.

C.2.1.b. Identify strategies to reduce attitudinal barriers affecting people with disabilities.

### C.2.2 Psychological dynamics related to self-identity, growth, and adjustment

C.2.2.a. Identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.

C.2.2.b. Identify and demonstrate an understanding of stereotypical views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.



C.2.2.c. Explain adjustment stages and developmental issues that influence adjustment to disability.

C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues

C.2.3.a. Provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.

C.2.3.b. Identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.

C.2.3.c. Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.

### C.3 HUMAN GROWTH AND DEVELOPMENT

C.3.1 Human growth and development across the life span

C.3.1.a. Articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.

C.3.1.b. Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

C.3.2 Individual and family response to disability

C.3.2.a. Assist the development of transition strategies to successfully complete the rehabilitation process.

C.3.2.b. Recognize the influence of family as individuals with disabilities grow and learn.

C.3.2.c. Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

C.3.3 Theories of personality development

C.3.3.a. Describe and explain established theories of personality development.

C.3.3.b. Identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

C.3.4 Human sexuality and disability

C.3.4.a. Identify impact that different disabilities can have on human sexuality.

C.3.4.b. Discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

#### C.3.5 Learning styles and strategies

C.3.5.a. Develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

### C.4 EMPLOYMENT AND CAREER DEVELOPMENT

#### C.4.1 Disability benefits systems including workers' compensation, long-term disability, and social security

C.4.1.a. Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.

C.4.1.b. Explain the requirements of benefits available to people with disabilities through systems such as workers' compensation, long-term disability insurance, and social security.

#### C.4.2 Job analysis, transferable skills analysis, work site modification and restructuring

C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications, or job restructuring.

C.4.2.b. Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.

C.4.2.c. Apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.

#### C.4.3 Career counseling, career exploration, and vocational planning

C.4.3.a. Provide career counseling utilizing appropriate approaches and techniques.

C.4.3.b. Utilize career/occupational materials to assist the individual with a disability in vocational planning.

C.4.3.c. Facilitate involvement in vocational planning and career exploration.

#### C.4.4 Job readiness development

C.4.4.a. Assess an individual's (who lives with disability) readiness for gainful employment and assist individuals with a disability in increasing this readiness.

#### C.4.5 Employer consultation and disability prevention

C.4.5.a. Provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.

C.4.5.b. Consult with employers regarding accessibility and issues related to ADA compliance.

#### C.4.6 Workplace culture and environment

C.4.6.a. Describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.

#### C.4.7 Work conditioning/work hardening

C.4.7.a. Identify work conditioning or work hardening strategies and resources as part of the rehabilitation process. C.4.8 Vocational consultation and job placement strategies

C.4.8.a. Conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.

C.4.8.b. Identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.

C.4.8.c. Utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

#### C.4.9 Career development theories

C.4.9.a. Apply career development theories as they relate to an individual with a disability.

#### C.4.10 Supported employment, job coaching, and natural supports

C.4.10.a. Effectively use employment supports to enhance successful employment.

C.4.10.b. Assist individuals with a disability with developing skills and strategies on the job.

#### C.4.11 Assistive technology

C.4.11.a. Identify and describe assistive technology resources available to individuals with a disability for independent living and employment.

### C.5 COUNSELING APPROACHES AND PRINCIPLES

#### C.5.1 Individual counseling and personality theory

C.5.1.a. Communicate a basic understanding of established counseling theories and their relationship to personality theory.

C.5.1.b. Articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.

#### C.5.2 Mental health counseling

C.5.2.a. Recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals.

C.5.2.b. Analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.

C.5.2.c. Explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.

#### C.5.3 Counseling skills and techniques development

C.5.3.a. Develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.

C.5.3.b. Establish, in collaboration with the consumer, individual counseling goals and objectives.

C.5.3.c. Apply basic counseling and interviewing skills.

C.5.3.d. Employ consultation skills with and on behalf of the consumer.

#### C.5.4 Gender issues in counseling

C.5.4.a. Counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.

C.5.4.b. Identify gender differences that can affect the rehabilitation counseling and planning processes.

#### C.5.5 Conflict resolution and negotiation strategies

C.5.5.a. Assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.

#### C.5.6 Individual, group, and family crisis response

C.5.6.a. Recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and/or emotional crisis.

#### C.5.7 Termination of counseling relationships

C.5.7.a. Facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.

C.5.7.b. Develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process.

#### C.5.8 Individual empowerment and rights

C.5.8.a. Promote ethical decision-making and personal responsibility that is consistent with an individual's culture, values and beliefs.

#### C.5.9 Boundaries of confidentiality

C.5.9.a. Explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling.

C.5.9.b. Identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations.

#### C.5.10 Ethics in the counseling relationship

C.5.10.a. Explain the practical implications of the CRCC Code of Ethics as part of the rehabilitation counseling process.

C.5.10.b. Confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.

#### C.5.11 Counselor Supervision

C.5.11.a. Explain the purpose, roles, and need for counselor supervision in order to enhance the professional development, clinical accountability, and gate-keeping function for the welfare of individuals with a disability.

### C.6 GROUP WORK AND FAMILY DYNAMICS

#### C.6.1 Group Dynamics and Counseling Theory

C.6.1.a. Apply theories and principles of group counseling when working with persons with disabilities. C.6.2 Group leadership styles and techniques

C.6.2.a. Demonstrate effective group leadership skills.

#### C.6.3 Family dynamics and counseling theory

C.6.3.a. Apply an understanding of family systems and the impact of the family on the rehabilitation process.

#### C.6.4 Family support interventions

C.6.4.a. Use counseling techniques to support the individual's family/significant others, including advocates.

C.6.4.b. Facilitate the group process with individual's family/significant others, including advocates to support the rehabilitation goals.

#### C.6.5 Ethical and legal issues impacting individuals and families

C.6.5.a. Apply ethical and legal issues to the group counseling process and work with families.

C.6.5.b. Know the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities.

#### C.7 ASSESSMENT

##### C.7.1 Role of assessment

C.7.1.a. Explain purpose of assessment in rehabilitation process.

C.7.1.b. Use assessment information to determine eligibility and to develop plans for services.

##### C.7.2 Assessment resources and methods

C.7.2.a. Identify assessment resources and methods appropriate to meet the needs of individuals with a disability.

C.7.2.b. Describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.

C.7.2.c. Describe computer-based assessments for rehabilitation and employment planning.

##### C.7.3 Individual involvement in assessment planning

C.7.3.a. Facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.

C.7.3.b. Utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.

C.7.3.c. Evaluate the individual's capabilities to engage in informed choice and to make decisions.

##### C.7.4 Measurement and statistical concepts

C.7.4.a. Describe basic measurement concepts and associated statistical terms.

C.7.4.b. Comprehend the validity, reliability, and appropriateness of assessment instruments.

##### C.7.5 Selecting and administering the appropriate assessment methods

C.7.5.a. Explain differences in assessment methods and testing instruments (i.e., aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).

C.7.5.b. Apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.

C.7.6 Ethical, legal, and cultural implications in assessment

C.7.6.a. Know the legal, ethical, and cultural implications of assessment for rehabilitation services.

C.7.6.b. Consider cultural influences when planning assessment.

C.7.6.c. Analyze implications of testing norms related to the culture of an individual.

C.8 RESEARCH AND PROGRAM EVALUATION C.8.1 Basic statistics and psychometric concepts

C.8.1.a. Understand research methodology and relevant statistics.

C.8.2 Basic research methods

C.8.2.a. Interpret quantitative and qualitative research articles in rehabilitation and related fields.

C.8.2.b. Apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments).

