

General Education

Student Learning Outcomes

<p>General Education (GE)</p>	<p>1. Students demonstrate mastery of basic written and oral communication, including the ability to read and listen with understanding and critical discernment.</p>
	<p>2. Students develop habits of critical inquiry and mastery of critical thinking skills.</p>
	<p>3. Students demonstrate understanding of analysis, criticism, and advocacy in the context of both deductive and inductive reasoning.</p>
	<p>4. Students demonstrate the ability to identify relevant factors needed to make a decision, solve a problem, or produce cogent reasoning.</p>
	<p>5. Students regard quantitative reasoning not simply as a set of techniques, but as a way to think, reason, and conceptualize.</p>
	<p>6. Students can perform computations and symbolic manipulations.</p>
	<p>7. Students can apply quantitative reasoning to interpret information and solve problems.</p>
	<p>8. Students demonstrate an understanding of the historical development of American political and social institutions and ideals.</p>
	<p>9. Students demonstrate the knowledge, abilities, and values relevant to the democratic political systems established under the U.S. and California constitutions.</p>
	<p>10. Students demonstrate recognition of the contributions made by major national, ethnic, and social groups to the historical development of American ideals and the contexts in which those contributions were made.</p>
	<p>11. Students demonstrate basic knowledge of the natural sciences, the social sciences, and the arts and humanities, and an appreciation of their interrelationships.</p>
	<p>12. Students understand and apply the methodologies of the natural sciences, the social sciences, and the arts and humanities.</p>
	<p>13. Students demonstrate an understanding of how the distinct perspectives of the major disciplines enrich their lives and foster intellectual curiosity.</p>

General Education (GE)	14. Students can analyze similarities and differences among individuals and groups, including those based upon race, ethnicity, class, gender and social concerns.
	15. Students develop greater sensitivity to perspectives and cultures other than their own.
	16. Students develop skill in recognizing, analyzing and resolving ethical and social problems.
	17. Students understand the relationship of self to others and their environments.
	18. Students demonstrate an understanding of the ways humans adapt to a diverse and changing global environment.
	19. Students demonstrate how the disciplines applied together contribute to a fuller knowledge of the theme topic.
	20. Students demonstrate how study of the theme topic promotes the goals of General Education.

Interdisciplinary Programs

Student Learning Outcomes

BA Asian American Studies	At the end of the program, graduates will be able to:
	1. Demonstrate knowledge about Asia, its culture, people and society
	2. Demonstrate knowledge about Asian America, its origin, immigration history, and its relationship to other ethnic groups
	3. Explain the connections between Asia and America through migration, trade and war, and the connection between the localized with the global
	4. Demonstrate writing skills by research and writing about Asia
	5. Demonstrate oral skills through presentations of reading, current events, and research on Asia and Asian America
	6. Demonstrate an understanding of the breadth of the region through comparative work within Asia
MA/MS Interdisciplinary Studies	7. Demonstrate an understanding of the connection between Asian American with other racial/ethnic groups in the United States through Comparative and Team-taught courses in Ethnic Studies and Diaspora Studies.
	Attitudes
	Students participating in the Interdisciplinary Studies degree program will:
	o Recognize the need to engage in life-long learning,
	o Appreciate the synergy that different disciplines can bring to a field of study,
	o Recognize that addressing questions from different perspectives can be interesting and rewarding,
	o Understand that ethical conduct is a critical component of research, scholarship, and creative activities.
	Skills
	Students who undertake a research-based thesis will be able to:
	o develop a testable hypothesis,
	o locate, retrieve and utilize appropriate information
	o read, understand, and critically review the primary literature
	o utilize appropriate methodology to conduct a research-based study,
o analyze results using qualitative or quantitative techniques,	
o compare their results to previous studies,	
o explain the contribution of their study to the broader field of existing knowledge	
o communicate the importance of their work in an oral presentation	

MA/MS Interdisciplinary Studies	o communicate the importance of their work in written format
	Students who undertake a project will be able to:
	o develop a plan for the project or develop a plan for a scholarly or creative work,
	o locate, retrieve and utilize appropriate information
	o read, understand, and critically review the primary literature or previous creative works
	o utilize appropriate methodologies to conduct a study or utilize appropriate skills to produce a creative work,
	o analyze results using qualitative or quantitative techniques when appropriate,
	o compare their results to previous studies when appropriate,
	o explain the contribution of their work to the broader field of existing knowledge or to previously created works,
	o communicate the originality of, as well as the independent thinking and rationale for their work, in written format
	Students who undertake a comprehensive exam will be able to:
	o Integrate the knowledge of their disciplines of study,
	o Demonstrate critical and independent thinking,
	o Demonstrate organizational skills,
	o Clearly communicate their ideas and knowledge in written format
	o Critically analyze information appropriate to the disciplines
	Knowledge
	Students will:
	o Understand the relationship between the various disciplines incorporated into their Study Plan,
	o Have an understanding of research methodology and research design, or creative activities appropriate to the interdisciplinary nature of their work,
	o Understand the theoretical framework of the disciplines incorporated into their Study Plan,
	o Have fundamental knowledge of their disciplines and specific knowledge of their particular area of study,
	o Demonstrate mastery of the subject matter on their Study Plan,
o Understand the careers, professions, and/or future academic opportunities available to them upon completion of their studies,	
BA/BS Special Major	Decided on an individual student basis based on student's interests.

Student Learning Outcomes

MS Accountancy	Students take practice CPA exams and are encouraged to take the CPA and other certification exams.
	Students must submit numerous writing assignments throughout the curriculum which are evaluated by the instructors, who provide written and verbal feedback.
	Students make numerous classroom presentations throughout the curriculum, which are critiqued by the instructors.
	Students must solve complex accounting problems throughout the curriculum and prepare case analysis during the capstone course.
	Students complete numerous team assignments throughout the curriculum and their contributions are evaluated by their peers.
	Throughout the curriculum, students are presented with situations where their ethics could be compromised and they are asked to respond appropriately.
BS Business Admin	1. written and oral communication skills
	2. technology based skills
	3. quantitative analysis skills
	4. leadership/teamwork skills
	5. analytical/problem solving skills
	6. integrative skills
	7. creativity skills
	8. global-based skills
	9. ethical decision making skills
MS Business Admin	An in-depth understanding of concepts and theories for managing organizational competitiveness, resources, processes and outcomes.
	Analytical, problem solving, technical and communication skills that are needed to manage organizations in a dynamic, global marketplace.
	An awareness of selected best practices, trends, and issues in the management literature.
	Practice in applying core competencies to business problems.
	An appreciation of ethical principles and values expected of business professionals.

MBA Business Admin	further develop students' capacity to lead in organizational situations
	apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines
	adapt and innovate to solve problems
	cope with unforeseen events; and manage in unpredictable environments
	to acquire knowledge on how computer technology can assist in generating and analyzing statistical information.
BS Computer Information Systems	An understanding of the technical and managerial concepts underlying information processing and computing
	A solid foundation in the principles of information systems and their relevance to designing, developing, implementing, troubleshooting and managing such systems
	A good exposure to various subspecialties of Information Systems.
	An appreciation of the importance of ethical issues that relate to all aspects of professional conduct in the field of Information Systems.
	An awareness and knowledge of the interrelationships between and among Information Systems and other functional areas of business such as Accounting, Finance, Management, Marketing and Economics.
	Communicating effectively both orally and in writing.
	Working independently and in teams.
MS Information Systems	An in-depth understanding of the major technical and managerial concepts that apply to the practice of Information Technology;
	A good exposure to the various sub-specialties of Information Systems with further insight into the areas of concentration chosen by the students;
	Analytical, communication, problem solving, and technical skills that are required of Information Systems professionals;
	A good understanding of the managerial aspect of Information Systems that includes exposure to project management and professional consultation in the field;
	The ability to develop a formal research prospectus, critically review scholarly work, and respond to critical review for the purpose of producing research papers;
	An appreciation and understanding of the importance of ethical practices in the profession.

BA Economics	to understand major economic concepts in a wide-range of areas and apply them in consulting, corporate, governmental, and non-profit environments;
	to conceptualize and analyze economic problems, and to communicate these analyses effectively either orally or in written form ;
	to evaluate summary numerical data and make decisions based on such information;
	to understand fundamental concepts in statistics such as sampling, and to be able to consider such factors in making decisions from statistical information; and
	to acquire knowledge on how computer technology can assist in generating and analyzing statistical information.
MA Economics	an advanced understanding of micro- and macroeconomic concepts and theories which form a basis for further research;
	basic mathematical and econometric tools for economic enquiry, forecasting of economic and business variables, and application of these concepts in the real world;
	the ability to think critically, to conceptualize and analyze problems, and to communicate these analyses effectively; to possess particularly the quantitative-reasoning, data-processing, and model-building skills; and technological skills to identify, to evaluate, and perhaps to propose solutions to the issues facing a diverse national and global community; and
	either essential analytical and technical skills in both economics and financial analyses desired by consulting firms, securities companies, and other related businesses in investment services such as investment banking, mutual funds, and insurance; or
	current knowledge of the global economy, together with investigative and technical skills, for business economic analysis desired by consulting companies, government agencies, multinational business corporations, and international organizations.
MS Health Care Management	an in-depth understanding of managerial concepts that apply to the management of health care organizations.
	a comprehensive knowledge of analytical, problem solving, technical and communication skills that are required of managers in health care organizations.
	a broad, real world perspective of various models of health care delivery, and integration of health organization/system components.
	an awareness of trends and issues in the health care management field

MS Health Care Management	an appreciation of ethical principles and values expected of health care workers
	a familiarity with methods used to manage health care financial and human resources, information and health information security

Student Learning Outcomes

MS Counseling	1. Student will establish helping relationships with students
	2. Student will display sensitivity to student' sociocultural backgrounds
	3. Student will demonstrate proficiency in counseling skills
	4. Student will communicate well with students, parents and administration
	5. Student will communicate effectively with teachers and other professionals
	6. Student will display knowledge of school regulations and procedures
	7. Student will display knowledge of legal and ethical issues
	8. Student will use knowledge of resource in the school and school district
	9. Student will use knowledge of community resources and adjunct services
	10. Student will consult and collaborate with other providers
	11. Student will complete reports and records conscientiously
	12. Student will assume responsibility and function independently
	13. Student will take initiative
	14. Student is punctual and dependable
	15. Student relates well to other staff
	16. Student dresses and presents herself/him in a professional manner
	17. Student is motivated and displays positive attitude.
	18. Student makes good use of supervision
	19. Student is personally committed to developing professional competencies
	20. Student accepts and uses constructive criticism
	21. Student recognizes own deficiencies and actively works to overcome them
MA Education	[1] Students demonstrate mastery of the body of knowledge in the degree field, including the related cultural, technological, ethical and professional competencies.
	[2] Students demonstrate skills of critical thinking and analysis.
	[3] Students demonstrate both oral and written communication skills, including the academic and technical writing skills appropriate to the degree field.
	[4] Students demonstrate knowledge and skills related to the organization, implementation, interpretation and analysis of research appropriate to the degree field.
	[5] Students demonstrate knowledge and skills of leadership, advocacy and agency as these apply to the degree field.
	[6] Students demonstrate knowledge, skills and dispositions of critical inquiry and reflective practice.

MA Education	[7] Students demonstrate knowledge, skills, and dispositions associated with effective collaboration with peers, colleagues and communities.
	[8] Students demonstrate research-based knowledge, skills and dispositions associated with equity and diversity as these apply to effective practice in the content field.
MA Education (options) Creative Literacies and Literature	M.A. in Education: Option in Creative Literacies and Literature
	Enhance capacity to assume leadership in schools by promoting skills and knowledge inherent in visual and performing arts and apply those across the curriculum
	Promote literacy activities in neighborhood and community institutions such as libraries, parks and other groups through visual and performing arts
	Demonstrate educational research in the fields of children’s literature, story and drama related to educational development across the curriculum
	Increase understanding and appreciation of multicultural, multilingual and diverse literatures
	Demonstrate new or renewed understanding of the curricular, pedagogical and research issues associated with the teaching of creative literacies and literature as applied across the curriculum
	Demonstrate knowledge of educational research in the fields of story, educational drama and children’s literature and apply that practically to curriculum across the board
	Increase understanding and appreciation of multicultural, multilingual and diverse literatures and literacies and demonstrate their uses across the curriculum
Early Childhood /Primary Education	M.A. in Education: Option Early Childhood/Primary Education
	Demonstrate an understanding of the role of children’s self-initiated and self-structured activities in their learning and development
	Improve their ability to plan developmentally and culturally appropriate curriculum to address the developmental range and diverse characteristics of young children (birth to age 8)
	Demonstrate an understanding of critical issues and trends in the field of early childhood education
	Demonstrate personal research skills and apply theoretical and research knowledge to practice in early childhood settings
	Engage in reflective inquiry and demonstrate professional self-knowledge
	Increase their ability to work with linguistically and culturally diverse children and families
	Demonstrate their ability to work collaboratively with peers/colleagues to achieve goals for children and families
Increase their capacity to assume leadership roles in schools or programs serving young children and their families	