C.8.3 Effectiveness of rehabilitation counseling services.

C.8.3.a. Develop and implement meaningful program evaluation.

C.8.3.b. Provide a rationale for the importance of research activities and the improvement of rehabilitation services.

C.8.4 Ethical, legal, and cultural issues related to research and program evaluation.

C.8.4.a. Apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.

C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY

C.9.1 The human body system

C.9.1.a. Explain basic medical aspects related to human body system and disabilities.

C.9.2 Medical terminology and diagnosis

C.9.2.a. Demonstrate an understanding of fundamental medical terminology.

C.9.2.b. Demonstrate an understanding of the diagnostic process used by medical and other health professions.

### C.9.3 Physical, psychiatric, cognitive, sensory and developmental disabilities

C.9.3.a. Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability.

C.9.3.b. Articulate the functional limitations of disabilities.

C.9.3.c. Apply working knowledge of the impact of disability on the individual, the family, and the environment. C.9.3.d. Explain the implications of co-occurring disabilities.

### C.9.4 Assistive technology

C.9.4.a. Determine the need for assistive technology and the appropriate intervention resources.

C.9.4.b. Support the evaluation of assistive technology needs as they relate to rehabilitation services.

### C.9.5 Environmental implications for disability

C.9.5.a. Evaluate the influences and implications of the environment on disability.

### C.9.6 Classification and evaluation of function

C.9.6.a. Demonstrate familiarity with the use of functional classification such as the International Classification of Function.

C.9.6.b. Consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability

## C.10 REHABILITATION SERVICES, CASE MANAGEMENT, AND RELATED SERVICES

### C.10.1 Vocational rehabilitation

C.10.1.a. Describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs.

C.10.1.b. Identify and plan for the provision of vocational rehabilitation services with individuals with a disability.

C.10.1.c. Provide information to prospective employers about the benefits of hiring people with disabilities.

### C.10.2 Case and caseload management

C.10.2.a. Evaluate the need for and utilize case and caseload management services.



C.10.2.b. Apply principles of caseload management, including case recording and documentation.

C.10.2.c. Identify rehabilitation case management strategies that are evidence-based.

C.10.2.d. Establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services

### C.10.3 Independent living

C.10.3.a. Identify and plan for the provision of independent living service alternatives with individuals with a disability.

### C.10.4 School to work transition services

C.10.4.a. Develop knowledge of transition services that facilitate an individual's movement from school to work.

### C.10.5 Disability management

C.10.5.a. Describe employer-based disability management concepts, programs, and practices.

### C.10.6 Forensic rehabilitation and vocational expert practices

C.10.6.a. Describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.

### C.10.7 Substance abuse treatment and rehabilitation

C.10.7.a. Describe different recovery models that apply to substance abuse treatment and rehabilitation.

C.10.7.b. Identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

### C.10.8 Psychiatric rehabilitation

C.10.8.a. Identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

### C.10.9 Wellness and illness prevention concepts

C.10.9.a. Promote constructive lifestyle choices that support positive health and prevents illness or disability.

### C.10.10 Community Resources

C.10.10.a. Work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.

C.10.10.b. Identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.

#### C.10.11 Community-based rehabilitation and service coordination

C.10.11.a. Assist individuals with a disability to access and utilize services available in the community.

C.10.11.b. Collaborate with advocates and other service providers involved with the individual and/or the family.

#### C.10.12 Life care planning

C.10.12.a. Describe the purposes of life-care planning and utilize life-care planning services as appropriate.

#### C.10.13 Insurance programs and social security

C.10.13.a. Demonstrate knowledge of disability insurance options and social security programs.

C.10.13.b. Explain the functions of workers' compensation, disability benefits systems, and disability management systems.

#### C.10.14 Programs for specialty populations

C.10.14.a. Describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury intellectual disabilities sensory disability, correctional and veterans.

#### C.10.15 Current technology and rehabilitation counseling

C.10.15.a. Explain and plan for the appropriate use of assistive technology including computer-related resources.

C.10.15.b. Utilize internet and other technology to assist in the effective delivery of services.

C.10.15.c. Assist individuals with a disability in developing strategies to request appropriate accommodation.

C.10.15.d. Assess individual needs for rehabilitation engineering services.

USA- NCATE- Unit Standards w/Sub-Standards

Standard 1 Candidate Knowledge, Skills, and Professional Dispositions

Sub-Standard 1a Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1d. Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1e. Knowledge and Skills for Other School Professionals<sup>10</sup>

Sub-Standard 1f. Student Learning for Other School Professionals

Sub-Standard 1g. Professional Dispositions for All Candidates

Standard 2 Assessment System and Unit Evaluation

Sub-Standard 2a. Assessment System

Sub-Standard 2b. Data Collection, Analysis, and Evaluation

Sub-Standard 2c. Use of Data for Program Improvement

Standard 3 Field Experiences and Clinical Practice

Sub-Standard 3a. Collaboration between Unit and School Partners

Sub-Standard 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Sub-Standard 3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn

Standard 4 Diversity

Sub-Standard 4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Sub-Standard 4b. Experiences Working with Diverse Faculty

Sub-Standard 4c. Experiences Working with Diverse Candidates

Sub-Standard 4d. Experiences Working with Diverse Students in P–12 Schools

Standard 5 Faculty Qualifications, Performance, and Development

Sub-Standard 5a. Qualified Faculty

Sub-Standard 5b. Modeling Best Professional Practices in Teaching

Sub-Standard 5c. Modeling Best Professional Practices in Scholarship

Sub-Standard 5d. Modeling Best Professional Practices in Service

Sub-Standard 5e. Unit Evaluation of Professional Education Faculty Performance

Sub-Standard 5f. Unit Facilitation of Professional Development

#### Standard 6 Unit Governance and Resources

Sub-Standard 6a. Unit Leadership and Authority

Sub-Standard 6b. Unit Budget

Sub-Standard 6c. Personnel

Sub-Standard 6d. Unit Facilities

Sub-Standard 6e. Unit Resources including Technology

### MS in Counseling and Guidance

Counseling and psychotherapeutic theories and techniques including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters

Human growth and development across the lifespan including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior

Career development theories and techniques including career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development

Group counseling theories and techniques including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness

Assessment, appraisal, and testing of individuals including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling

Multicultural counseling theories and techniques including counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination

Principles of the diagnostic process including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care

Research and evaluation including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation

Professional orientation, ethics, and law in counseling including professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

Psychopharmacology including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified

Addictions counseling including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources

Crisis or trauma counseling including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster

Advanced counseling and psychotherapeutic theories and techniques including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics

Advanced coursework to develop knowledge of specific treatment issues or special populations

Field study experience in a clinical setting that provides a range of professional clinical counseling experience

Socioeconomic status: The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position

Cultures found within California: The understanding of human behavior within the social context of a representative variety of the cultures found within California

Cultural competency and sensitivity: Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California

Multicultural development and cross-cultural interaction including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process

Case management, systems of care for the severely mentally ill public and private services for the severely mentally ill, community resources for victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment

Human sexuality including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction

Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics

Child abuse assessment and reporting

Aging and long-term care including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect

Principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments

## MA in Reading/Language Arts

Contemporary Foundations of Literacy Candidates will survey basic theoretical principles underlying the contemporary teaching of literacy Candidates will survey basic theoretical principles underlying cognitive versus sociocultural models of literacy development, theories

about the sociocultural contexts of literacy, the role of multiple literacies in literacy development (multilingual, multimodal, Digital literacies).

Culture of Literacy Candidates will analyze the Sociocultural contexts of literacy in their school, their students' homes, and their school's community, and develop a plan for fostering a culture of literacy in that context.