Mathematics Education	M.A. in Education: Option in Mathematics Education
	Develop an understanding of current issues, practices and directions in curriculum and the ability to inquire into these
	Develop knowledge and skills in educational research; develop analysis and reflection skills and written and oral communication
	Identify and analyze topics of importance in current educational conversations and debates for critical issues related to urban elementary education
	Deepen their commitment to their students and their students' learning of mathematics
	Increase their confidence to teach mathematics
	Improve their ability to manage and assess their students' mathematics learning
	Augment their capacity to think reflectively about their teaching of mathematics
Increase their capacity to become an agent of change in the field of mathematics education	
Middle and Secondary Curriculum	M.A. in Education: Option in Middle and Secondary Curriculum and Instruction
	Discover innovative methods of instruction to increase effectiveness and students' engagement, learning, and thinking
	Develop knowledge and strategies to design curriculum at classroom, school, and district levels
	Increase leadership effectiveness among fellow teachers by understanding the complex social factors at work in school communities
	Take charge of change by developing, implementing, and evaluating instructional innovations in middle and high schools
	Prepare for additional subject area teaching certifications through appropriate course work leading to demonstration of competency in selected fields while earning an MA degree
	Acquire knowledge and skills that enable teachers to effectively pursue National Board Certification in their chosen field
	Build knowledge base and experience that prepares educators for entry into doctoral programs in education
Reading and Language Arts	M.A. in Education: Option in Reading and Language Arts
	Demonstrate new or renewed understanding of the curricular, pedagogical, and research issues associated with the teaching reading and language arts
	Improve their abilities to assess children's performance in reading and related language arts curricular areas
Become educated consumers of educational research in the fields of reading and language arts	

Reading and Language Arts	Become leaders in their schools promoting aesthetic values inherent in the reading and language arts
	Increase their capacity to become change agents in the field of reading and language arts
Science Education	M.A. in Education: Option in Science Education
	Address K-8 educators' individual needs as learners in urban settings and build on their current knowledge of science content, teaching and learning with the expectation that each individual brings varying degrees of experience, professional expertise, and proficiency to the process
	Give individuals with teaching experience and/or a role in education a new or renewed opportunity to examine the curricular, pedagogical and research issues associated with science teaching and learning
	Allow individuals to gain an enhanced perspective of science education and environmental education and at the same time acquire the skill to communicate the excitement of science to others
	Involve science educators in learning science content and the nature and philosophy of science using the process of inquiry and hands-on/minds-on learning
	Introduce science educators to scientific literature, science education research, the nature and process of science, professional development and organizations, informal science education sites, the role of urban environmental education and science learning, and media and technological resources that expand their science knowledge and ability to access further knowledge.
	Prepare individuals who may want to pursue a doctoral degree in science education, individuals who may choose to leave the formal classroom setting for positions such as district science education specialist/curriculum coordinator or resource person, science education specialist in industry with a role as a trainer or public relations individual, or as a science specialist in non-academic settings such as museums, zoos, or nature centers
Applied Behavioral Analysis	Applied Behavioral Analysis
	Conduct training sessions and use collaboration/consultation skills with parents, educators and other professionals
	Assess client behavior and institutional environments, and design positive behavior intervention/support programs based on assessments
	Read and apply information gained from professional literature
	Address counseling needs of clients
	Participate in program evaluation (individual, group, and institution)

Multiple Subjects	Multiple Subjects Credential Program
	Candidates for the Multiple Subjects Teaching Credential demonstrate competency in the following Teaching Performance Expectations:
	Specific Pedagogical Skills for Subject Matter Instruction (Reading-Language Arts, Mathematics, Science, History-Social Science)
	Monitor Student Learning During Instruction
	Interpretation and Use of Assessments
	Making Content Accessible
	Student Engagement
	Developmentally Appropriate Teaching Practices (includes Grades K—3, 4-8)
	Teaching English Learners
	Learning about Students
	Instructional Planning
	Instructional Time
	Social Environment
	Professional, Legal, and Ethical Obligations
Professional Growth	
Single Subject	Single Subject Credential Program
	Candidates in the Single Subject Credential Program demonstrate competency in the following Teaching Performance Expectations:
	Specific Pedagogical Skills for Subject Matter Instruction (English-Language Arts, Mathematics, Science, History-Social)
	Monitoring Student learning During instruction
	Interpretation and Use of Assessments
	Making Content Accessible
	Student Engagement
	Developmentally Appropriate Teaching Practices (grades 9 – 12)
	Teaching English Learners
	Learning About Students
	Instructional Planning
	Instructional Time
	Social Environment
	Professional, Legal, and Ethical Obligations
Professional Growth	

Education Specialist	Education Specialist Credential
	Knowledge of ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families
	Develop a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories and research in education
	Demonstrate an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners
	Knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy
	Demonstrate the ability to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, and community, agency , and related service personnel
	Demonstrate knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs
	Demonstrate knowledge and skills necessary to assess general education students in a comprehensive manner
MA Special Education	M.A. in Special Education
	Critically read, comprehend, and apply research literature
	Apply advanced knowledge of special education laws and regulations
	Respond to the needs of diverse student populations
	Access and use technology on the job
	Advocate for students with disabilities
	Provide leadership in educational arenas
	Design and implement professional and parent training
Participate in special education program evaluation	
PhD Special Education	a. Student will apply research principles
	b. Student will conduct research
	c. Student will analyze data
	d. Student will publish scholarly articles
	e. Student will make scholarly presentations
	f. Student will teach courses/lectures in higher education
MA Educational Administration	Have numerous student learning outcomes available as a pdf file.

BS Rehabilitation Services	1. Student will access community resources that serve individuals who have rehabilitation needs
	2. Student will develop effective interviewing and communication skills
	3. Student will improve his/her communication skills
	4. Student will understand and apply assessment procedures as related to rehab potential and rehab planning
	5. Student will synthesize information to provide effective services to clients with rehab needs
	6. Student will advocate for people who have disabilities so that these individuals receive maximum benefit and have full participation and equitable treatment in the workforce and in society
	7. Student will work with multiculturally & ethnically diverse individuals when providing human services within an urban environment
	8. Student will provide services to persons with rehab. needs in community agencies within an urban setting.
MS Rehabilitation Counseling	1. student will develop effective counseling techniques, interviewing skills and sensitivity in working with clients
	2. Student will recognize functional limitations and capabilities, as well as assist clients in minimizing disability and maximizing potential
	3. Student will apply the concepts if occupationally significant characteristics and transferability of skills as related to employment settings
	4. Student will recognize the richness and uniqueness of culturally diverse populations, providing equitable services to all individuals
	5. Student will learn how to advocate for people who have disabilities to that these people receive maximum benefit with full participation & equitable treatment in the workforce and society.
	6. Student will be learning how to collaborate with other professionals within the community
	7. Student will obtain practical experiences working with people with disabilities in community, public and private sector agencies within an urban environment
BA Urban Learning	The following are the student learning outcomes that have been established for the Urban Learning program.
	* Students will successfully engage in work in urban schools and communities.
	* Students will develop and model critical thinking skills for themselves and the students they teach.
	* Students will be able to connect subject matter and pedagogy to successfully meet the educational Needs of all students.

BA Urban Learning	* Students will develop beliefs of holding high expectations of all urban learners to attain high academic achievement while building on their diverse languages, cultures and experiences.
	* Students will develop curriculum and instructional strategies that integrate the urban learners' strengths, including their languages, cultures, and communities.
MA Education TESOL	Upon completion of the TESOL MA program, students will:
	1) Appreciate the rich varieties of uses and contexts of the English language while acknowledging the importance of the native languages and cultures on language learning;
	2) Apply appropriate learning theories to second language acquisition;
	3) Teach English skillfully, using a variety of principled teaching methods;
	4) Demonstrate understanding of the oral and written discourses of English;
	5) Understand and apply research findings from the TESOL/Applied Linguistics literature;
	6) Develop, apply, and evaluate assessment techniques for different purposes and audiences;
	7) Value participation in professional associations and serve as advocates for second/foreign language students; and
8) Apply and understand the relevance of a variety of computer-mediated tools for different purposes and audiences.	

Student Learning Outcomes

BS Aviation Administration	Knowledge
	Educational objective: Aviation Administration graduates will demonstrate a balance of technical and managerial knowledge.
	In demonstrating this educational objective, graduates will exhibit the following outcomes:
	1. They will have a knowledge of science, math and technical management.
	2. They will understand the role of technical management in the private and public sector.
	3. They will have a knowledge of systems and the integration of technologies.
	4. They will have a knowledge of information technology.
	5. They will have a knowledge of contemporary aviation issues.
	6. They will have knowledge of the major sectors of the air transportation industry.
	7. They will have a broad knowledge of available resources for problem solving.
	Skills
	Educational objective: Aviation Administration graduates will demonstrate the skills needed to apply business practices, information technology, and other technical skills necessary to collaborate with, organize, and lead inter-disciplinary teams.
	In demonstrating this educational objective, graduates will exhibit the following outcomes:
	1. They will be able to design a system or process.
	2. They will have good written communication skills.
	3. They will have good oral communication skills.
	4. They will be able to work independently, take direction, collaborate, organize and lead inter-disciplinary teams.
	5. They will be able to exhibit good business skills.
	6. They will be able to analyze and interpret data.
	7. They will be able to use business related software.
Attitudes	
Educational objective: Aviation Administration graduates will demonstrate a cooperative and inquisitive spirit that supports the desire to pursue lifelong learning, enables them to adapt to contemporary issues in the workplace, and helps advance the goals of their organization.	
In demonstrating this educational objective, graduates will exhibit the following outcomes:	

BS Aviation Administration	1. They will have an understanding ethical responsibility.
	2. They will exhibit professionalism in their area of expertise.
	3. They will have a recognition of the need for, and an ability to engage in life-long learning.
	4. They will stay current on issues.
	5. They will be willing to make short-term sacrifices to meet long-term goals.
	6. They will exhibit the desire to adopt emerging technologies to improve their area of expertise.
	7. They will support and promote the goals of their organization.
BS Civil Engineering	Knowledge
	Educational Objectives: Graduates of the civil engineering program will be knowledgeable in both practical and theoretical approaches to engineering design and problem solving and be aware of the effect of economics, humanities and social sciences on engineering practice.
	These educational objectives will be demonstrated by the following outcomes:
	1. knowledge of mathematics, science, and engineering principles (<i>ABET a</i>)
	2. the broad education necessary to understand the impact of engineering solutions in a global/societal context (<i>ABET h</i>)
	3. knowledge of information technology
	4. knowledge of civil engineering design principles
	5. knowledge of current design specifications
	6. knowledge of computer aided design
	7. Knowledge of contemporary issues (<i>ABET j</i>)
	Skills
	Educational Objectives: Graduates of the civil engineering program will have the skills to work individually and in teams to define, design and solve problems by applying engineering fundamentals and modern tools including computers and be able to clearly communicate their work.
	These educational objectives will be demonstrated by the following outcomes:
	1. an ability to identify, formulate, and solve civil engineering problems (<i>ABET e</i>)
	2. an ability to plan and design operation of systems, components, or processes to desired needs and design code specifications (<i>ABET c</i>)
3. an ability to work individually and on multidisciplinary teams (<i>ABET d</i>)	
4. an ability to communicate effectively orally (<i>ABET g</i>)	
5. an ability to communicate effectively in written reports (<i>ABET g</i>)	

BS Civil Engineering	6. an ability to design and conduct experiments as well as to analyse and interpret data (<i>ABET b</i>)
	7. an ability to use the techniques, skills and modern engineering tools necessary for engineering practice including computer tools and information technology (<i>ABET k</i>)
	Attitudes
	Educational Objectives: Graduates of the civil engineering program will have the positive outlook on life for working in cross culture settings, for life long professional development and professionalism through continuing education and professional registration.
	These educational objectives will be demonstrated by the following outcomes:
	1. will have a positive outlook on life
	2. desire to work in cross-culture setting
	3. an understanding of professional and ethical responsibility (<i>ABET f</i>)
	4. willingness to adapt to professional and societal changes
	5. a recognition of the need for and an ability to engage in lifelong learning (<i>ABET i</i>)
6. desire to be successful in Fundamentals of Engineering Examination and become a registered professional civil engineer	
7. an appreciation of the role of professional engineering societies on practice of civil engineering	
MS Civil Engineering	Knowledge
	Ability to apply knowledge of mathematics, science, engineering principles
	Knowledge of civil engineering design principles
	Knowledge of current design specifications
	Recognition of the elements of civil engineering practice including project management, cost estimating, and leadership principles
	Skills
	Ability to identify, formulate, solve civil engineering problems in a specialized area
	Understand how to plan and design operation of systems, components, processes to meet desired needs and design code specifications
	Understand the importance of working on teams
	Ability to communicate effectively orally and in written reports.
Ability to use modern engineering tools necessary for engineering practice such as computer tools and information technology	

MS Civil Engineering	Attitudes
	Recognition of the need for, and ability to engage in, life-long learning
	Desire to become a registered professional civil engineer
BS Computer Science	1. Students will have a broad understanding of computing at all levels of abstraction.
	2. Graduating students will have a strong foundation in the design, analysis, and applications of many types of algorithms.
	3. Graduating students will have a fundamental understanding of computer architecture and operating systems.
	4. Graduating students will have a fundamental understanding of automata theory.
	5. Graduating students will have a fundamental understanding of programming language paradigms.
	6. Graduating students will be able to demonstrate fluency in at least one programming language and acquaintance with at least three more.
	7. Graduating students will have fluency in at least one operating system and acquaintance with at least two more.
	8. Students have had the opportunity to focus in depth on selected areas of computer science.
	9. Students will have the training to design and implement a large software system and will have the ability to work both individually and collaboratively.
	10. Students will be able to communicate effectively orally and in written reports.
	11. Students will have the skills to pursue careers in industry and/or continue their education in graduate programs.
	12. Students will have the skills to adapt to the evolving technologies in computer science.
MS Computer Science	1. Students will have a broad understanding of computing at all levels of abstraction.
	a. Graduating students will have a strong foundation in the design, analysis, and application of many types of algorithms.
	b. Graduating students will have a fundamental understanding of Software Engineering.
	c. Graduating students will have a fundamental understanding of Software Architecture.
	2. Students will demonstrate knowledge of theoretical foundations and formal methods in computer science.
	3. Students have had the opportunity to focus in depth on selected areas of Computer Science.