21st Century Skills Candidates will recognize and apply standards-based practices, especially related to Common Core Standards to foster their students' 21st Century Skills

Models of Reading Candidates will identify the characteristics of skills-based versus transactional approaches to literacy instruction.

Practices in Literacy Instruction Candidates will deploy a range of situationally and learner-appropriate practices underlying the contemporary teaching of literacy, using a learner-centered and socially conscious praxis.

Emergent Literacy Candidates will identify the components of emergent literacy and implement basic reading instruction for beginning readers.

Best Practices for the needs of all students Candidates will utilize research based best practices in literacy instructional settings that address the needs of all students.

Balanced Literacy Candidates will plan a developmentally appropriate and challenging instructional environment based on a balanced approach to literacy that integrates teaching practices that focus on oral language development, fluency, listening and reading comprehension, vocabulary development, word analysis, academic language development, voluntary reading and authentic writing.

Strategies and Methods in Literacy Instruction Candidates will articulate a repertoire of strategies and methods for the teaching of literacy, and be able to organize instruction using this repertoire across a range of situations and a diversity of learners.

Skills Integration Candidates will systematically structure a range of teaching strategies for listening, speaking, reading and writing across the curriculum, including writing instruction that is consistent with learners' writing process.

Strategies for Teaching reading Candidates will identify the core elements of the gradual release model, guided reading, shared reading, independent reading, read aloud, comprehension strategies, and explicit vocabulary instruction, decoding strategies, reading and writer's workshop.

Materials Candidates will have the skills and knowledge at three levels to recognize and evaluate a variety of materials for literacy instruction.

Curricular Models Students will be able to identify a range of curricular models in literacy and evaluate their effectiveness.

Digital Literacies Candidates Will identify a range of multimodal and digital literacies that must be taught in literacy curricula, and design instruction that addresses these literacies. Second Language Acquisition Candidates will identify key characteristics of literacy instruction that supports learners' second language development, and design literacy instruction that supports English Language Learners.

Assessment Candidates will have the skills and knowledge at three levels to recognize and use a variety of assessment materials and strategies as a part of literacy instruction.

Data-driven Assessment Candidates will explain how data from a range of assessments impact their instructional practice and literacy program design.

Classroom based Literacy Assessment Candidates will identify and use arrange of classroom-based assessments that provide information about individual learners' literacy skills, strategies, interests, motivations, and backgrounds.

Content Area Reading and Information Literacy Candidates identify and use a range of assessments for assessing learner's content area reading and information literacy.

Intervention Candidates will acquire the knowledge and skills to connect literacy assessments with a repertoire of intervention strategies as a part of literacy instruction Intervention Candidates design intervention plans for individual learners based on a range of assessments.

USA- NCATE- Unit Standards w/Sub-Standards

Standard 1 Candidate Knowledge, Skills, and Professional Dispositions

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Sub-Standard 1e. Knowledge and Skills for Other School Professionals<sup>10</sup>

Sub-Standard 1f. Student Learning for Other School Professionals

Sub-Standard 1g. Professional Dispositions for All Candidates

Standard 3 Field Experiences and Clinical Practice

Sub-Standard 3a. Collaboration between Unit and School Partners

Sub-Standard 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Sub-Standard 3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to help all students learn



## MA Teaching English to Speakers of Other Languages (TESOL)

### 1. English Content, Knowledge/Proficiency, Sum of Summary Matrix, Evidence

1.1 (Linguistics Glossary)

1.2 (Graduate Entrance Writing Requirement and GPA rating)

### 2. Instructional Plan Competency

### 3. Fieldwork, Competency (Aggregate Fieldwork Rubrics)

### 4. Candidate, Assessment, Portfolio, Summary, evidence of Goals 1-8

### 5. Exit Writing Requirement, Competency

5.1. Comp Exam; M. A.

### 6. Disposition (Candidate Statements + Reflective Rubrics)

6.1. Admissions, Statement of Purpose

6.2. Admissions, Statement of, Purpose, Revised

6.3. Fieldwork, Reflective, Statement (aligned to CoE Conceptual Framework)

6.4. Candidate, Assessment, Portfolio, Reflective, Statement

## NCATE- USA – Unit Standards w/ Substandards

Sub-Standard 1a Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1d. Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1g. Professional Dispositions for All Candidates

## MA in Math & Science Education

Goal 1: Pedagogy The program will provide models of pedagogical strategies that support K-12 students' learning of math and science concepts and practices

Outcome 1.1: Math Pedagogy Students will learn appropriate pedagogy to support the learning of mathematics concepts and skills reflected in the CCSS-M.

Outcome 1.2: Science Pedagogy Students will learn appropriate pedagogical skills to support learning of physical science, life science and earth/planetary science reflected in the NGSS.

Outcome 1.3: Standards for Mathematical Practice Students will be able to identify instances in classrooms in which the Standards for Mathematical Practice are reflected in student work.

Outcome 1.4: Science and Engineering Practices Students will be able to identify instances in which the science and engineering practices in the Next Generation Science Standards are reflected in student work.

Goal 2: Planning Lessons The program will provide strategies to plan, implement and assess lessons that integrate mathematics and science concepts and skills.

Outcome 2.1: Integrating Math and Science Lessons Students will plan, implement and assess inquiry-based problem-solving lessons that integrate Common Core State Standards for mathematics content, Next Generation Science Standards and Common Core Standards for Mathematical Practice.

Outcome 2.2: Implementing Reforms in Lesson Planning Students will transform skills-based lessons into lessons that integrate the content standards with the Common Core Standards for Mathematical Practice and with the Next Generation Science Standards.

Outcome 2.3: Difficulties with Integrating Lessons Students will identify problems associated with planning, implementing and assessing lessons that integrate mathematics, science, engineering and technology.

Outcome 2.4: Mediating Difficulties with Integration Students will develop strategies for mediating problems associated with planning, implementing and assessing lessons that integrate mathematics, science, engineering and technology.

Goal 3: Advocating Math-Science Integration Candidates in the program will become advocates of integrated teaching and learning strategies in mathematics and science.

Outcome 3.1: Research in Integration Students will collect and analyze peer reviewed research articles that address issues connected with creating meaningful integrated mathematics and science lessons.

Outcome 3.2: Research in CCSS-M and NGSS Students will collect and analyze peer reviewed research articles related to the Common Core State Standards, the Standards for Mathematical Practice and the Next Generation Science Standards.

## MA in Social Science and Globalization

1. Structure, analyze, evaluate, and support arguments, evidence, and scholarship both orally and in writing in the social sciences (anthropology, economics, geography, history, political science, and sociology).
2. Interpret, compare, and contrast academic ideas in the social sciences (anthropology, economics, geography, history, political science, and sociology).
3. Demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences (anthropology, economics, geography, history, political science, and sociology).
4. Demonstrate knowledge of and an ability to critical engage with theories of globalization as it applies to the social science disciplines (anthropology, economics, geography, history, political science, and sociology), and to either regions of study or specific groups, such as Indigenous populations.

## MA in Spanish

1. Description of current information on assessment that you are using to design the converted program

The Masters in Spanish program is monitored by the Spanish Graduate Coordinator. Advising is provided to students through quarterly class visitations by the program coordinator and regularly by each faculty member teaching graduate courses. At the beginning of the fall quarter, a Spanish Masters reception is held, in which new students in the program are welcomed by the Graduate Coordinator and Spanish faculty and given information on the roadmaps, course scheduling for the two-year rotation, and all the necessary information on program requirements and procedures. Information on the program is available for prospective and current students in the Department's webpage ([http://flan.csusb.edu/programs/graduate/MA\\_Spanish](http://flan.csusb.edu/programs/graduate/MA_Spanish)), including course requirements, offerings, and descriptions, reading list, comprehensive exams procedures and dates, grading rubrics, and sample exam questions. Program roadmaps and other important information (e.g., leaves of absence, link to Graduate Studies, online application) are available in the webpage, and the Graduate Coordinator works closely with the Director of the Multimedia Language Center to regularly update and improve the Spanish MA section of the Department's website.