MS Computer Science	4. Students will be able to communicate effectively orally and in written reports.
	5. Students will have the skills to pursue careers in industry and/or continue their education in PhD programs. Measure: alumni survey
BS Electrical Engineering	These educational objectives will be demonstrated by the following outcomes:
	1. Knowledge of the fundamentals of mathematics. (ABET a)
	2. Knowledge of the fundamentals of science. (ABET a)
	3. Knowledge of the engineering principles. (ABET a)
	4. Awareness of the effect of economics, humanities, and social sciences on engineering. (ABET
	5. Focus on a specialization field in engineering.
	6. Knowledge through general education to foster intelligent inquiry, abstract logical thinking, critical analysis, and the integration and synthesis of knowledge.
	7. Knowledge of current events and contemporary societal issues (non-engineering related). (ABET j)
	These educational objectives will be demonstrated by the following outcomes:
	1. Ability to reinforce theory with hands-on laboratory through designing and conducting experiments. (ABET b)
	2. Ability to design and implement engineering system or component to meet desired needs within realistic constraints such as economical, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. (ABET c)
	3. Ability to identify, formulate, and solve Electrical and Computer Engineering problems (ABET
	4. Capability to analyze and interpret experimental results. (ABET b)
	5. Capability to use the computer and other modern engineering tools necessary for engineering practice (ABET k)
	6. Ability to work individually and in multidisciplinary teams (ABET d)
	7. Skills to find and use available technical information (ABET k)
	8. Ability to communicate effectively orally and in written reports (ABET g)
These educational objectives will be demonstrated by the following outcomes:	
1. Recognition of the need and ability to engage in life long learning. (ABET i)	

BS Electrical Engineering	2. Understanding of their ethical and professional responsibilities. (ABET f)
	3. An understanding of responsibility and accountability.
	4. A desire to be a flexible and adaptable team player.
MS Electrical Engineering	<u>Knowledge</u>
	1. Knowledge of the fundamental of mathematics and science.
	2. Knowledge of the engineering principles
	3. Focus on a specialization field in Electrical Engineering.
	4. Knowledge of current events and contemporary societal issues.
	5. Knowledge of the state-of-the-art Information Technologies.
	<u>Skills</u>
	1. Ability to design a system, component, or process to meet electrical engineering needs
	2. Ability to identify, formulate, and solve Electrical Engineering problems.
	3. Ability to work in multidisciplinary teams
	4. Capability to integrate computer use in course work
	5. Capability to use tools in hand-on electrical engineering applications
	6. Skill to find and use available technical information
	7. Ability to communicate effectively orally
	8. Ability to communicate effectively in written reports
	9. Skills to organize and synthesize information
	10. Ability to validate and test his/her assumptions and hypotheses
	11. Ability to evaluate current electrical engineering techniques
	<u>Attitudes</u>
	1. Recognition of the need and ability to engage in life long learning
	2. Understanding of their professional and ethical responsibilities
	3. An understanding of responsibility and accountability
4. A desire to be a flexible and adaptable team player	
5. Recognition of the significance to be a self-grower	
6. Showing mental robustness and accepting increasing challenges	
BS Engineering	<u>Knowledge</u>
	1. an ability to apply knowledge of mathematics, science, and engineering (abet a)
	In particular, an ability to apply knowledge of:
	a) chemistry and calculus-based physics. b) advanced mathematics through multivariate calculus and differential equations.

BS Engineering	c) statistics and linear algebra.
	2. an understanding of professional and ethical responsibility (abet f)
	3. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context (abet h)
	4. knowledge of current events and societal contemporary issues -- non-engineering related. (abet j)
	Skills
	1. an ability to design and conduct experiments as well as to analyze and interpret data (abet b)
	2. 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 (abet c)
	3. an ability to function on multidisciplinary teams (abet d)
	4. an ability to communicate effectively (abet g)
	5. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice (abet k)
	6. an ability to identify, formulate, and solve engineering problems (abet e)
	Attitudes
	1. an understanding of professional and ethical responsibility (abet f)
	2. a recognition of the need for an ability to engage in lifelong learning (abet i)
BS Fire Protection	Knowledge
	Educational objective: Fire Protection and Administration graduates will demonstrate a balance of technical and managerial knowledge.
	In demonstrating this educational objective, graduates will exhibit the following outcomes:
	1. They will have knowledge of science, math and technical management.
	2. They will understand the role of technical management in the private and public sector.
	3. They will have knowledge of fire systems and the integration of technologies.
	4. They will have knowledge of information technology.
	5. They will have knowledge of contemporary issues.
	6. They will have knowledge of the major areas of the fire protection industry.
7. They will have broad knowledge of available resources for problem solving.	

BS Fire Protection	Skills
	Educational objective: Fire Protection and Administration graduates will demonstrate the skills needed to apply business practices, information technology, and other technical skills necessary to collaborate with, organize, and lead inter-disciplinary teams.
	In demonstrating this educational objective, graduates will exhibit the following outcomes:
	1. They will be able to design a system or process.
	2. They will have good written communication skills.
	3. They will have good oral communication skills.
	4. They will be able to work independently, take direction, collaborate, organize and lead inter-disciplinary teams.
	5. They will be able to exhibit good business skills.
	6. They will be able to analyze and interpret data.
	7. They will be able to use fire emergency services related software.
	Attitudes
	Educational objective: Fire Protection and Administration graduates will demonstrate a cooperative and inquisitive spirit that supports the desire to pursue lifelong learning, enables them to adapt to contemporary issues in the workplace, and helps advance the goals of their organization.
	In demonstrating this educational objective, graduates will exhibit the following outcomes:
	1. They will have an understanding ethical responsibility.
2. They will exhibit professionalism in their area of expertise.	
3. They will have recognition of the need for, and an ability to engage in life-long learning.	
4. They will stay current on issues.	
5. They will be willing to make short-term sacrifices to meet long-term goals.	
6. They will exhibit the desire to adopt emerging technologies to improve their area of expertise.	
7. They will support and promote the goals of their organization	
BS Graphics Communications	Knowledge
	1. Have knowledge of science and math.
	2. Have knowledge of systems and the integration of supporting technologies for the printing production process.
	3. Have knowledge of information technology.
	4. Have knowledge of contemporary issues.
	5. Have knowledge of the organization and management of all departments in a printing plant.

BS Graphics Communications	6. Know the importance and functions of graphic communications in our culture.
	<u>Skills</u>
	1. Be able to design a system or process.
	2. Have good written and oral communication skills.
	3. Be able to collaborate, organize and lead inter-disciplinary teams.
	4. Be able to analyze and interpret data.
	5. Be able to collaborate within a project team electronically, using information technology.
	6. Be able to use business and graphic communications related software.
	7. Be able to apply basic graphic design principles.
	8. Be able to operate pre-press, press and post-press equipment.
	<u>Attitudes</u>
	1. Have an understanding ethical responsibility.
	2. Exhibit professionalism in their area of expertise.
	3. Have a recognition of the need for, and an ability to engage in life-long learning.
	4. Stay current on issues.
5. Achieve a balance of workplace and personal goals.	
6. Exhibit the desire to adopt emerging technologies to improve their area of expertise.	
7. Support and promote the goals of their organization	
BS Industrial Technology	<u>Knowledge</u>
	1. Have a knowledge of science, math and technical management.
	2. Understand the role of technical management in the public and private sector.
	3. Have a knowledge of systems and the integration of technologies.
	4. Have a knowledge of information technology including its use in a digital enterprise.
	5. Have a knowledge of contemporary technology/management issues.
	<u>Skills</u>
	1. Be able to apply theories and principles to solve technical and management problems.
	2. Be able to design, test and analyze a system or process to meet desired needs.
	3. Have good written and oral communication and presentation skills.
4. Be able to exhibit supervisory and team leadership skills.	

BS Industrial Technology	5. Be able to collect, analyze and interpret data.
	6. Be able to collaborate within a digital enterprise with a multi-disciplinary project team.
	7. Be able to select and use computer applications software associated with desired needs.
	<u>Attitudes</u>
	1. Have an understanding ethical responsibility.
	2. Exhibit professionalism in their area of expertise.
	3. Have a recognition of the need for, and an ability to engage in life-long learning.
	4. Stay current on issues.
5. Achieve a balance of workplace and personal goals.	
6. Exhibit the desire to adopt emerging technologies to improve their area of expertise.	
7. Support and promote the goals of their organization.	
MA Industrial and Technical Studies	<u>Knowledge</u>
	1. Have a knowledge of science, math and technical management.
	2. Understand the role of technical management in the public and private sector.
	3. Have a knowledge of systems and the integration of technologies.
	4. Have a knowledge of information technology including its use in a digital enterprise.
	5. Have a knowledge of contemporary technology/management issues.
	<u>Skills</u>
	1. Be able to apply theories and principles to solve technical and management problems.
	2. Be able to design, test and analyze a system or process to meet desired needs.
	3. Have good written and oral communication and presentation skills.
	4. Be able to exhibit supervisory and team leadership skills.
	5. Be able to collect, analyze and interpret data.
	6. Be able to collaborate within a digital enterprise with a multi-disciplinary project team.
	7. Be able to select and use computer applications software associated with desired needs.
	<u>Attitudes</u>
	1. Have an understanding ethical responsibility.
	2. Exhibit professionalism in their area of expertise.

MA Industrial and Technical Studies	3. Have a recognition of the need for, and an ability to engage in life-long learning.
	4. Stay current on issues.
	5. Achieve a balance of workplace and personal goals.
	6. Exhibit the desire to adopt emerging technologies to improve their area of expertise.
	7. Support and promote the goals of their organization.
BVED Vocational Education	<u>Knowledge</u>
	1. Have a knowledge of science, math and technical management and education.
	2. Understand the role of technical management in the public and private sector.
	3. Have a knowledge of systems and the integration of technologies.
	4. Have a knowledge of information technology including its use in a digital enterprise.
	5. Have a knowledge of contemporary technology/management issues.
	<u>Skills</u>
	1. Be able to apply theories and principles to solve technical and management problems.
	2. Be able to design, test and analyze a system or process to meet desired needs.
	3. Have good written and oral communication and presentation skills.
	4. Be able to exhibit supervisory and team leadership skills.
	5. Be able to collect, analyze and interpret data.
	6. Be able to collaborate within a digital enterprise with a multi-disciplinary project team.
	7. Be able to select and use computer applications software associated with desired needs.
	<u>Attitudes</u>
	1. Have an understanding ethical responsibility.
	2. Exhibit professionalism in their area of expertise.
	3. Have a recognition of the need for, and an ability to engage in life-long learning.
	4. Stay current on issues.
	5. Achieve a balance of workplace and personal goals.
	6. Exhibit the desire to adopt emerging technologies to improve their area of expertise.
	7. Support and promote the goals of their organization.

BS Mechanical Engineering	Knowledge
	1. an ability to apply knowledge of mathematics, science, and engineering (abet a)
	In particular, an ability to apply knowledge of:
	a) chemistry and calculus-based physics.
	b) advanced mathematics through multivariate calculus and differential equations.
	c) statistics and linear algebra.
	2. an understanding of professional and ethical responsibility (abet f)
	3. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context (abet h)
	4. knowledge of current events and societal contemporary issues -- non-engineering related. (abet j)
	5. a knowledge of computer aided design and simulation software
	6. a knowledge of measurement and manufacturing techniques
	7. an ability to apply common sense
	Skills
	1. an ability to design and conduct experiments as well as to analyze and interpret data (abet b)
	2. 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 (abet c)
	3. an ability to function on multidisciplinary teams (abet d)
	4. an ability to communicate effectively (abet g)
	5. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice (abet k)
	6. an ability to visualize designs from engineering drawings
	7. an ability to identify, formulate, and solve engineering problems (abet e)
	8. an ability to think in a logical, sequential, holistic process
	Attitudes
	1. an understanding of professional and ethical responsibility (abet f)
	2. a recognition of the need for an ability to engage in lifelong learning (abet i)
	3. an understanding of responsibility and accountability
	4. a desire to be a professional that exhibits values, dedication and a need for continual improvement
	5. a desire to have critical thinking and organizational skills

MS Mechanical Engineering	Knowledge
	1. ability to apply mathematics, science, and engineering
	2. knowledge of how engineering projects are financed and managed
	3. knowledge of computer aided engineering skills
	4. knowledge of interdisciplinary and multidisciplinary approaches to engineering problem solving
	5. knowledge of automation and manufacturing processes
	6. knowledge of problem solving strategies
	7. knowledge of automation and manufacturing processes
	Skills
	1. ability to use sources of technical information and information technology
	2. ability to design a system, component or process
	3. ability to communicate effectively
	4. ability to design and conduct experiments, analyze and interpret data
	5. ability to conduct research
	6. ability to use techniques, skills, and modern engineering tools
	7. ability to do logical sequential thinking
	8. ability to work in multidisciplinary teams to obtain common goals
	9. ability to utilize modern manufacturing processes
	Attitudes
	1. an appreciation of diverse populations
	2. an understanding of how to interact with co-workers effectively
	3. a respect and appreciation for Imagination, creativity and innovation
	4. an understanding of taking responsibilities and leadership
	5. willingness to volunteer time and energy for good of the community

Student Learning Outcomes

BA Child Development	Developing knowledge based on fundamental principles underlying child and family
	development; develop abilities to think critically and write critically about developmental
	processes; enhance effective speaking skills' develop abilities to evaluate, plan and conduct
	research; act as advocates on behalf of children and families; develop a philosophy about
	working with children and families that emphasizes ethical issues and values; develop skills
	to collaborate, cooperate and consult as a team member in planning and implementing programs for children and families; develop leadership skills to facilitate collaboration and consultation among professionals.
MA Child Development	Discuss contemporary issues in the field of Child Development; Explain
	the interconnections between child development theory, observations/findings
	regarding development and practice involving children and families; Prepare scientifically
	written reports related to children's development; Plan and conduct research involving children and families.
BA/MA Communicative Disorders	<u>Knowledge Areas</u>
	1. The applicant must demonstrate knowledge of the principles of biological sciences.
	2. The applicant must demonstrate knowledge of the principles of physical sciences.
	3. The applicant must demonstrate knowledge of the principles of mathematics.
	4. The applicant must demonstrate knowledge of the principles of social/behavioral sciences.
	5. The applicant must demonstrate knowledge of the biological bases of basic human communication processes.
	6. The applicant must demonstrate knowledge of the neurological bases of basic human communication processes.
	7. The applicant must demonstrate knowledge of the acoustic bases of basic human communication processes.
	8. The applicant must demonstrate knowledge of the psychological bases of basic human communication processes.