The most recent Assessment Plan was written in 2015-16. It included a Program Annual Report including the following areas:

1. Department/Program information: WLL/ SPANISH M.A. Graduate Program  
Department Chair, Dr. Carmen Jany [Prof. Thomas McGovern started Fall 2017]  
Program Coordinators, Dr. J. David Jerez-Gómez [Dr. Correa started Fall 2017]
2. Background and context
  - a. Program Mission and Goals:

The Spanish Masters program in Spanish is designed to build our graduate students' knowledge, understanding, and research skills in the literature, linguistics, and civilization of the Hispanic world. Its main focus is the strengthening of the knowledge required of Spanish teachers and other professionals through the advanced study and analysis of the literary works in Spanish, as well as the cultures, language system, traditions, and varieties of the Spanish-speaking countries. The degree will prepare our graduates to become Spanish teachers at secondary schools and colleges with a solid foundation in the field. Our graduates will have a degree also appropriate for employment in the public or private sector in position that serve the Hispanic community or require knowledge of Spanish at an advance level. The degree is also appropriate for those graduates seeking to continue their advance studies at the doctoral level.

b. Five-year assessment plan (or other period if that makes more sense for the program) NA [not determined yet as of Fall 2017]

3. Student learning outcomes to be investigated this year. SLOs might be in different stages of the assessment cycle, e.g. SLO X - analysis and reflection in Fall, SLO Y - design in Fall, data collection in Winter and Spring, etc.

4. Methodology of the assessment: what data will be collected, and in what way(s)? Graduate exam results will be collected for assessment. Two graduate comprehensive exams were administered this academic year of 2015-16. Two students took the graduate comprehensive exams in the Fall of 2015. One student passed the exam satisfactorily, being the second attempt. Faculty work in one on one advising sessions, often after regular office hours, contributed to the student success. The student who did not pass the exam was taking it for the first time and will have to repeat most of the areas in the next attempt. In the Spring, only one student took the exam for the first time and failed to pass. The student will have to repeat all areas but one in the next and last attempt.

5. Analysis of the data collected

a. Results of quantitative and/or qualitative analysis

b. Interpretation of the results

Faculty evaluating the exams agreed that the level of those who failed was bellow M.A. graduate requirements, in the areas of written expression as well as in content. These results lead faculty to recommend being more selective in acceptance of new students, making sure they meet the program minimum requirements.

6. Implications for the program: what are next steps based on these results?

It has been proposed to be more selective in the acceptance process, and identifying students' particular weakness in order to provide more specific support and guidance during the coursework prior to taking the graduate exams. Another suggestion is to reinforce and develop the Teaching Assistantship program to help students focus on their courses, eventually aiming to provide students with enough resources to be fulltime students, rather than part-time. Reasons of time and work related duties due to

financial needs have been identified as causes for students not to be able to find enough time to dedicate to their graduate classes., therefore putting their success in the graduate program in jeopardy.

## 2. Program learning outcomes [work in progress as of Fall 2017)

a. 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.

b. 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.

c. 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.

d. 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.

## 3. Curriculum alignment to PLOs

PLOs a. and b. correspond to the courses on Research Methods, Spanish Peninsular Literature and Culture, and Spanish American Literature and Culture:

Core courses: SPAN 6606, 6625, 6630

Elective courses: SPAN 6650, 6651, 6652, 6653, 6654

PLOs c., d., and e. correspond to the courses on the History of the Spanish Language, Spanish Linguistics, Spanish Applied Linguistics, and Spanish Semantics and Pragmatics:

Core courses: SPAN 6608, 6620

Elective courses: SPAN 6655, 6656

## 4. Description of how you will measure and review each PLO (What evidence will you look at? What process will you use?)

Each PLO will be measured by gathering and analyzing the students results of the Comprehensive Examinations, currently administered in the Spring and Fall quarters. This evidence will be collected annually and compared with the results of previous year(s), to identify possible patterns. The Department should also pay close attention to ongoing (after students complete their first year) and exit surveys (upon graduation). This feedback will be used to fine tune the curriculum contents and objectives, as well as questions included in the Comprehensive Examination.

## 5. Time plan – the rotation plan for assessing each PLO over 3-4 years and a description of when and how you will “close the loop” or your findings

The Department has yet to decide if all PLOs should be assessed at the same time, every 4

years (possibly in two separate semesters at the end of the cycle), or have a rotation and examine one or two PLOs every two or three years. Drawing from the findings, changes in the curriculum or evaluation tools will be implemented in the next cycle.

## MS in Special Education

Goal 1: Candidates will demonstrate better understanding of general education State Content Standards.

Outcome 1.1: Core Curriculum Subject Matter Knowledge Candidates will have average ratings of 3.5 or higher on supervised fieldwork competencies that are aligned with TPE 1: Specific Pedagogical Skills for Subject Matter Instruction. This outcome will address the following component of TPE 1. "Education Specialist teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment."

Outcome 1.2: Core Curriculum Subject Matter Knowledge Candidates will have average ratings of 3.5 or higher on supervised fieldwork competencies that are aligned with TPE 2: Monitoring Student Learning During Instruction. This outcome will assess the following component of TPE 2, "to determine whether students are progressing adequately toward achieving the state adopted content standards for students."

Goal 2: Candidates will communicate effectively in written form.

Outcome 2.1: Effective Written Communication Candidates will have average ratings of 3.5 on supervised fieldwork competencies aligned with TPE 10: Instructional Planning. This outcome will assess the following component of TPE 10, "Candidates demonstrate the ability to coordinate, direct and communicate effectively..."

Outcome 2.2: Effective Written Communication MA degree candidates will pass the comprehensive exam at a rate of 90% or better in each emphasis area (i.e., Early Childhood, Mild/Moderate Disabilities, and Moderate/Severe Disabilities) each quarter.

NCATE- USA – Unit Standards w/ Substandards

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Sub-Standard 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Sub-Standard 1d. Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers)

## Sub-Standard 1g. Professional Dispositions for All Candidates

### MA in Theatre Arts

#### ART HISTORY OUTCOMES (SPECIFICS):

1. Recognize art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally
2. Articulate art historical approaches to solving research problems and obtain knowledge related to art in different historical periods globally
3. Implement multiple approaches to solving research problems and obtain knowledge related to art in different historical periods globally
4. Comprehend intellectual issues as they pertain to art from diverse cultures and in different historical periods
5. Comprehend ethical issues as they pertain to art from diverse cultures and in different historical periods
6. Comprehend social and political issues as they pertain to art from diverse cultures and in different historical periods
7. Comprehend issues of practice and methodology as they pertain to art from diverse cultures and in different historical periods
8. Evidence a high degree of knowledge in relation to subjects and objects of art historical research and methodologies of research
9. Evidence a high degree of knowledge in relation to art historical practices encompassing research and findings, oral articulation, written expositions for scholarship in the global arts
10. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical intellectual issues on a global scale for art
11. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of ethical issues as they pertain to the global condition for art
12. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical social and political issues globally for art
13. Demonstrate implementation of art historical knowledge and skills in analysis and verbal/written articulation of current and historical practices of art in a global context
14. Engage art historical analysis of artistic expression and pertinent scholarly information
15. Engage art historical analysis of oral artistic expression and pertinent scholarly information

16. Engage art historical analysis of quantitative representations and pertinent scholarly information
17. Engage art historical analysis of technological representations of art and pertinent scholarly information
18. Engage art historical analysis of written representations of art and pertinent scholarly information
19. Critically engage with local communities through art historical literacy and scholarship
20. Critically engage with global communities through art historical literacy and scholarship
21. Engage in diverse art historical methods, showing ability to inquire and reason for arguments related to the arts
22. Define intellectual questions and problems related to the research of subjects and objects of art history in a global context
23. Identify potential solutions to intellectual questions and problems related to the research of subjects and objects of art history in a global context
24. N/A
25. Determine intellectual strategies and courses of action appropriate to resolving questions and problems related to the research of subjects and objects of art history
26. Develop new art historical approaches to critical thought in relation to art historical scholarship in a global context
27. Implement innovative art historical approaches to critical thought in relation to art historical scholarship in a global context
28. Develop new art historical approaches to solving intellectual problems in relation to art historical scholarship in a global context
29. Implement innovative art historical approaches to resolving intellectual problems in relation to art historical research in a global context
30. Develop new art historical approaches to verbal and written expressions in relation to art historical research in a global context
31. Implement innovative art historical approaches to verbal and written expressions in relation to art historical research in a global context
32. Connect art historical comprehension and learning experiences to those of other disciplines including sociological, gender studies, ethnic studies, literary and anthropological studies



33. Situate unscripted and non-categorized intellectual inquiries and problems in art history using the perspectives of multiple-disciplined learning engagements
34. Strategize and resolve unscripted and non-categorized intellectual inquiries and problems in art history using the perspectives of multiple-disciplined learning engagements
35. Demonstrate the use of perspectives from multiple fields, contexts, cultures and identities to conduct art historical research in the global context
36. Develop through an art historical worldview a disposition and impetus for human respect and the promotion of social justice and equality
37. Apply art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality
38. Apply art historical knowledge leading to intellectual confidence to transform behaviors of human respect, social justice and equality.
39. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality on school campus
40. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in local communities
41. Demonstrate use of art historical knowledge leading to intellectual confidence to promote human respect, social justice and equality in global communities
42. Comprehend how dynamics in global communities shape vision through the art historical study of past and current subjects and objects of art in the global context
43. Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse individuals
44. Develop through art historical worldviews a disposition and impetus to respectfully interact with diverse social groups
45. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse individuals
46. Develop through art historical worldviews a disposition and impetus to respectfully collaborate with diverse social groups
47. Recognize and demonstrate one's own perspective and worldview through the art historical study of past and current cultural contexts for art objects
48. Recognize and demonstrate self-awareness of one's own social biases through the art historical study of past and current cultural contexts for art objects

## DIGITAL MEDIA LEARNING OUTCOMES (SPECIFICS):

1. Identify and explain multiple approaches to problem solving as it relates to problem identification, research and information gathering, and analysis. In addition, you will be able to show proficiency in the generation of ideas, alternative solutions, prototyping, and user testing, including the ability to evaluate final outcomes keeping in mind intellectual, ethical, social and practical issues surrounding their final design decisions.
2. Demonstrate the ability to investigate and integrate the needs of marketing, manufacturing and production into your design process and final design decisions. You will understand user centric design practices in terms of user/audience satisfaction, aesthetics, ecology, safety and value.
3. You will be able to demonstrate depth of knowledge in your ability to create and develop visual form in response to communication problems using the principles of visual organization, composition, information and message hierarchy, symbolism, typography, aesthetics, and the construction of meaningful images. These representations must include consideration for intellectual, ethical, social and practical issues as they apply to the scholarly field of applied digital media.
4. You will be able to demonstrate depth of knowledge in your ability to use current technology to conceive, design, produce, and create visual form to successfully communicate ideas, opinions, and concepts that are consistent with the professional field of applied digital media.
5. Understand the relevance of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication theory, technology, and the social and cultural use of designed objects and systems. Special emphasis will include sensitivity to the theory and practice of the ability of design to contribute positively to local and global communities.
6. Demonstrate the ability to identify, define, and evaluate potential, problems, variables, and requirements; conceptualize and evaluate alternatives; and, test and refine solutions throughout the formal design process to determine final design decisions and outcomes.
7. Demonstrate the ability to identify, develop and initiate innovative research, analyzation and ideation, to the processes of problem solving with emphasis on innovative expressions and the role that innovation plays in your final design decisions and final outcomes.
8. Demonstrate in your design process the recognition and consideration for the physical, cognitive, cultural, social, and human factors that shape your design decisions and final outcomes.

9. Demonstrate the ability to describe and respond to the audiences and contexts that a communications solution must address, keeping in mind multiple stakeholders that must be considered within the final design decisions.

10. Demonstrate sensitivity in making informed decisions about social justice and equity issues, including the promotion and the application of the design process to campus, local and/or global communities. You will be concerned with social justice and equity issues effecting current graphic design, design production, and consumption of media and/or created objects.

11. Examine and Interpret design from multiple perspective and evaluate the relationship between design and its cultural and historical context. You will develop an inclination in your design practice that is aware of the diverse groups and diverse individuals that it serves.

Studio Art Learning Outcomes:

1. Students will conduct research toward art production
2. Students will discuss their research/ideas with class and professor
3. Students will draft various approaches to art projects
4. Students will analyze and interpret their art and that of their peers
5. Students will understand the difference between plagiarism and being influenced
6. Students will see their work in a contemporary social context
7. Students will learn tools, materials and techniques
8. Students will research and write about their work and the work of others
9. Students will learn about contemporary and historical artists and movements
10. Students will create works from challenging concepts
11. Students will discuss how their work is influenced by others
12. Students will discuss how their work reflects the zeitgeist
13. Students will demonstrate technical skills sets
14. Students will speak about their work and the work of the peers
15. Students will write about visiting artist lectures
16. Students will write about their research on artist and about their fields
17. Students will write analytical reviews of gallery exhibitions
18. Students will analyze text

19. Students will participate in community-based project
20. Students will understand their work in a global context
21. Students will write research papers and analytical reviews
22. Students will draft various solutions to creative assignments
23. Students will create works from challenging concepts
24. Students will critically evaluate their work and that of their peers

## Master of Business Administration

1. Specific Knowledge and Skills: Each student should obtain required specialized knowledge and skills for the creation of value through integrated operations and distribution of goods, services, and information.

1.1. Accounting: The student understands financial statements and applies accounting analysis to support business decisions. Strong competencies in utilizing financial information to support business decisions or to improve profitability.

1.2. Finance: The student understands and applies financial theories to increase firm value or investment return. Demonstrates mastery of financial theory and principles of financial management to increase firm value and investment return.

1.3. Information Systems: The student is able to apply technology skills to access, organize, and synthesize information to solve business problems. Mastery of computer skills and/or information systems to access, organize, or synthesize information to solve business problems.

1.4. Management: The student can analyze organizational problems involving employee behaviors and work situations and develop appropriate solutions. Identified and defined all problems and developed well-crafted solutions consistent with applied managerial theory and practice.

1.5. Marketing: The student can apply marketing concepts, market mix and strategies for the global environment. Complete and well-crafted plans and strategies for global marketing based upon effective utilization of marketing concepts and marketing mix.

1.6. Public Administration: The student can describe and analyze government policies affecting business development at local, state and national levels.

1.7. Supply Chain Management: The student can apply information technology and supply chain management principles and applications to create value in a business environment.

2. Communication, written: Each student can effectively communicate in writing.

2.1. Clarity/Meaning: Responds thoroughly and well to the assignment but may not be as direct or clear as possible—may slight some aspects of the task. Defined critical thinking skills with fresh ideas and maintains a strong point of view.