BA/MA Communicative Disorders	9. The applicant must demonstrate knowledge of the developmental/lifespan bases of basic human communication processes.
	10. The applicant must demonstrate knowledge of the linguistic bases of basic human communication processes.
	11. The applicant must demonstrate knowledge of the cultural bases of basic human communication processes.
	12. The applicant must demonstrate knowledge of the biological bases of the swallowing process.
	13. The applicant must demonstrate knowledge of the neurological bases of the swallowing process.
	14. The applicant must demonstrate knowledge of the acoustic bases of the swallowing process.
	15. The applicant must demonstrate knowledge of the psychological bases of the swallowing process.
	16. The applicant must demonstrate knowledge of the developmental/lifespan bases of the swallowing process.
	17. The applicant must demonstrate knowledge of the linguistic bases of the swallowing process.
	18. The applicant must demonstrate knowledge of the cultural bases of the swallowing process.
	19. The applicant must demonstrate knowledge of the etiologies of articulation disorders and differences.
	20. The applicant must demonstrate knowledge of the etiologies of fluency disorders.
	21. The applicant must demonstrate knowledge of the etiologies of voice and resonance disorders and differences, including respiration and phonation.
	22. The applicant must demonstrate knowledge of the etiologies of receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) disorders and differences in speaking, listening, reading, writing, and manual modalities.
	23. The applicant must demonstrate knowledge of the etiologies of hearing disorders, including the impact on speech and language.
	24. The applicant must demonstrate knowledge of the etiologies of swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding and orofacial myofunction).
	25. The applicant must demonstrate knowledge of the etiologies of disorders in the cognitive aspects of communication (attention, memory, sequencing, problem-solving, and executive functioning).
	There are a total of 194 Knowledge and Skills Acquisition (KASA) outcomes. Others available upon request.

BS Criminal Justice	Knowledge
	1.To learn the basics of constitutional, substantive, and procedural criminal law.
	2.To study the institutions of the criminal justice system and the distinction between formal and informal justice decision-making
	3.To learn the differences between the adult and juvenile justice systems
	4.To study various means for measuring crime and relationships between victims and offenders
	5.To learn sociological, psychological, and behavioral theories of crime causation
	6. To learn the fundamentals of forensic science methods
	Skills
	1.To acquire the necessary skills to read, digest, interpret and write about criminal justice functions, agencies, and research.
2.To work with qualitative and quantitative research information	
3.To critically think and express oneself orally and in writing	
MS Criminal Justice	The student learning outcomes for the M.S. in Criminal Justice are similar to those identified in the B.S. in Criminal Justice program, but show more emphasis on theoretical issues that explain crime and justice, mastery of qualitative and quantitative research methods, and demonstration of oral and writing skills.
MS Criminalistics	Knowledge
	Students acquire advanced, discipline specific knowledge in the chemical and biological sciences. They learn about various forms of scientific evidence, the information that can be derived from each, and the strengths and limitations of the various laboratory techniques used to examine them. Students learn the fundamentals of criminal law, the rules of evidence, chain of custody and the legal basis for the admissibility of scientific evidence in courts of law.
	Skills
	Critical thinking skills in evaluating evidence and laboratory methods for examining physical evidence.
Technical skills in manipulating and examining evidence and interpreting the significance of analytical results.	
BS Health Science	Community Health Option:
	*Obtain health related data about social and cultural environments, needs and interests of different communities.
	*Plan and implement effective health education programs.
	*Evaluate health programs.

BS Health Science	*Identify or recruit community organizations, resource people, and potential participants for support and assistance in planning a health program.
	*Coordinate health programs and services.
	*Act as a resource person in community health programs and activities.
	*Communicate health needs, concerns, and resources.
	Environmental Health Option:
	*Identify the important areas of environmental health under the responsibility of a county health department.
	*Provide environmental health education, consultation, and service to the community in general.
	*Assess, evaluate, and control environmental hazards.
	*Demonstrate familiarity with federal, state, and local environmental regulations and ordinances.
	*Promote and advocate for environmental issues.
	*Build environmental health coalitions and partnerships.
	Oral Health Option
	*Foster communication between health care providers and clients.
	*Collaborate with other oral health practitioners in assessing individual and community oral health needs.
	*Create innovative dental health programs and dental policies for a diverse society.
	*Promote and provide educational programs and services in oral health.
	*Participate in research studies in oral health.
	*Provide consultation and training to dental office staff.
	*Interpret results of a dental/health research and share with staff and clients.
	*Function well within the culture of the organization as an effective team member.
*Form partnerships and alliances with other individual and organizations to enhance oral health practices.	
BS Kinesiology	Exercise and Human Performance option
	1. Deliver a factual, accurate professional presentation to clients
	2. Obtain a passing grade of better than 70% on national certification exam
	3. Accurately deliver various modes of exercise tests to clients
	4. Develop and deliver accurate and appropriate exercise prescriptions to clients
	5. Develop and implement exercise or exercise-related programs to clients

BS Kinesiology	Physical Education Subject Matter Option
	1. Accurately assess student performances related to the execution of motor skills and physical fitness
	2. Select/Design developmentally appropriate learning activities
	3. Use varied teaching strategies and curricular models to effect student learning
	4. Efficiently manage the learning environment to ensure optimal time-on-task and skill practice
	5. Create and maintain a safe, positive learning environment
	6. Clearly communicate concepts related to the science of human movement
	7. Motivate students to engage in regular physical activity
	8. Create and modify learning activities as necessary to ensure student success, including those with disabilities
	Rehabilitation and Therapeutic Exercise Option
	1. Student is competent in implementing basic exercise therapies including flexibility, range of motion manual resistance
	2. Student is competent in implementing "functional" therapies including posture and gait training, body weight supported treadmill training
	3. Student has adequate knowledge of movement disorders requiring exercise therapy and the physiological bases for exercise therapies
	4. Student is competent in implementing and evaluating level appropriate exercise protocols with older adult populations
	5. Student is competent in developing exercise programs that are psychologically, socially, and culturally appropriate to older adults and individuals with disabilities
6. Student has experience in critically reviewing research in the variety of disciplines relevant to rehabilitation and therapeutic exercise, including exercise physiology, neuromuscular physiology, exercise and sport psychology and sociology, disability studies and aging	
7. Student has achieved a practical understanding of the function, design, and selection of exercise machines	
8. Student has achieved a practical understanding of the human interface characteristics of a variety of exercise machines including Treadmill, Stepin Machine, Weight Training, Spinning and Resistant Machines	
MS Kinesiology	Physical Education Instruction Option
	1. Communicate an understanding of stages of teaching (e.g., induction, years 3-5, National Board Certification, etc.) and self-reflect upon his/her professional development

MS Kinesiology	2. Mentor beginning physical education teachers and physical activity professionals and provide feedback aligned to that considered 'good' physical education teaching and programming (and aid in the process of induction).
	3. Analyze physical education programming using protocol established and based within physical education literature.
	4. Design/write curricula aligned to principles evidenced in physical education literature as able to effect student learning in physical education.
BS Nursing	Applies empirical and theoretical nursing knowledge. Critiques nursing research. Collaborates as a member of a health care team. Utilizes the nursing process in patient care. Functions in the nursing role: provider of care, patient advocate, coordinator of care. Assesses one's own capabilities and limitations. Accepts responsibility for action. Applies information technology. Communicates therapeutically.
MS Nursing	Evaluate theoretical and empirical nursing knowledge. Demonstrates advanced competence practice. Critiques and utilizes nursing research. Demonstrates creativity in planning care. Demonstrates accountability in practice. Demonstrates cultural competency.
BS/MS Nutritional Science	Didactic Program in Dietetics (DPD) (BS or MS):
	To prepare students to be competent entry-level dietitians and/or food/nutrition or health related professionals.
	Coordinated Dietetics Program (CDP) (BS or MS):
	To prepare students to be competent entry-level dietitians.
	Both Programs (BS or MS):
	The program will prepare students to interact in a culturally diverse community setting
	MS Learning Outcomes:
	1. Demonstrate competence in the design and interpretation of research in Nutritional Science.
	2. Demonstrate critical thinking skills in solving complex problems in Community Nutrition, Foodservice, Food Science and Nutritional Science areas.
3. Graduates will have the academic preparation to obtain entrance into a doctoral program, a professional program or a professional position.	
BA Social Work	Knowledge of Generalist SW practice with systems. professional use of self, communication skills
MSW Social Work	knowledge and skills in adv generalist SW practice. Conduct comprehensive bio-psychosocial assessment. Professional use of self, communication skills. Employ cultural competence.
	Understand oppression and discrimination. Support and uphold NASW profess. Code of Ethics.

MSW Social Work	Demonstrate knowledge of human behavior. Knowledge of social policies effecting clients.
	Familiar with social research methods. Develop practice techniques under field supervision.
	Demonstrate self-evaluative skills. Demonstrate critical thinking skills.

Student Learning Outcomes

BA Afro-American Studies	<u>ATTITUDE</u>
	Value for critical thinking
	Valuing of diverse perspectives
	An appreciation for scholarship and the importance of ideas for personal and community advancement
	Value for diversity as a positive attribute of humanity
	Value for the interconnections between scholarship and effective social action
	Value for lifelong learning
	<u>KNOWLEDGE</u>
	Understanding of diversity within the Black community (in terms of gender, class, sexual orientation, national origin, etc.)
	General grasp of the historical context of contemporary Pan-African challenges.
	Understanding of shared experience and contemporary interconnections among people of African descent throughout the world.
	Basic knowledge of African history, cultures and politics, including (ancient African kingdoms, colonialism, independence movements, contemporary period)
	Basic knowledge of African-American history, culture and politics, including (slavery, Civil Rights, Black Power, Electoral Politics contemporary period)
	Basic knowledge of African/African-American cultural expressions, including literature, music, film, art, etc.
	Understanding of African/African-American activist traditions and its ramifications for national and global equity and justice
	Basic Understanding of the intellectual tradition and seminal thinkers associated with the Black experience
	<u>SKILLS</u>
	Ability to critically engage in analyses from a Black perspective
	Ability to engage in scholarly research, including the gathering of appropriate sources and employment of suitable methodologies
	Skilled presentation of research findings through written and oral means.
	Ability to historicize and compare contemporary conditions in the Pan African world
	Ability to examine intersectional oppressions simultaneously (race, gender, class, etc.)
	Ability to relate formal instruction in PAS to practical arenas of endeavor, e.g., career, activism, entrepreneurial, and others

BA MA Anthropology	Knowledge Outcomes:
	1. A general understanding of human cultural and biological differences and similarities across the world and through time in terms of anthropological data and theories.
	2. A solid understanding of the nature of the four sub-fields of anthropology (archaeology, physical anthropology, cultural anthropology and anthropological linguistics), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time.
	3. A proficiency in basic anthropological concepts and terminology
	4. Knowledge of the significant findings of archaeology, physical anthropology, cultural anthropology, and anthropological linguistics and familiarity with the important issues in each sub-discipline.
	5. Knowledge of the history of anthropological thought and its place in modern intellectual history.
	6. Comprehension of multiculturalism as a significant phenomenon shaping global society.
	Skills Outcomes:
	7. Familiarity with the forms of anthropological data and literature, and working knowledge of how to access such information.
	8. Basic abilities in critical thinking and reasoning as applied to anthropological problems and issues.
9. Knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline.	
10. Ability to write, speak and communicate anthropological knowledge and the results of anthropological research to different audiences.	
BS Biology	At the completion of the Bachelor of Science degrees in Biology or Microbiology a graduate will have acquired:
	- The problem solving, analytical, and communication skills that will provide a strong foundation for lifelong learning and progressive career development (skills and attitudes).
	- A clear understanding of the major biological concepts and awareness of how these are connected to various areas of the biological sciences and are applicable to everyday life (knowledge and attitudes).
	- A clear understanding of the careers that are available for B.S. graduates.
	The following are specific objectives in the areas of attitudes, skills, and knowledge.
	A. The student will acquire the following attitudes:
	A.1. Learning about both living micro and macro systems is relevant and essential for understanding life.

BS Biology	A.2. All areas of science are integrated and interconnected.
	A.3. Scientific ethical conduct and ethical implications of scientific issues in society are important.
	B. The student will be able to demonstrate that he/she is skilled at:
	B.1. Applying the processes and methods of scientific inquiry, including the search and retrieval of scientific information, the formulation of scientific hypotheses, the design and conduct of experiments, and the analysis and interpretation of data;
	B.2. Understanding and critically evaluating the scientific work of others;
	B.3. Communicating scientific information effectively using oral presentations and written reports;
	B.4. Performing laboratory techniques that are appropriate to the major, with an understanding of the principles of laboratory safety;
	B.5. Working collaboratively on group projects.
	C. The biology student will be able to demonstrate knowledge of the following:
	C.1. Molecular and cellular structure and function;
	C.2. Basic principles of anatomy, physiology, and development;
	C.3. Taxonomy and phylogenetic and evolutionary relationships of major groups of organisms;
	C.4. Ecological interactions among organisms and their relationships with their environments;
	C.5. Careers and professions available in the biological sciences.
	D. The microbiology student will be able to demonstrate knowledge of the following:
MS Biology	At the completion of the Masters of Science degree in Biology a graduate student will have acquired:
	- The analytical, communication, problem solving, interpersonal, and technical skills that will provide a strong foundation for scientific productivity and progressive career development.
	- An in-depth understanding of biological concepts that apply to the student's area of concentration.
	- Experience with the peer scientific review process.
	The following are specific objectives in the areas of attitudes, skills, and knowledge.
	A. The student will acquire the following attitudes:
	A.1. Scientific research plays a crucial role in the development of policy and decision-making for the benefit of society.
A.2. Scientific progress should be based on the unbiased collection, analysis, and interpretation of evidence.	

MS Biology	A.3. The biological sciences, by their nature, are interdisciplinary.
	A.4. Understanding science is a life-long learning process.
	A.5. Scientific ethical conduct and ethical implications of scientific issues in society are important.
	B. Upon completion of the Master of Science degree, the student will be able to demonstrate that he/she is skilled at:
	B.1. Developing a coherent research prospectus.
	B.2. Carrying out a research project which includes mastery of appropriate techniques and the collection, organization and analysis of data.
	B.3. Synthesizing the results of their work in a master's thesis.
	B.4. Understanding and critically evaluating the scientific work of others and discussing new results in the context of what is already known and what should still be done.
	B.5. Communicating his/her work, as well as that of others, in a seminar and thesis defense.
	B.6. Developing teaching skills.
	C. Upon completion of the Master of Science degree, the student will be able to demonstrate knowledge in:
	C.1. Scientific concepts, recent developments, and areas for future research efforts in his or her chosen field.
	C.2. Traditional, modern, and emerging techniques and approaches used to conduct research in his or her chosen field of research.
	C.3. Practical applications of his or her research field and potential career opportunities.
BA/BS Chemistry/ Biochemistry	Students obtaining a baccalaureate degree should have upon graduation:
	· general familiarity with the following areas in chemistry: analytical, biochemistry, inorganic, organic and physical.
	· the ability to work effectively and safely in a laboratory environment.
	· the ability to use the power of computers in applications in chemistry.
	· the ability to communicate effectively, both orally and in writing.
	· the ability to think critically and analyze chemical problems.
	· the ability to work in teams as well as independently.
	· the understanding of how science and society are linked and the importance of science in modern society.
	· the ability to initiate their career following graduation.

BA/BS Chemistry/ Biochemistry	Program Goal 1. Knowledge of Chemical Principles and Facts; Appreciation for Chemistry and Biochemistry as Disciplines
	· demonstrate a mastery of critical thinking skills, problem-solving skills and data analysis skills leading to the ability to develop and test a hypothesis
	· design experiments or model systems to test hypotheses;
	· apply fundamental chemical principles to gather and explain data;
	· assess the relative validity of several possible solutions to a problem.
	· demonstrate knowledge of chemical principles appropriate to a chemistry degree program
	· demonstrate a mastery of factual chemical knowledge concerning the properties of substances, molecules and atoms.
	Program Goal 2. Laboratory Knowledge and Skills
	· the basic analytical and technical skills to work effectively in the various fields of chemistry.
	· the skill to perform accurate quantitative measurements with an understanding of the theory and use of contemporary chemical instrumentation, interpret experimental results, perform calculations on these results and draw reasonable, accurate conclusions.
	· the ability to synthesize, separate and characterize compounds using published reaction protocols, standard laboratory equipment, and modern instrumentation.
	· knowledge and understanding of the issues of safety regulations, ethics and societal issues in the use of chemicals in their laboratory work.
	Program Goal 3. Computer, Library and Oral and Written Communication Information Skills
	· should be able to demonstrate effective use of the library and other information resources in chemistry, including:
	o finding chemical information utilizing the primary literature.
	o critically and ethically evaluating chemical information.
	o finding and evaluating chemical information utilizing secondary sources such as the Internet.
	· should be able to demonstrate effective use of computers in chemistry applications, including:
o the use of a computer as a tool in writing, drawing chemical structures and data analysis to communicate scientific information.	
o being versed with the applications of computers in the modeling and simulation of chemical phenomena.	
o demonstrating an appreciation of the applications of computers in data acquisition and processing.	

BA/BS Chemistry/ Biochemistry	· be able to communicate scientific information via technical writing and oral presentations. Students must practice effective writing and oral communication throughout the chemistry curriculum.
	· be able to communicate scientific information in oral and written formats to both scientists and nonscientists.
	Program Goal 4. Ethics and Society in Science
	· have an understanding of current ethical issues in chemistry and be able to apply ethical principles in classes and research.
	· Be able to express the impact of science and society in both specific and general terms.
	Program Goal 5. Quantitative Reasoning Skills
· demonstrate quantitative reasoning skills (proficiency in algorithmic and calculation skills, ability to accurately collect and interpret numerical data, ability to solve problems competently using extrapolation, approximation, precision, accuracy, rational estimation and statistical validity, ability to relate theories involving numbers and the practice of the theory, understanding application of in the scientific method (formulating hypotheses and arriving at appropriate answers and conclusions)	
MS Chemistry	The ability to work effectively and safely in a laboratory.
	Ability to use the powers of computers.
	Ability to communicate effectively, both orally and written.
	Ability to think critically and analyze chemicals.
	Ability to work in teams, as well as independently.
	Develop formal (abstract) thinking skills
	Ability to initiate their career following graduation.
MS Environmental Science	Concepts of human and physical geography. Geographic skills (Information literacy)
BA Geography	1. Basic concepts of cultural, human, and physical geography and related environmental issues.
	2. Geographic skills including field, map reading, aerial photo interpretation, and basic geographic data management, presentation, and analysis (statistics and GIS). INFORMATION LITERACY (UNIVERSITY-WIDE OUTCOME)
	3. Principles and applications of locational models.
	4. Understanding of local, regional, and global issues.
	5. Geographic methodology, research and writing skills, including documentation and presentation of Geographic materials. CRITICAL THINKING SKILLS (UNIVERSITY-WIDE OUTCOME)
	6. A basic knowledge of the contents of the major subfields of Geography including systematic, human, physical, and regional geography.

MA Geography	1. In-depth understanding of one or more geographic specializations.
	2. Suitable qualitative and quantitative skills for conducting geographic research.
	3. The ability to analyze complex geographic questions and to integrate them with the theoretical underpinnings of the discipline.
	4. The ability to integrate and present research findings in written, oral and visual formats.
	5. Successfully completed an original piece of geographic research or a written comprehensive examination.
BS Geology	1. Students will understand basic geological concepts and terminology.
	2. Students will learn to identify minerals, rocks, and other Earth materials.
	3. Students will learn the geological history of the Earth
	4. Students will learn the significance of geology to society.
	5. Students will develop skills, including geological descriptions and mapping, required for practical geological field study.
	6. Students will learn the variety of basic tools used in geologic studies, including microscope, Jacob's staff, and Brunton compass
	7. Students will learn to analyze geologic data to reach interpretations and conclusions
	8. Students will learn to complete a comprehensive geological study and paper integrating knowledge and skills from a variety of geological tools.
MS Geology	1. Students will develop in-depth understanding of one or more subfields in geological science.
	2. Students will develop qualitative and quantitative skills for conducting and executing research in geology.
	3. Students will be able to critically analyze geological findings and conclusions presented in professional publications.
	4. Students will learn to integrate and present research findings.
	5. Students will undertake and defend an original piece of geological research at the culmination of their degree program.
BA History	Acquire historical content knowledge, including an understanding of cause and effect, and distinctions between facts and interpretations
	Understand the basic themes and issues of the history of the United States, Europe, and at least one other region of the world (Africa, Asia, Latin America)
	Learn to identify arguments in historical scholarship and to evaluate them through critical thinking skills
	Acquire a mastery of the basic principles of historical research, analysis, and discourse
	Understanding of scholarly differences among historians and the nature of historiographic debate and change

BA History	Understand the nature and goals of history as a discipline
	Recognize and understand the leading schools of twentieth-century historical discourse
	First-hand exposure to primary sources in a majority of class sessions
	Participate in active learning in the majority of class sessions. Active learning includes student involvement in class discussion, one-minute papers, group work, or other creative projects
	Develop oral communication skills through a class presentation
	Develop written communication skills through writing assignments that form a substantial part of the overall grade
	Show understanding of academic honesty in history, especially proper and improper uses of other authors' work
	Demonstrate proper citation and bibliographic skills
	Develop information literacy skills using campus library resources, with special focus on the effective use and critical understanding of print and electronic research resources
	Create an extended, original theoretical or historiographical review essay
	Create an extended original primary-source research project
	Understand pedagogical debates and strategies for K-12 history and social science teaching
	Create a lesson plan for K-12 classroom use
	Demonstrate skills for life-long learning through the pursuit of an independent project, beginning with the formulation of an important problem or question and ending with a polished and professional written report and/or oral presentation
MA History	1. Disciplinary Goal: Students should understand the nature and goals of History as a discipline.
	2. Program Goal: Students should understand the basic themes and issues of the history of three historical fields selected from at least two geographical/national areas of study represented in the department's program.
	3. Historiographical Goal: Students should be able to demonstrate a grasp of the conversations/debates between scholars about a particular discipline/field/general topic.
	4. Methodological Goal : Students should be able to demonstrate familiarity with different types of primary and secondary sources and be able to interpret, analyze, and use them in constructing an argument/thesis.
	5. Content Goal: Students should be able to deploy a rich body of appropriate data in the construction of theses and arguments.
	6. Historical Presentation: Students should be able to demonstrate that they know how to use standard English to construct an argument and to use evidence to support a thesis/argument.

MA History	Achievement of these goals will be demonstrated, if the papers selected for evaluation demonstrate that History students are able to:
	1. identify a historical problem
	2. formulate a historical thesis
	3. place the problem in its appropriate historical context
	4. place the problem in its appropriate historiographical context
	5. identify primary and secondary sources relevant to the problem
	6. formulate an historical argument using appropriate primary sources and methodology
BA Latin American Studies	7. apply rules of historical style and form in their papers.
	historical origins of Latin America, similarities and differences among the nations of the Latin America
	understanding and appreciation of the artistic and cultural heritage of region
	critical understanding of social and economic issues facing the region and its position in the world economic system
	knowledge of the contributions of different academic disciplines to the study of Latin America
	ability to understand and apply a range of theoretical perspectives relevant to the study of the Global North and South
	understanding of the ethnic, religious, racial, cultural diversity found in Latin America
	general knowledge of the geography and ecology of Latin America
	understanding of the migration of Latin Americans to the United States and their relationships to their countries of origin
	understanding of the history of Latin American Studies as a discipline and its relation to other areas of study
	ability to apply critical analysis to issues related to Latin America
	familiarity with forms of information and data related to the Latin American region and the ability to access that information
	ability to write a lucid, well-organized research paper
	ability to use the Spanish (or another Latin American language) as a research tool
	ability to collect, organize, and analyze qualitative and quantitative data
ability to read, compare and contrast, and critically assess a wide range of theoretical perspectives on social, economic, and political issues	
ability to critically read and reflect upon a range of scholarly literature from various disciplines	
knowledge of research methods in social sciences	

MA Latin American Studies	Demonstrate knowledge of the Latin American region
	Demonstrate insight of social science disciplines
	Show appreciation for diverse cultures of the region
	Converse and conduct research in a language of the region
	Engage in research on subjects related to the region
	Apply critical thinking and writing skills
	Write a thesis or take a comprehensive exam in three academic fields.
BA/BS Math	1. Use techniques of differentiation and integration (in one or more variables).
	2. Find local and absolute extrema of functions of one or more variables.
	3. Sketch graphs of functions of one variable and identify basic functions from their graphs (one or two variables).
	4. Solve systems of linear equations with the use of matrices and their inverses.
	5. Recognize and work with basic algebraic structures (groups, vector spaces, homomorphisms).
	6. Give direct proofs, proofs by contradiction, and proofs by induction.
	7. Formulate definitions and theorems.
	8. Write a simple computer program.
	9. Use mathematics to model and solve problems in other areas.
	10. Gain competency in other areas of mathematics (which ones and how many depends on the selected option).
	11. Demonstrate basic competency in both oral and written communication.
MS Math	In the Mathematics MS program students choose one of two options: Option 1 (General Mathematics) and Option 2 (Applied Mathematics). The learning outcomes are somewhat different for each as seen below.
	Graduating students in both options will:
	1. Have a broad exposure to advanced mathematics through electives chosen from a wide range of topics including abstract algebra, advanced calculus, geometry, differential equations, linear algebra, probability, number theory, and topology.
	2. Understand and devise proofs of mathematical theorems. This includes understanding the role of definitions, axioms, logic, and particular proof techniques such as proof by induction, proof by contradiction, etc.
	3. Be able to write a coherent, clear article on a mathematical theme, and to present this orally.
4. Be able to search the mathematical literature to research a topic of interest.	