2.2. Development, reasoning and support: Includes well-chosen examples and expands on those examples in appropriate detail.

2.3. Organization/Format: Main point is presented or clearly implied with noticeable coherence; provided specific and accurate support. No errors in professional business format.

2.4. Language: Sophisticated choice of language and sentence structure; precise and purposeful demonstrating a command of language and a variety of sentence structures.

2.5. Conventions: Control of conventions; free of most, if not all, mechanical errors—a polished document.

3. Communication, Oral: Each student can effectively present information orally.

3.1. Organization: Students can present material orally in an organized manner (i.e. main points distinct from support, transitions, and coherence).

3.2. Clarity of Key Points: Students can present materials orally with clarity of key points (i.e. explicit, identifies topic, previews main points).

3.3. Eye Contact: Student can make eye contact with the audience when presenting materials orally (i.e. establish rapport; expand zone of interaction).

3.4. Vocal Presentation: Students can present materials orally with consistent articulate, volume, and tone (i.e. rate, pitch, volume and tone are natural and authentic).

3.5. Body Language: Students can present material orally comfortably, poised, and with confidence (i.e. expressive, comfortable, enhances message).

4. Ethical Reasoning: Each student can recognize/analyze problems and choose/defend resolutions for practical business situations.

4.1. Articulation: Articulation of ethical dilemma and competing values in the business situation. Student comprehended the ethical dilemma presented in the case. Shows thorough understanding of both general ethical dilemma and specific ethical issues.

4.2. Identification: Identification of key stakeholders and their responsibilities to the public in the situation.

4.3. Principles: Familiarity with the professional ethical principles applicable to the situation.

4.4. Solution: Provision of fair, equitable, and responsible solutions to the ethical dilemma. Quality of the solution(s) presented to resolve the ethical dilemma. Recommend a course of action that would resolve the ethical dilemma in an effective manner under the circumstances.

4.5. Attitude: Student attitude about resolving solution(s) to resolve the ethical problem. Student attitude about resolving the ethical dilemma presented in the case. Words and manner suggest a view that it is very important for managers to address and resolve ethical dilemmas like that illustrated in the case.

5. Information Technology: Each student can use information technology to support the structure and processes of the organization, and use information technology in decision-making.

5.1. Identify Systems: Identify and describe major information systems used in enterprises.

5.2. Identify Technologies: Identify and describe major information technologies used in business.

5.3. Business Value: Identify the business value that these systems and technologies provide.

5.4. Business Application: Solve business problems by using these information systems and technologies.

5.5. Ethical Considerations: Identify and analyze ethical considerations involved in the use of information systems for the enterprise and customers.

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

6.1. Identification: Identification of central problems in complex situations. Identified all central problems and relevant issues involved in the situation.

6.2. Recognition: Recognition of multiple causal factors involved in a problem situation. Correctly recognized all causal factors involved in the problem situation.

6.3. Correct Theories: Correct usage of theories, methods, and/or principles to address the problem. Relevant theories and principles are perfectly applied to address the problem.

6.4. Alternative Solutions: Generation of plausible solutions to address the problem. Solutions generated were completely plausible, very realistic and feasible.

6.5. Persuasive Reasons: Provision of persuasive reasons and evidence in support of proposed solution. Strongly persuasive and convincing reasons and evidence were provided to support the proposed solution.

7. Global Context: Each student understands varied cultural perspectives and global environments and can develop innovative business solutions and practices that address complexity.

7.1. Culture: Each student is aware of the importance of culture and the role it plays in the global context.

7.2. Skills: Each student has the ability to use appropriate tools and techniques to analyze global situations.

7.3. Institutions: Each student understands the role and importance of international institutions of various types.

7.4. Mindset: Each student is able to evaluate and frame opportunities, threats and solutions from a global perspective.

7.5. Discourse: Each student is conversant about the critical (global) issues facing the global community and business leaders.

## MPH in Public Health

### MPH CORE

1. Describe a population health problem in terms of magnitude, person, time, and place.
2. Use information techniques (e.g. bibliography, database management, graphical, and statistical software) to retrieve, analyze, summarize, and present population health data to a variety of audience.
3. Identify and describe environmental, behavioral, social, and cultural factors that affect the etiology, prevention or resolution of public health problems.
4. Apply the health law-making and rulemaking processes at federal, state, and local level to provide public health solutions.
5. Analyze and apply public health ethics in practice.
6. Demonstrate oral and written public health communication skills for both professional and lay person.
7. Understand how information is shaped and changed over time based on the sources, quality, value, and perspective.

## MPH Concentration

1. Demonstrate an understanding of history, power, privilege, and structural inequity in health education.
2. Demonstrate an understanding of the principles of management, budgeting, and leadership.
3. Develop health program plans and evaluation based on the diverse cultural values and traditions of the community at large.
4. Critically analyze health behavior theories for evidence-based recommendations
5. Integrate analytic reasoning (quantitative and qualitative) and principals of organizational behavior and health equity to address questions in community health education.

## MS in Accountancy

### Goal 1: Accounting – Specific Knowledge and Skills:

1.1 The student understands and applies financial accounting theories & GAAP to resolve financial accounting issues.

1.2 The student understands and applies management accounting theories to make business decisions.

1.3 The student understands and applies auditing theories and GAAP to conduct financial statement audit.

1.4 The student understands and applies taxation rules to solve tax problems (including some tax return forms).

1.5 The student understands and applies international accounting theories and principles to resolve international accounting issues.

### Goal 2: Written Communication:

2.1. Clarity/Meaning: Responds thoroughly and well to the assignment but may not be as direct or clear as possible—may slight some aspects of the task. Defined critical thinking skills with fresh ideas and maintains a strong point of view.

2.2. Development, reasoning and support: Includes well-chosen examples and expands on those examples in appropriate detail.

2.3. Organization/Format: Main point is presented or clearly implied with noticeable coherence; provided specific and accurate support. No errors in professional business format.

2.4. Language: Sophisticated choice of language and sentence structure; precise and purposeful demonstrating a command of language and a variety of sentence structures.



2.5. Conventions: Control of conventions; free of most, if not all, mechanical errors—a polished document.

## MS in Biology

Goal 1: To train students in experimental design and analysis.

Outcome 1.1 Students will apply scientific methods to advanced problem solving.

Outcome 1.2 Students will design and execute experiments using appropriate modern techniques.

Outcome 1.3 Students will analyze and interpret data from completed experiments.

Goal 2: To train students how to access, critically evaluate, and utilize scientific literature.

Outcome 2.1: Students will effectively use scientific journals, periodicals, and electronic media to access current biological information in specialized fields.

Outcome 2.2: Students will critique data and recognize significance of published scientific works.

Outcome 2.3: Students will integrate current scientific literature and existing body of knowledge to synthesize and contribute new ideas in specialized fields of biology.

Goal 3: To train students in professional scientific written and oral communications.

Outcome 3.1: Students will identify, inquire, research, and prepare a formal research proposal.

Outcome 3.2: Students will report on their completed research project with a written thesis.

Outcome 3.3: Students will defend their completed thesis with an oral presentation explaining the research findings, contribution, and importance.

## MS in Computer Science

Goal 1: Expose the student to the design and analysis methods of modern computer systems.

Learning Outcome 1.1 Become acquainted with the interface between architecture and compiler in designing modern computer systems.

Learning Outcome 1.2 Be able to adopt quantitative measurements for the evaluation of computer systems.

Learning Outcome 1.3 Be able to select a particular computer system to solve a particular problem.