MS Math	<p>5. Understand and be able to apply basic results of complex analysis including: the relationship between complex analytic functions and harmonic functions, conformal mapping, and applications to Dirichlet problems; Cauchy's integral formulas and their consequences including the fundamental theorem of algebra; series expansions, classification of singularities, and the application of residue calculus to definite integrals and sums.</p>
	<p>Graduating students in Option 1 (General Math) will:</p>
	<p>1. Have a broad understanding at the graduate level of the content of the required courses of the option. This includes the theory of groups, rings and fields, topology, complex analysis, and real or functional analysis.</p>
	<p>2. Understand the basic theories of groups, rings and fields, including the structure of finite groups, polynomial rings and Galois theory.</p>
	<p>3. Understand how the main topological concepts (connectedness, compactness, products and separation properties) are introduced and used in abstract spaces where the topological structure is not derived from an underlying metric.</p>
	<p>4. Understand basic set theory including axiom of choice, basic topological properties of the real line; properties of real functions, sequences of real functions and various notions of convergence such as pointwise and uniform convergence.</p>
	<p>5. Understand the notions of outer-measure, measurability of sets, non-measurable sets, Riemann and Lebesgue integrability, convergence in measure, differentiation of functions, functions of bounded variation, absolutely continuous functions, basic properties of L^p spaces.</p>
	<p>6. Have an understanding of metric spaces, sequences, completeness; normed linear spaces, Banach spaces, classical sequence spaces, linear functionals and linear operators and their representations; the Hahn-Banach, Banach-Steinhaus and Open Mapping theorems; innerproduct and Hilbert spaces, orthonormal sets and sequences, representation of linear functionals on Hilbert spaces, Fourier series.</p>
	<p>Graduating students in Option 2 (Applied Math) will:</p>
	<p>1. Have a broad understanding at the graduate level of the content of the required courses of the option. This includes numerical analysis, linear analysis, mathematical modeling and complex analysis.</p>
	<p>2. Be able to use a variety of mathematical tools (differential equations, linear algebra, etc) to formulate a mathematical model of real world problems. Understand the balance between the complexity of a model and its mathematical tractability. Understand the iterative process of modeling and the necessity to test a model against data.</p>
<p>3. Be able to apply numerical methods to solve problems, such as large systems of linear equations, eigenvalue/eigenvector problems, and understand the theoretical underpinnings of these methods.</p>	

MS Math	4. Be able to solve partial differential equations numerically and be able to analyze the stability and convergence of these approximate solutions. This includes the understanding of the fundamental differences among parabolic, elliptic and hyperbolic partial differential equations, the Max/Min principle for certain elliptic partial differential equations and the method of characters for and second order hyperbolic partial differential equations.
	5. Understand metrics, norms, and inner products on important spaces of functions, including Banach spaces and Hilbert spaces and be able to use important applications including Fourier series and solutions of integral equations by contraction. They will be familiar with basic properties of linear operators, especially on Hilbert spaces, invertibility and spectrum, and be able to apply these to solution of integral equations and differential equations.
BA Mexican American Studies	1. Compose essays in more than one genre (e.g. expository, argumentative, research, creative) about the Chicano(a)/Latino(a) experience.
	2. Construct an interpretive analysis of the social, economic, and political condition of Chicanos(as) and Latinos(as) in the US.
	3. Demonstrate familiarity with various qualitative and quantitative research methods.
	4. Select among cultural theories to explore the Chicano(a) and Latino(a) condition.
	5. Critically synthesize the relationship between globalization, migration, and imperialism in the context of Los Angeles and California.
	6. Appraise the internal diversity among Chicanos(as)/Latinos(as), especially region, class, generation, language use, nation, gender, immigrant status, sexuality, race, and educational background.
	7. Balance appreciation of human diversity with a commitment to social justice.
MA Mexican American Studies	1. Compose essays in more than one genre (e.g. expository, argumentative, research, creative) about the Chicano(a)/Latino(a) experience.
	2. Construct an interpretive analysis of the social, economic, and political condition of Chicanos(as) and Latinos(as) in the US.
	3. Demonstrate familiarity with various qualitative and quantitative research methods.
	4. Select among cultural theories to explore the Chicano(a) and Latino(a) condition.
	5. Critically synthesize the relationship between globalization, migration, and imperialism in the context of Los Angeles and California.
	6. Appraise the internal diversity among Chicanos(as)/Latinos(as), especially region, class, generation, language use, nation, gender, immigrant status, sexuality, race, and educational background.
	7. Balance appreciation of human diversity with a commitment to social justice.

BS Microbiology	<u>Knowledge</u>
	1. Biological diversity
	2. Microbial evolution
	3. Microbial cell biology
	4. Microbial genetics
	5. Interactions of microorganisms with the environment
	6. Interactions of microorganisms with humans
	7. Microbial technology
	8. Careers and professions available in microbiology.
	<u>Skills</u>
	1. Applying the scientific process, including designing and conducting experiments and testing of hypotheses;
	2. Performing laboratory techniques, including specific laboratory skills and techniques that are appropriate to the major and option;
	3. Understanding of principles of laboratory safety;
	4. Locating and retrieving appropriate information;
	5. Reading, understanding, and critically reviewing scientific papers and presentations;
	6. Using computers and scientific work;
	7. Working in groups;
	8. Giving and oral presentation;
	9. Keeping a laboratory notebook;
	10. Using mathematics and statistics to evaluate scientific evidence;
	11. Interpreting graphs and tables;
	12. Evaluating scientific evidence and distinguishing between fact and opinion;
	13. Writing a scientific paper.
	<u>Attitudes</u>
	1. Learning about both living micro and macro systems is interesting and rewarding;
	2. Studying life science is relevant to everyday life and can be applied to daily life experiences;
	3. All areas of science are integrated and interconnected;
	4. The ethical implications of scientific issues in society are important;
	5. Ethical conduct in science is important.

BS Natural Science	At the completion of the B.S. degree of the Natural Science Program, each graduate will have acquired:
	The problem solving, analytical, and communication skills that provide a strong foundation for lifelong learning and progressive career development
	A clear understanding of major science concepts and an awareness of how these connect various areas of the life and physical sciences
	Specific Objectives of the program are that:
	Students will have the following attitudes:
	Studying science is relevant to everyday life and can be applied to daily life
	All areas of science are integrated and interconnected
	Ethical conduct in science is important
	Students will be able to demonstrate the following skills:
	Apply the scientific process, including inquiry, hypotheses building, designing and conducting investigative experiments
	Principles of laboratory safety
	Work in groups
	Can give an oral presentation
	Can locate and retrieving information
	Can use mathematics and statistics to evaluate evidence
	Can interpret graphs and tables
	Can distinguish between fact and opinion with scientific evidence
Can write a scientific paper	
Computer literacy	
BA/BS Physics	1) Classical Mechanics
	2) Classical Electricity and Magnetism
	3) Thermodynamics
	4) Special Relativity
	5) Nonrelativistic Quantum mechanics
	6) Modern Physics
	Experimental and Analytical Skills
	1) Experimental techniques
	2) Problem solving and physical intuition (Critical Thinking)
	3) Mathematical skills
	4) Computational skills
	5) Researching a problem (Information Literacy)
6) Communication skills	

MS Physics	Core Content Knowledge
	1) Mathematical Physics
	2) Classical Mechanics
	3) Classical Electrodynamics
	4) Nonrelativistic Quantum Mechanics
	Experimental and Analytical Skills
	1) Advanced Experimental Techniques
	2) Advanced Problem Solving and Physical Intuition (Critical Thinking)
	3) Advanced Mathematical Skills
	4) Computational Skills
5) Researching a Problem (Information Literacy)	
6) Communication Skills	
BA Political Science	1. Students should have a basic knowledge of the political institutions and processes of the government of the United States.
	2. Students should have a basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information applicable to the discipline of political science.
	3. Students should have a basic knowledge of the dynamics of politics and power at work in the modern world.
	4. Students should be able to demonstrate critical thinking skills or formulate and defend a thesis in a written or oral format.
	5. Students should be able to demonstrate the basic research skills necessary to write a paper in the discipline of political science.
	6. Students should have a basic knowledge of the content of the major subfields in political science: American Politics, Comparative Politics, International Relations, and Political Theory. Note: Courses that address this outcome provide knowledge in one of these subfields.
MA Political Science	1. Students will develop in-depth understanding of one or more subfields in political science.
	2. Students will develop qualitative and quantitative skills for conducting and executing research on the political process.
	3. Students should be able to analyze complex political questions.
	4. Students should be able to integrate theoretical and substantive materials.
	5. Students will learn to integrate and present research findings.
	6. Students will undertake and defend an original piece of political research at the culmination of their degree program.

BA Psychology	Goal 1. Theory and Content of Psychology
	Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
	1.1 Describe the nature of psychology as a discipline.
	1.2 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
	1.3 Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
	1.4 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:
	Goal 2. Research Methods in Psychology
	Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
	2.1 Describe the basic characteristics of the science of psychology.
	2.2 Explain different research methods used by psychologists.
	2.3 Evaluate the appropriateness of conclusions derived from psychological research.
	2.4 Design and conduct basic studies to address psychological questions using appropriate research methods.
	2.5 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
	2.6 Generalize research conclusions appropriately based on the parameters of particular research methods.
	Goal 3. Critical Thinking Skills in Psychology
	Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
	3.1 Use critical thinking effectively.
	3.2 Engage in creative thinking.
	3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
	3.4 Approach problems effectively.
Goal 4. Application of Psychology	
Students will understand and apply psychological principles to personal, social, and organizational issues.	
4.1 Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health	

BA Psychology	4.2 Identify appropriate applications of psychology in solving problems, such as
	4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.
	4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.
	4.5 Recognize that ethically complex situations can develop in the application of psychological principles.
	Goal 5. Values in Psychology
	Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
	5.1 Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
	5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
	5.3 Seek and evaluate scientific evidence for psychological claims.
	5.4 Tolerate ambiguity and realize that psychological explanations will often be complex and tentative.
	5.5 Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.
	5.6 Assess and justify their engagement with respect to civic, social, and global responsibilities
	5.7 Understand the limitations of their psychological knowledge and skills.
	Goal 6. Information and Technological Literacy
	Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
	6.1 Demonstrate information competence at each stage in the following process:
	6.2 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.
	6.3 Use information and technology ethically and responsibly.
	6.4 Demonstrate these computer skills:
	Goal 7. Communication Skills
Students will be able to communicate effectively in a variety of formats.	
7.1 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).	
7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).	

BA Psychology	7.3 Exhibit quantitative literacy.
	7.4 Demonstrate effective interpersonal communication skills.
	7.5 Exhibit the ability to collaborate effectively.
	Goal 8. Sociocultural and International Awareness
	Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
	8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.
	8.2 Examine the sociocultural and international contexts that influence individual differences.
	8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
	8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.
	8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.
	Goal 9. Personal Development
	Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
	9.1 Reflect on their experiences and find meaning in them.
	9.2 Apply psychological principles to promote personal development.
	9.3 Enact self-management strategies that maximize healthy outcomes.
	9.4 Display high standards of personal integrity with others.
	Goal 10. Career Planning and Development
	10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) to formulating career choices.
	10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both.
	10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.
	10.4 Identify and develop skills and experiences relevant to achieving selected career goals.
10.5 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.	
Goal 11. Professional Competence (Graduate level)	

BA Psychology	Students will demonstrate mastery of the competencies required in their profession or field.
	11.1 Demonstrate advanced competency in psychological research:
	11.2 Demonstrate advanced competency in the practice of psychology:
	11.3 Demonstrate an advanced degree of professional responsibility:
	11.4 Pursue alternate career paths, including doctoral training, in the future
MA Psychology	No student learning outcomes at this time
MS Psychology (Applied Behavior Analysis)	1. Define behavior analysis and describe its origins, including the problem of explaining behavior with mental events.
	2. Say what behavior is and what a behavioral definition is.
	3. Describe the methods of observing and recording behavior, including reliability and validity of observations.
	4. Describe the experimental designs for studying behavior and the visual analysis of behavioral experiments.
	5. Define and describe positive and negative (and unconditioned and conditioned) reinforcement – including the types of reinforcers – and extinction.
	6. Describe the factors (immediacy, contingency, magnitude, and deprivation) that influence reinforcer effectiveness, as well as continuous and intermittent (ratio and interval) schedules of reinforcement.
	7. Describe positive and negative (and unconditioned and conditioned) punishment.
	8. Describe and define differential reinforcement, and how it can be used to decrease behavior, and shaping and how it utilizes (differential) reinforcement and extinction.
	9. Describe motivational operations, stimulus discrimination and generalization and the concept of stimulus control as well as fading.
	10. Describe imitation, shaping, and chaining as procedures for creating new behavior.
	11. Describe antecedent interventions for problem behavior.
	12. Describe functional behavior assessment, including the different types.
	13. Describe ethical considerations in ABA, including what ethics and social validity are, the standards of professional practice for applied behavior analysts, and ethical issues in client services.
	14. Describe and discuss the contemporary development of single-case methodology.
	15. Describe single-case research (also called within-subject) designs, including withdrawal (ABAB), multiple-baseline, changing criterion and multi-element designs

MS Psychology (Applied Behavior Analysis)	16. Describe and discuss what behavioral assessment is including the strategies and conditions of assessment.
	17. Describe what interobserver agreement is in single-case research designs, the ways in which it is estimated, possible sources of bias and acceptable levels.
	18. Describe experimentation, its purposes, and what factors affect the validity of inferences, as well as to describe pre-experimental and single-case designs.
	19. Describe single-case research and designs, including their general requirements, especially ABAB designs, including their basic characteristics, variations, problems and limitations and evaluation.
	20. Describe multiple-baseline designs, including their basic characteristics, variations, problems and limitations and evaluation.
	Other SLOs available upon request
MSC Psychology (Marriage and Family Therapy)	1. demonstrate familiarity with well known individual and family psychotherapy models including their particular theory of personality development, theory of psychopathology and treatment techniques
	2. be able to formulate a case (individual, couple or family) using well known psychotherapy theories
	3. be able to develop an appropriate and effective treatment plan that includes referrals, crisis intervention techniques and demonstrates knowledge of pertinent case management issues for individuals, couples and families presenting with the broad range of psychological problems that fall with the scope of treatment for a marriage and family therapist
	4. demonstrate the ability to evaluate, assess and diagnose mental health clients according to DSM-IV criteria and provide differential diagnoses, if applicable
	5. demonstrate familiarity with psychological theories commonly applied to the stages of human development and the typical psychosocial problems presenting at these stages
	6. demonstrate knowledge of the California laws and ethical standards related to their profession including the implications for professional practice
	7. be able to identify the basic psychological tests used for assessing intelligence, vocational aptitude, scholastic ability, personality and cognitive skills, and be aware of their strengths and limitations
	8. be familiar with practice issues related to common drugs of abuse, and the medications prescribed for the treatment of common psychological problems
	9. demonstrate awareness of how culture affects mental health, and mental health treatment, and how their own personal background affects their ability to understand and work with clients from diverse backgrounds, and/or with sensitive presenting problems

MSC Psychology (Marriage and Family Therapy)	10. demonstrate familiarity with latest research in the field of marriage and family therapy
	11. demonstrate the ability to work effectively with individuals, couples and families presenting with the broad range of psychological problems that fall with the scope of treatment for a marriage and family therapist
MS Public Administration	1. Students will develop knowledge about the elements of public administration.
	2. Students will develop qualitative and quantitative skills for designing and conducting small scale empirical research.
	3. Students should be able to integrate theoretical and empirical findings.
	4. Students will learn to integrate and present research.
	5. Students will develop an understanding of the ethical basis for public service..
	6. Students will undertake an defend an original piece of political research at the culmination of their degree program.
BA Social Science	Learn to identify arguments in historical scholars. Understanding of scholarly differences among historians. Develop oral communication skills through a class. Develop written communication skills. Show understanding of academic honesty in history. Demonstrate proper citation and bibliographic skills. Create an extended original primary-source research. Understand pedagogical debates. Create a lesson plan for K-12 classroom use. Demonstrate skills for life-long learning.
BA/MA Sociology	1. Critical Thinking – demonstrated by student ability to:
	§ Identify premises in given arguments
	§ Recognize underlying assumptions
	§ Present opposing views
	§ Integrate materials
	§ Move from content to analysis to evaluation
	2. Effective Communication – demonstrated by student ability to:
	§ Write a clear and focused account of a social event, issue, topic, or problem
	§ Write a clear and appropriate analysis of sociological issues and concepts
	§ Write clear and appropriate evaluation of theoretical or empirical knowledge-claims
	§ Appropriately present or discuss theoretical or empirical knowledge-claims
	§ Summarize the results of a sociological research process in an articulate manner (verbally or in writing)
	3. Acquisition of the “Sociological Imagination” – demonstrated by student ability to:
	§ Understand that culture and social structure vary across time and place

BA/MA Sociology	§ Comprehend the interplay between certain “vested interests” and a particular social order
	§ Describe how a person’s biography interrelates with social context, social structure, and historical period
	4. Apprehension of Sociology as a Discipline – demonstrated by student ability to:
	§ Distinguish between data and ideology
	§ Describe what is meant by social institutions and social systems
	§ Describe how sociology differs from other social and behavioral sciences
	5. Appreciation of how Social Structures Operate – demonstrated by student ability to:
	§ Provide examples of the impact of social institutions on human groups
	§ Understand that there is an interplay among social institutions
	§ Understand some of the processes by which inequalities are created and perpetuated
	§ Understand that broad factors (e.g., urbanization or population) affect social structures and individuals.
	6. Basic Understanding of the Dynamic Relationship between Individuals and Society – demonstrated by student ability to:
	§ Describe how individual and group social interaction influences society/social structure
	§ Describe how structural factors contribute to individual behavior and self-development
	7. Comprehension of Basic Concepts in Sociology – demonstrated by student ability to:
	§ Define and provide key examples of socialization
	§ Define and provide key examples of stratification, inequality, etc.
	§ Define and provide key examples of social structure, social institutions and social systems
	8. Comprehension of the Role of Theory in Sociology – demonstrated by student ability to:
	§ Understand what a theory is and how it contributes to sociological knowledge
§ Apply theoretical perspective to social event or idea	
§ Describe basic aspects of key theoretical orientations (conflict, interactionist, structural-functionalist)	
9. Comprehension of the Role of Evidence in Sociology – demonstrated by student ability to:	

BA/MA Sociology	§	Recognize scientific method in sociology
	§	Describe the difference between dependent and independent variables
	§	Describe the general role of methods in social research
	§	Appropriately apply basic statistical tests
	§	Interpret sociological findings expressed through data
	§	Describe basic ethical issues pertinent in sociological research
	10. Enhanced sense of occupational/personal development – demonstrated by student ability to:	
	§	Express broader concept of post-degree options
	§	Express greater awareness/understanding of engagement with one's social environment
	§	Describe an awareness of the sociological imagination on a day-to-day basis
§	Demonstrate facility with working in groups	

Student Learning Outcomes

BA Art	1. Students in all programs demonstrate mastery of practical and conceptual knowledge of the visual arts (appropriate to the degree program).
	2. Students in all programs demonstrate abilities to: carry out scholarly and disciplined inquiries in the visual arts; and participate actively in discourse analyzing critical issues in the field.
	3. Students in all programs demonstrate an ability to engage with Los Angeles as a major cultural and international center of visual arts and related industries.
	4. Students are qualified for admission into programs of advanced study and/or entrance into professional careers.
	5. Students in all programs demonstrate understanding of diverse cultural traditions and aesthetic values embodied in the visual arts, past and present.
	6. Students in all programs demonstrate abilities to develop collegial relationships and work collaboratively with faculty and students.
	7. Students in all programs demonstrate understanding of their roles and responsibilities to participate actively and ethically in multicultural societies.
	8. Students in all programs demonstrate abilities to: negotiate complex visual landscapes; derive meaning from the visual arts; and pursue creative endeavors throughout their lives.
MA Art	In addition to the above, graduates demonstrate the ability to produce and present an original body of work through disciplined inquiry and discourse analyzing issues in a particular area of the visual arts.
MFA Art	(Concentrations in Studio Arts or Design): In addition to SLOs for BA Art:
	1. Graduates demonstrate the ability to produce and present a significant body of work through disciplined inquiry and rigorous discourse analysis that makes a contribution to the field (studio arts or design).
	2. Graduates in Studio arts adopt the identity and attitude of a professional artist working to produce art of high quality for public exhibition and presentation; or
	3. Graduates in Design adopt the identity and attitude of a professional designer working as a leader in design industries.
BA/MA Communications	4. Graduates demonstrate the ability to work collaboratively with colleagues and contribute to the vitality of the visual arts and design communities.
	1.1.1 Foundational knowledge—the basic theoretical understanding of the discipline and its subfields, which includes a. Critical understanding of the key theories, methodologies, and concepts in Communication and its subfields,

BA/MA Communications	b. Ability to explain the verbal and nonverbal, historical and cultural aspects and issues of communication in various contexts, and
	c. Understanding of the key patterns of communication in dyadic, group, organizational, public, and cultural contexts.
	1.1.2 Application learning—important skills, thinking or managing abilities, which include
	a. Demonstrated ability to ‘read’ the social texts and write fieldwork-based or textual analysis of communication issues (analytical skills),
	b. Demonstrated ability to speak clearly in public and academic forums (performance skills),
	c. Demonstrated ability to critically analyzing the content of communication (critical thinking) as part of quantitative and qualitative research, and
	d. Demonstrated ability to devise practical or innovative solutions social conflict as a team player (practical/creative thinking).
	1.1.3 Integration learning—connecting ideas within various subfields of the Communication Studies and beyond the discipline, which includes
	a. Demonstrated ability to analyze the connections between the interdisciplinary theoretical learning and human experiences in everyday life, in written and oral forms, and
	b. Demonstrated ability to identify communication challenges for living in a globalized world
	1.1.4 Understanding the human dimension of learning—learning about self and others, which includes
	a. Demonstrated awareness of the ways people in different cultures and socio-organizational contexts make sense of life, communicate and conduct business (self and others), and
	b. Demonstrated ability to educate others about the complexity of communication in personal and public life
	1.1.5 Caring—adopting new feelings, interests, ideas or values, which includes
	a. Demonstrated appreciation of human diversity in the world,
	b. Cultivated interest in knowing about other cultures, and
	c. Refined interest in the fight for social justice
	1.1.6 Learning how to learn, which includes
	a. Demonstrated ability to be a better student,
	b. Demonstrated ability to ‘read’ social interactions and write about it, and
c. Development of a future learning plan for self-directed life-long learning.	

BA English	Develop an understanding and appreciation of the power and beauty of written expression through the study of representative literary texts from diverse periods, genres, and cultures
	Practice textual analysis with confidence and skill
	Develop a multicultural understanding of their own and other cultures, past and present, through the historically contextualized study of language and literature
	Be aware of the evolving roles of literature, aesthetics, and critical theory
	Be able to develop and support original perspectives with precision, express themselves effectively and with clarity, and engage in constructive dialog with an awareness of multiple perspectives
	Be able to conduct research in the field
	Develop solid reading, writing, and critical thinking skills
MA English	Students will:
	1. Develop an understanding and appreciation of the power and beauty of written expression through the study of representative literary texts from diverse periods, genres, and cultures
	2. Practice textual analysis with confidence and skill
	3. Develop a multicultural understanding of their own and other cultures, past and present, through the historically contextualized study of language and literature
	4. Be aware of the evolving roles of literature, aesthetics, and critical theory
	5. Be able to develop and support original perspectives with precision, express themselves effectively and with clarity, and engage in constructive dialog with an awareness of multiple perspectives
	6. Be able to conduct research in the field
7. Develop solid reading, writing, and critical thinking skills	
BA French, Spanish	(a) Demonstrate the ability to communicate successfully with native speakers of the target language in a large range of contexts, both personal and professional, and to present their point of view in a comprehensible, organized, and culturally appropriate manner.
	(b) Be able to write clearly, coherently and accurately on a variety of subjects -- personal experience or reflection; cultural, linguistic, or literary analysis -- and to use a variety of discourse types, including expository and argumentative essays on academic topics.
	(c) Be able to understand spoken and visual messages, live or in recordings or videos, and to summarize and discuss such messages or respond to them in an interactive context.

BA French, Spanish	(d) Be able to read and discuss texts ranging from advertisements and newspapers to business correspondence and literary masterpieces, understanding both the explicit and implicit messages of such texts, and demonstrating the ability to discuss the ideas in these texts and their own interpretation of them.
	(e) Demonstrate a familiarity with the main periods, authors, and developments in French and Francophone or Spanish and Spanish American literatures, and the ability to summarize and analyze literary texts.
	(f) Demonstrate a familiarity with well-known historical figures and events, and understand and be able to explain basic cultural characteristics of the main world regions in which the target language is spoken.
	(g) Be able to examine the larger question of how language functions as a communicative system and a social construct, and the role of the target language in the world.
	(h) Demonstrate familiarity with library and information technology as part of a well-rounded education in the Humanities, and exploit such technology to find resources in the target language.
French Single Subject Credential	In addition to (a)-(h), students seeking the Single Subject Credential in French must demonstrate their understanding of:
	(a) Principal concepts of phonetics and phonology, including an understanding of various phonetic and phonological aspects of French or Spanish dialectal processes and the ability to transcribe spoken French or Spanish discourse;
	(b) Social and socio-historical factors that can affect language variation and change;
	(c) Fundamental concepts of the theory of Second Language Acquisition;
	(d) Analysis of structures that cause interference in target-language learners;
	(e) Theories and methods of language proficiency evaluation; and
(f) Broad relationship between language, culture and society.	
MA French	(a) Are able to understand and use correctly a wide range of target-language vocabulary/terminology inherent to the study of literary works, literary analysis, and diachronic linguistics;
	(b) Understand and are able to discuss main literary works in the target language as related to historical periods and key cultural issues in both France and the Francophone world;
	(c) Understand and can discuss current cultural phenomena in the Francophone world;
	(d) Understand and are able to explain linguistic processes as related to the target-language's historical development from Latin, using appropriate terminology and relevant examples.

Spanish Single Subject Credential	In addition to (a)-(h), students seeking the Single Subject Credential in Spanish must demonstrate their understanding of:
	(i) Basic principles of linguistic analysis;
	(j) Principal concepts of phonetics and phonology, including an understanding of various phonetic and phonological aspects of French or Spanish dialectal processes and the ability to transcribe spoken French or Spanish discourse;
	(k) Major processes used to form words in French or Spanish (including the ability to identify and describe parts of speech) and major sentence structure rules and processes;
	(l) Social and socio-historical factors that can affect language variation and change;
	(m) Fundamental concepts of the theory of Second Language Acquisition;
	(n) Analysis of structures that cause interference in target-language learners;
	(o) Fundamental concepts of pragmatics and sociolinguistics;
	(p) Theories and methods of language proficiency evaluation; and
(q) Broad relationship between language, culture and society.	
MA Spanish	(a) Are able to understand and use correctly a wide range of target-language vocabulary/terminology inherent to the study of literary works, literary analysis, and linguistic theory;
	(b) Understand and are able to discuss main literary works in the target language as related to historical periods and key cultural issues in both Spain and Latin America;
	(c) Have acquired a global view of the foundations of Hispanic literary history and its development;
	(d) Understand and are able to explain linguistic processes as related to the target-language variation at the regional, social and stylistic level, as well as its historical development from Latin, using appropriate terminology and relevant examples.
BA Japanese Chinese	(a) Demonstrate their ability to handle successfully a variety of predictable and concrete oral exchanges necessary for survival in the target culture (e.g., personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging).
	(b) Demonstrate their ability to read and write short, simple communications, compositions, descriptions, and requests for information that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings.