Learning Outcome 1.4 Become acquainted with the design and analysis methods of modern computer.

Goal 2: Expose the student to design, analysis and implementation of software systems.

Learning Outcome 2.1 Develop an understanding of the capabilities and limitations of software systems.

Learning Outcome 2.2 Undertake software projects using current technologies, notations, terminologies and methodologies.

Learning Outcome 2.3 Map problem specifications to appropriate algorithms and data structures.

Learning Outcome 2.4 Able to work effectively as a team member.

Goal 3: Expose the student to theoretical and analytical principles of computation.

Learning Outcome 3.1 Analyze algorithms for correctness and time/space complexities.

Learning Outcome 3.2 Know the concept of computability.

Learning Outcome 3.3 Know the theory of formal languages.

Goal 4: Expose the student to research directions in computer science, and develop research skills and the ability to conduct independent research.

Learning Outcome 4.1 Be acquainted with standardized bodies and their products.

Learning Outcome 4.2 Be acquainted with, read, and appreciate current professional literature.

Learning Outcome 4.3 Be able to conduct literature review.

Learning Outcome 4.4 Demonstrate ability to solve problems independently.

Learning Outcome 4.5 Be able to communicate problem statements and solutions effectively.

## MS in Clinical/Counseling Psychology

1. Students will demonstrate empathic, collaborative, authentic, and effective treatment Relationships when working with children, adolescents, adults, couples, and families from diverse backgrounds and Socioeconomic classes as well as with other professionals.

Objective 1.1 Displays effective therapy skills with variety of clients

Objective 1.2 Demonstrates proper assessment and treatment of various mental health disorders using evidence--based practices

Objective 1.3 Displays ability to evaluate clients' progress in treatment

Objective 1.4 Demonstrates strong written communication skills related to clinical/counseling information (e.g., intake reports, treatment plans, notes) in professional, ethical, and respectful manner

Objective 1.5 Demonstrates strong relationships with clients, professionals and peers

2. Students will demonstrate an understanding of the intersection of their personal, cultural and professional identities as Marriage and Family Therapists

Objective 2.1 Develop an identity as a clinical mental health counselor and demonstrate an understanding of the scope of practice in the state of California for the Licensed Marriage and Family Therapist (LMFT).

Objective 2.2 Demonstrate knowledge of ethical and legal guidelines designated by California laws and the California Association of Marriage and Family Therapists (CAMFT).

Objective 2.3 Engage in reflective practices that enable students to critically and accurately evaluate how their beliefs, values, behaviors, and cultural context affect their perceptions of clients and their work with clients

Objective 2.4 Demonstrate awareness of self-care strategies and their importance to the ethical treatment of clients

3. Students will conduct psychosocial, family, clinical, diagnostic, crisis, and client Progress assessments of clients that account for individual factors, symptomology patterns, multiple theoretical perspectives, family system dynamics and socio--political and cultural contexts.

Objective 3.1 Demonstrate appropriate application of diagnostic nomenclature to identify and treat various mental health conditions

Objective 3.2 Formulate treatment plans for clients with varying severity of mental illnesses and/or comorbid and co-occurring disorders

Objective 3.3 Formulate treatment plans for clients accounting for major cultural constructs (e.g., race/ethnicity, common stereotypes and discrimination experiences, systemic inequalities, socioeconomic status, sexual/affectional orientation, gender identity, religion/spirituality, oppression/privilege, and dis/ability) as these relate to clients' mental health

Objective 3.4 Apply knowledge of how bio/psycho/sociocultural/spiritual factors intersect with and impact human development and functioning across lifespan for clients

Objective 3.5 Identify means to promote social justice and advocacy on behalf of clients

4. Locate and critically evaluate research to implement best practice strategies with diverse Clients presenting concerns

Objective 4.1 Collect and integrate theoretical knowledge, evidence--based practices, clinical information and client perspectives to formulate and test clinical hypotheses of clients

Objective 4.2 Critically analyze research literature pertaining to theories of assessment, diagnosis and treatment

Objective 4.3 Demonstrate writing that is grammatically sound and consistent with scientific guidelines of the American Psychological Association (APA).

## MS in Earth and Environmental Sciences

### PLO 1: Information Literacy

PLO 1.1: Compiling Information: MSEES Students can conduct a literature search and compile a set of previously published work relevant to their thesis or project topic.

### PLO 2: Discipline-Specific Content Competency

PLO 2.1: Summarizing Content: MSEES Students can summarize content related to their thesis or project topic from published sources.

PLO 2.2: Synthesizing Content: MSEES Students can evaluate, compare and synthesize content related to their thesis or project topic from published sources.

PLOs 2.3- 2.5: [Considering adding additional content-based outcomes related to the atmosphere, hydrosphere and geosphere]

### PLO 3: Scientific Research or Application skills

Outcome 3.1: Collecting or Compiling Data: MSEES Students design and implement a program to collect original data (primarily Geology option) or compile existing data (primarily PSM option) that are relevant to solving a geological or environmental problem.

Outcome 3.2: Analyzing and Interpreting Data: MSEES Students utilize logic, hypothesis-testing, modeling, graphical methods, and/or other scientific methods to analyze and interpret data and to draw conclusions related to a geological or environmental problem.

### PLO 4: Communication Skills

Outcome 4.1: Organization in Written Reports: MSEES students can produce technical reports that are well organized, with arguments presented clearly in support of conclusions.

Outcome 4.2: English usage: MSEES students can produce technical reports that are well written using standard, professional English usage, grammar, spelling and punctuation.

Outcome 4.3: Graphical Communication: MSEES students can produce technical reports that are well illustrated, with appropriate tables, graphs, diagrams, maps and/or other figures that show relationships among data and support the conclusions stated in the written document.

Outcome 4.4: Oral Communication: MSEES students can clearly present and defend their scientific ideas orally.

## MS in Health Sciences Administration

Courses:

### **HSCI 602. Management, Organization and Planning**

Evaluate the role of individual employees and work groups in implementing organizational change and resolving conflicts

Examine the differences between management and leadership.

Understand the concepts of organizational dynamics, including environmental, structural, innovation, and cultural differences.

Understand the concept of strategic planning in health services administration.

### **HSCI 675 Health Services Administration Leadership, Team and Quality Development**

Describe how leaders collaborate with stakeholders to change leadership and manage human resources with the appropriate vision and commitment to organizational goals.

Develop leadership skills critical for evidence-based decision making

### **HSCI 645. Information and Technology Systems Management in Health Services**

Evaluate the use of relevant technology and IT management in health services organizations (application software and database technology.)

Analyze project management, including the collection of data, the use of statistical and non-statistical analyses, and summarizing project management for decision-making.

### **HSCI 685 Health Services Administration Capstone Seminar**

Prioritize individual, organizational, and community concerns and resources in order to bring organizational awareness to health care settings

Through human resource management, identify the major stakeholders and environmental factors affecting the planning for and implementation of health care services.

### **HSCI 653: Health law and medical ethics**

Evaluate the concept of ethical decision-making as it relates to the delivery of healthcare.

Evaluate individual beliefs around some critical issues pertaining to ethics, culture, tradition, religion and values.

Assess through peer discussions, the concept of personal accountability, and evaluation of ethical conduct.

### **HSCI 697 Administrative residency**

Demonstrate professionalism when applying knowledge, skills, and abilities associated with administrative roles in various organizations in the health services industry.

Acting with integrity and self-confidence and interacting constructively with diverse specialists in the health services industry to evaluate and resolve administrative problems.