BA Japanese Chinese	(c) Perform (a) and (b) in culturally appropriate ways.
	(d) Demonstrate their understanding and ability to discuss cultural similarities and differences between Chinese or Japanese culture and the students' own or American culture.
	(e) Be able to understand and analyze major literary works in the socio-historical contexts of the literary production, and to explain the authors of the texts.
	(f) Be able to understand and explain basic linguistic terminology and socio-cultural aspects of the target language, as well as differences of sound and grammar structures between the target and English languages.
	(g) Demonstrate familiarity with library and information technology as part of a well-rounded education in the humanities, and exploit such technology to find resources in the target language.
Japanese Single Subject Credential	(a) Demonstrate their ability to handle successfully many uncomplicated tasks and social situations requiring an oral exchange of basic information related to work, school, recreation, particular interests and areas of competence, and orally to narrate and describe in major time frames using connected discourse of paragraph length.
	(b) Be able to meet practical reading and writing needs such as understanding and producing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest, and to write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames using a limited number of cohesive devices.
	(c) Perform (a) and (b) in culturally appropriate ways.
	(d) Demonstrate their understanding and ability to discuss cultural similarities and differences between Chinese or Japanese culture and the students' own or American culture.
	(e) Be able to understand and analyze major literary works in the socio-historical contexts of the literary production, and to explain the authors of the texts.
	(f) Be able to understand and explain basic linguistic terminology and socio-cultural aspects of the target language, as well as differences of sound and grammar structures between the target and English languages.
	(g) Demonstrate familiarity with library and information technology as part of a well-rounded education in the humanities, and exploit such technology to find resources in the target language.

BA Liberal Studies	1. Students will demonstrate knowledge of the basic focus, goals, and approaches of the Physical Sciences, Social Sciences, and the Humanities, including Cultural Studies and American studies.
	2. Students will demonstrate the ability to do detailed descriptions of cultural sites, cultural performances, practices, and arts in the multi-cultural and multi/inter-ethnic landscape of Los Angeles through descriptive qualitative methods.
	3. Students will demonstrate their ability to read, critically analyze, and apply advanced theories of culture to disciplinary knowledge production in the natural sciences, the social sciences, and the humanities.
	4. Students will demonstrate mastery of the modes of critical analysis proper to the humanities and fine arts as applied to a variety of different texts such as films, television shows, historical essays, novels, news reports, and archival materials.
	5. Students will demonstrate understanding of difficult critical arguments as they are constructed through diverse disciplinary formations.
	6. Students will construct and demonstrate the nature of critical arguments, how they are structured and what position they take in relation to the subject matter.
	7. All students will complete a senior thesis: an extended well researched, critically written, coherent, and well developed piece of original scholarship.
BA/BM Music	The ability to perform on their instrument or voice with technical proficiency and sufficient artistry to perform a variety of appropriate repertoire.
	Rudimentary knowledge of the MIDI protocol and the ability to use basic computer technology for music notation, music example realization (sequencing), recording, and research.
	The ability to comprehend all aspects of music theory, including analysis, part-writing, ear-training, and sight-singing.
	The ability to comprehend all aspects of music history including all historical periods, genres, and styles.
	Knowledge of music literature from a variety of times and places representative of the western European tradition.
	Knowledge of the literature and stylistic characteristics of various world musics (i.e., music from diverse cultures and styles).
	The ability to play the keyboard with sufficient technique to perform scales, chord progressions, score reading, and simple accompaniments.
The ability to perform on their instrument or voice. The ability to comprehend all aspects of music.	

MA Music	Students will demonstrate:
	1. The ability to perform on their instrument or voice with technical proficiency and sufficient artistry to perform a variety of appropriate repertoire.
	2. Rudimentary knowledge of the MIDI protocol and the ability to use basic computer technology for music notation, music example realization (sequencing), recording, and research.
	3. The ability to comprehend all aspects of music theory, including analysis, partwriting, ear-training, and sight-singing.
	4. The ability to comprehend all aspects of music history including all historical periods, genres, and styles.
	5. Knowledge of music literature from a variety of times and places representative of the western European tradition.
	6. Knowledge of the literature and stylistic characteristics of various world musics (i.e., music from diverse cultures and styles).
	7. The ability to play the keyboard with sufficient technique to perform scales, chord progressions, score reading, and simple accompaniments.
MM Music	Students will demonstrate:
	1. The ability to perform on their instrument or voice with technical proficiency and sufficient artistry to perform a variety of appropriate repertoire.
	2. Rudimentary knowledge of the MIDI protocol and the ability to use basic computer technology for music notation, music example realization (sequencing), recording, and research.
	3. The ability to comprehend all aspects of music theory, including analysis, partwriting, ear-training, and sight-singing.
	4. The ability to comprehend all aspects of music history including all historical periods, genres, and styles.
	5. Knowledge of music literature from a variety of times and places representative of the western European tradition.
	6. Knowledge of the literature and stylistic characteristics of various world musics (i.e., music from diverse cultures and styles).
	7. The ability to play the keyboard with sufficient technique to perform scales, chord progressions, score reading, and simple accompaniments.

BA Philosophy	Expected learning outcomes for undergraduate programs focus on (a) knowledge of philosophy, and (b) acquisition of the interpretive, analytic and critical skills of philosophical inquiry, including the ability to construct and evaluate arguments.
	Knowledge Outcomes:
	1. Knowledge of some of the major philosophical texts in the history of Western philosophy.
	2. Knowledge of contemporary philosophical methods.
	3. Knowledge of some of the main currents and issues in contemporary philosophy for example, in metaphysics, epistemology, logic, philosophy of language, philosophy of mind, philosophy of science, philosophy of law, ethics, political philosophy, and aesthetics.
	4. Knowledge of the fundamentals of logic and critical thinking.
	Ability Outcomes:
	5. The ability to understand, analyze, and critically evaluate complex arguments and theories.
	6. The ability to identify and critically evaluate the underlying presuppositions of methodologies, theories, and arguments in various areas, e.g., science, law, religion, and public policy.
	7. The ability to develop reasoned support for one's own opinions on theoretical and practical matters.
	8. The ability to interpret and explicate texts from different cultural and intellectual contexts.
	9. The ability to explain, both orally and in writing, difficult ideas in a clear, informed, effective, and coherent manner.
	10. The ability to write an essay satisfying the terms of the assignment, with a recognizable thesis and a coherent supporting argument.
11. The ability to apply the above philosophical skills in new contexts.	
12. The ability to apply some of the philosophical skills listed above to one's own life, in self-reflection and life-long learning.	
MA Philosophy	Knowledge and ability outcomes for students in the M.A. program are similar in kind to those for students in the undergraduate program. However, graduate students are expected to acquire:
	. Deeper knowledge of philosophical texts and methods of inquiry.
	. More advanced knowledge of and facility in logic.
	. The ability to explain philosophical ideas at an appropriate level for students in introductory philosophy courses.
	. The skills and knowledge necessary to complete a thesis or comprehensive examinations.

BA TV and Film	1. Students will demonstrate creative skill sets in the production of audio/video and writing for media (Skills).
	2. Students will critically analyze contemporary media productions, practices, and impacts (Skills).
	3. Students will know the structure, fundamental professional practices, and established professional standards of contemporary media industries (Knowledge).
	4. Students will develop the skills for effective career building self presentation in their professional interactions, communications, negotiations, and collaborations in media industries (Skills).
	5. Students will know the industrial, historical and aesthetic components of media production (Knowledge).
	6. Students will develop a greater appreciation for the necessity of collaboration, as well as the collaborative ethics of professional media production (Attitudes).
	7. Students will have a greater appreciation for the social responsibilities of contemporary media, including responsibilities engaging notions of identity, ethics, politics and culture (Attitudes).
MFA/MA TV and Film	1. Students will demonstrate creative writing skills in the production of projects, screenplays and/or scholarly essays (Skills).
	2. Students will gain competence as potential researchers and scholars in the field, whether in doctoral study or other research-based positions (Skills).
	3. Students will demonstrate advanced abilities to employ critical theories and insights in analysis of contemporary media productions, practices and impacts (Skills).
	4. Students will know the industrial, historical and aesthetic components of television and film production (Knowledge).
	5. Students will have a greater appreciation for the social responsibilities of contemporary media, including responsibilities engaging notions of identity, ethics, politics and culture (Attitudes).
	6. Students will refine the skills for effective career building self-presentation in their professional interactions, communications, negotiations, and collaborations in the realms of higher education and media industries (Skills).
BA Theatre Arts Dance	1. Improve oral, written, and critical thinking skills.
	2. Improve computer literacy through the required design classes.
	3. Improve library skills by learning how to conduct research in theatre and performance
	4. Learn how to write about performances

BA Theatre Arts Dance	5. Learn how to put performance in a cultural, historical, and theoretical context
	6. Learn the history of theatre and performance in major western and non-western cultures
	<u>Acting/Directing</u>
	1. Learn to be aware of and to perform and/or direct in at least six major genres of western performances.
	2. Learn to be aware and to perform and/or direct in at least three cultural artistic traditions
	3. Learn to be aware and to perform and/or direct in at least three acting theoretical traditions
	4. Learn to select, analyze, incrementally organize, and prepare to rehearse a scene or a play
	5. Learn to block a script on paper and communicate effectively the directorial design to actors.
	6. Learn (as an actor) how to audition competently within the professional market place: theatre, TV, film or dance.
	<u>Technical</u>
	1. Learning outcomes in Scenic, Costume, and Lighting design courses have been developed to allow the student to acquire skills related to design and technical production.
	2. Learn the basic tools and techniques of scenery construction. Learn basic drafting techniques.
	3. Learn costume paint and dye techniques as well as wardrobe plotting.
	4. Learn the basic principles of costume design and construction as well as understanding the historical nature of costume from ancient to modern times.
	5. Learn costume rendering layout and construction techniques.
	6. Learn scenery design including working drawings model making and perspective rendering.
	7. Learn the theory and practice of lighting design, including basic electricity, optics, color, light plots, the use of lighting equipment and its control systems.
	<u>Arts Management</u>
	1. Learn the history of arts management.
	2. Learn the various functions of management in the arts.
	3. Learn to be familiar with and how to create, utilize, or access incorporation of non-profit and profit organizations.
	<u>Stage Management</u>

BA Theatre Arts Dance	1. Learn to create an understanding and appreciation for the practical function of theatre stage managers.
	2. Develop a working knowledge of the research and tools used by professional stage manager.
	3. Learn about unions, associations, contracts, and rules that govern the professional theatre.
	4. Learn how to use the technology available to the professional stage manager.
BA Dance	1. Improve oral, written, and critical thinking skills
	2. Learn how to conduct research in dance and performance
	3. Learn how to write about performances
	4. Learn how to put performance in a cultural, historical, or theoretical context
	<u>Technique/Artistic Perception</u>
	1. Learn to process, analyze and respond to sensory information through the language and skills unique to dance.
	2. Demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression.
	3. Learn to discriminate and use a wide range in the used of time, space, and energy.
	4. Learn to memorize and reproduce long movement sequences.
	<u>Choreography/Creative Expression</u>
	1. Learn to use choreographic principles and processes to express perceptions, feelings, images, and thoughts through dance, working alone, with a partner, or in small groups.
	2. Learn to manipulate the elements of dance, shape, space, time and energy, to create short studies that demonstrate development as well as a beginning, middle and end.
	3. Learn to create and perform dance works of art showing proficiency in investigating complex thematic materials, universal themes, and incorporate simple dance performances, e.g.: music, lighting, scenic design, costuming and analyzing how these will affect the performance of the work.
	<u>Multicultural Context</u>
	1. Gain understanding of historical and cultural dimensions of the dance arts.
	2. Students will be able to analyze, discuss and write about the role and development of dance in past and present cultures throughout the world noting human diversity as it relates to dance and dancers.
	3. Understand, articulate and write about artist/work of art/different dance forms and the effects of society on artwork and of artwork on society.

BA Dance	<u>Verbal and Written Aesthetic Evaluation</u>
	1. Learn to respond to, analyze, articulate and make judgments about artwork.
	2. Students will critically assess the meaning of works of dance and performance of dancers based on the cultural and historical contexts of the dance and their aesthetic principles.
	<u>Community Outreach</u>
	1. Students will have a heightened sense of community, cultural sensitivity and respect through community-based performances and teaching dance.
	2. Students will have a heightened sense of commitment towards civic duty/community involvement as future teachers, performers, or workers in community agencies.
MA Theatre Arts	3. Students will have a heightened sense of the impact of their performing on community audience members.
	1. Improve oral, written, and critical thinking skills.
	2. Learn how to conduct advanced research in theatre and performance ranging from fieldwork to databases and web sites.
	3. Learn the criteria and process of submitting articles for publication.
	4. Learn the contemporary theorists, critics, and practitioners in theatre and performance.
	5. Develop a vocabulary for describing diverse forms of theatre and performance.
	6. Gain an understanding of the relationship between contemporary theatre and performance to that of other eras and cultures.
	7. Learn how to contextualize theatre and performances.
	8. Demonstrate the relationship of theory to practice in performance criticism.
	9. Learn the relationship between theatre & performance and society.
	10. Gain a clear knowledge of Asian performance.
11. Gain pedagogical experience.	