### **HSCI 635: Communication and Human Relations in Health Services**

Evaluate the techniques of effective written and oral communication at the interpersonal and organizational level

Analyze the best strategies required to enhance human relation skills in health service settings

Demonstrate written and oral skills for communicating health policy and management issues with different audiences

### **MS National Cyber Security**

Current Assessment plans have been good and reported. They include quarterly evaluations/assessments of student comprehensive examinations, rotating among the four learning outcomes yearly. So, for example, Year 1 would evaluate PLO 1; Year 2 would evaluate PLO 2, etc.

Program Learning Outcomes:

1. Graduate students will be able to evaluate the major *institutions* that develop national security.
2. Graduate students will be able to evaluate the *theories and concepts* of national security.
3. Graduate students will be able to evaluate the major *policies and strategies* of national security.
4. Graduate students will be able to communicate effectively in writing, leading to lifelong learning.

#### Alignment of Curriculum to PLOs:

Faculty are required to show program PLOs on their course syllabi. NSS program faculty have met to review the PLOs and student assessments of the previous five years during the 2014-2015 AY, before the last 7 year program review. After the review we made changes to the curriculum to reflect new insights into what students achieved and used these findings to adjust our curriculum. We also used these findings to develop our Q2S conversion plan.

#### Measurement and Review:

We measure and review the PLOs by assessing how well students do on a quarterly basis using their comprehensive examinations. The comprehensive examination is the best vehicle for MA students as they are required to demonstrate, in their cumulating experience, an integrated understanding of a variety of materials in their graduate curriculum over the course of 2 plus years. A comprehensive examination will be given quarterly in “core” fields (fields common to all students regardless of specialization and electives). NSS faculty will administer tests with embedded questions. Embedded questions in the comprehensive examination for PLOs 1-4 will be assessed to determine how well graduates have learned. The examination will be evaluated on the six-point scale:

6. Superior: well-organized, vivid examples, mastery of detail
5. Strong: well-organized, less vivid, but still detailed
4. Competent: clear but less organized, basic details
3. Weak: description but no analysis, muddled detail
2. Inadequate: superficial evaluation, patterns of serious error

Current as of October 23, 2017

1. Incompetent: ineptness, inability to answer, no attempt made

The program expects 80 percent or more students pass the examination by achieving a 4 or better on the six-point scale on the first try.

#### Time Plan:

The program plans on assessing PLO 1 in AY 2020-2021; PLO 2 in AY 2021-2022; PLO 3 in AY 2022-2023; and PLO 4 in AY 2023-2024. The program anticipates using the results of these evaluations to determine whether our curriculum is adequate to the student performance. As before, we will use the results to help faculty modify or adjust their course syllabi and instruction to better serve the students and, perhaps, adjust the overall curriculum further, if need be.

## MS in Nursing

Core Competencies: Core competencies are skills and knowledge to ensure safe and professional nursing practice. Upon completion of the MSN degree the graduate will be able to:

#### CSUSB MSN Program Terminal Objectives

1. Demonstrate scientific nursing practice from knowledge of research methods, evidence-based practice, nursing theory and other disciplines.
2. Develop and evaluate community/public health programs that address needs of populations.
3. Integrate information technology, systems, and databases, into the advanced role of nurses in public/ community health;
4. Utilize epidemiological, bio-statistical, environmental, and other data to develop effective health- care delivery models;
5. Provide clinical leader-ship/management in key legal & health policy issues.
6. Demonstrate advanced public health nursing competencies
7. Demonstrate advanced specialty competencies

Upon completion of the courses, the student will meet competencies/ objectives in the following areas depending on your chosen concentration:

AACN Master's Essentials- updated:

(<http://www.aacn.nche.edu/Education/pdf/Master'sEssentials11.pdf>)

1. Background for Practice from Science and Humanities
2. Organizational and Systems Leadership
3. Quality Improvement and Safety
4. Translating and Integrating Scholarship into Practice
5. Informatics and Healthcare Technologies
6. Health Policy and Advocacy
7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
8. Clinical Prevention and Population Health for Improving Health
9. Master's Level Nursing Practice

Public Health Nursing Core Competencies: The MS in Nursing core program addresses the following population-based objectives. The competencies are derived from the Quad Council Public Health Nursing Competencies (2004) developed and updated by the Council on Linkages:

1. Analytical and Assessment Skills
2. Policy Development/Program Planning Skills
3. Communication Skills



4. Cultural Competencies Skills
5. Community Dimensions of Practice
6. Basic Public Health Sciences Skills
7. Financial Planning and Management Skills
8. Leadership and Systems Thinking Skills

Nursing Educator Competencies (2012): are woven into the course requirements for this option/concentration. The major objectives to be achieved are listed here:

1. Facilitate Learning
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship
8. Function within the Educational Environment

## MS in Industrial/Organizational Psychology

Goal 1's PLOs: Students will:

1.1...present information orally in presentations and informal interaction so that Listeners understand the main points and the presentation comes across as poised, practiced, and clear. The information will be logical and understandable so that others can respond to the Information presented (Oral Communication).

1.2. prepare information in writing at a mastery level appropriate to the professional expectations of the field. The papers will be well constructed and comprehensive, grammatically correct and convey clarity of thought (Written Communication).

1.3...work constructively and effectively with others in groups, understanding the dynamics of interactions in a social organizational environment (Social Organizational Skills).

Goal 2: To provide students with technical knowledge and an understanding of major content areas of industrial and organizational psychology, as well as one or more of the major fields of psychology.

Goal 2's PLOs: Students will:

2.1...be able to describe and discuss major topics, theories, and issues within I--O psychology including job analysis, performance assessment, personnel selection, organizational development, leadership, work motivation and job satisfaction, training and employee reward systems, work group dynamics, and law and ethics.

2.2...demonstrate knowledge of at least one core area of psychology such as learning, physiological, cognitive or developmental psychology.

Goal 3: To provide students with opportunities to practice and to think critically about a variety of psychological and analytical issues and problems, particularly in the area of research design, ethics, and methodology, as well as psychological measurement. Research conducted will be according to the standards of the American Psychological Association (APA).

Goal 3's PLOs: Students will demonstrate:

3.1...the ability to design, plan, and conduct practical, ethical, and methodologically Sound research, including data collection and analyses, that minimize sources of confounds and biases, as well as provide evidence relevant to testing initial hypotheses and/or Research questions.

3.2.... the ability to develop new, and critically evaluate existing, psychological instruments and assessment procedures commonly used in organizational settings such as ability tests, attitude surveys, job analysis instruments, and job knowledge tests.

3.3...the ability to apply content knowledge learned in classes to group projects while in school and to assignments completed during externship Placements.

Goal 4: To provide students with technical knowledge of, and skills in carrying out, a wide variety of psychometric, statistical, as well as data collection and management procedures.

Goal 4's PLOs: Students will demonstrate:

4.1...the ability to use computer based statistical packages (primarily SPSS) for Statistical analyses, as well as to interpret output generated from use of statistical packages to determine if the research question/hypothesis tested is supported (i.e., statistical inference and interpretation).

4.2...an ability to determine appropriate statistical procedures (i.e., statistical reasoning) to answer specific research hypotheses and research Questions.

4.3...an ability to determine, identify, and calculate appropriate analyses (e.g., reliability and validity estimation procedures) for test construction purposes as discussed in the current psychometric literature.

Goal 5: To help students acquire a professional identification with the field of I--O psychology.

Goal 5's PLOs: Students will:

5.1...demonstrate knowledge of current, prominent professional issues within I-O psychology.

5.2...obtain memberships in local student organizations, local professional organizations with a focus on I-O psychology issues, and regional and national professional organizations.

5.3...attend and participate in regional and national professional conferences.

5.4...obtain, upon graduating from the MS I-O psychology program, employment within the field of or closely related to I-O psychology.

## MSW in Social Work

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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