

College of Liberal Arts

Academic Program Student Learning Outcomes

| Program Description | Program Degree | Student Learning Outcomes |
|---|----------------|---|
| AFRICOLOGY AND AFRICAN AMERICAN STUDIES | BA | SLO 4: Students understand and employ critical thinking skills to discuss that the nature of racial discrimination is often the extension of the dominant slavery paradigm in the Americas. |
| | | SLO 5: Students will understand the relationship of Africa to the African Diaspora in terms of history and culture. |
| | | SLO 2 : Students can identify and explain the role of Afrocentricity as a theoretical and methodological engine of African agency in world phenomena. |
| | | SLO 3: Students have demonstrated the ability to evaluate the relevance of African American art and literature to emancipatory discourses, in the form of poetry, novels, essays, autobiographies, drama, and film. |
| | | Discuss the individuals who have contributed intellectually and politically to the establishment and maintenance of Africology and African American Studies. Students will be able to master the information about the founders, creators, and theorists in the field of Africology. A historical narrative beginning with the first African American Studies department at San Francisco State to the creation of the first PHD at Temple will be discussed. |
| AFRICOLOGY AND AFRICAN AMERICAN STUDIES | MA | SLO 1: Discuss the women who have contributed intellectually and politically to the establishment and maintenance of African American Studies. This SLO attempts to insure that students know the role of women nt he establishment of the discipline from the earliest times. |
| | | SLO 10: Define the Afrocentric paradigm distinguishing it from other possible paradigmatic constructions. Here students are asked to examine the idea of agency as it relates to narratives, epistemologies, concepts, and situations. |
| | | SLO 11: Discuss the ideas of scholars whose works contribute to the conceptualization of African American Studies in terms of womanism, gender, class, and religion. Students are challenged to think and write critical about the challenges to African American agency. |
| | | SLO 12: Explain the role of Afrocentricity as a theoretical and methodological engine of African agency in phenomena. Students seek in this SLO to improve their understanding of how centeredness changes the perspectives on facts, historical and social. |
| | | SLO 13: Discuss the nature of spirituality as a locus of response and transformation in African and African American spaces. |
| | | SLO 14: Discuss the historical, social, political, and educational reasons for the various names of departments that describe the discipline such as Africology, Black Studies, African American Studies, Africana Studies, Pan-African Studies, Black World Studies, Diasporan Studies, and New World Studies. |
| | | SLO 15: Explain the growth of Black Studies as a student-led movement in the 1960s and place it in the context of the evolving nature of knowledge in the American society. |
| AFRICOLOGY AND AFRICAN AMERICAN STUDIES | PHD | SLO 1: Discuss the women who have contributed intellectually and politically to the establishment and maintenance of African American Studies. |
| | | Define the Afrocentric paradigm distinguishing it from other possible paradigmatic constructions. |
| | | Discuss the ideas of scholars whose works contribute to the conceptualization of African American Studies in terms of womanism, gender, class, and religion. |
| | | Explain the role of Afrocentricity as a theoretical and methodological engine of African agency in phenomena. |
| | | Discuss the historical, social, political, and educational reasons for the various names of departments that describe the discipline such as Africology, Black Studies, African American Studies, Africana Studies, Pan-African Studies, Black World Studies, Diasporan Studies, and New World Studies. |

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| AFRICOLOGY AND AFRICAN AMERICAN STUDIES (CONT'D) | PHD (CONT'D) | Explain the growth of Black Studies as a student-led movement in the 1960s and place it in the context of the evolving nature of knowledge in the American society. |
| ANTHROPOLOGY | BA | Demonstrate Critical Analysis Skills |
| | | Demonstrate Disciplinary Knowledge |
| | | Demonstrate an understanding of human cultural, biological diversity |
| | | Demonstrate communication skills |
| | | Demonstrate problem solving skills |
| | | Demonstrate technological literacy |
| | | This program is not active. There are no students. (-Dustin Kidd, 12/13/2017) |
| ANTHROPOLOGY | PHD | SLO 1: Disciplinary knowledge. This includes the ability to demonstrate broad-based familiarity with the major issues, debates, and discourses of anthropological inquiry particularly those that cut across the traditional four subdisciplines, such as historical and contemporary perspectives on 'race,' the range and expression of human diversity, and the sources and implications of human universals. |
| | | SLO 2: Subdisciplinary knowledge. This includes the ability to demonstrate mastery of the central issues, debates, and discourses of one (or more) of anthropologies four subdisciplines, to engage meaningfully and productively in scholarly discussions, and to make substantial original contributions to ones areas of specialization through research, publication, pedagogical, and practical/applied activities. |
| | | SLO 3: Critical thinking skills. These include the ability to identify vital questions and problems, formulating them clearly and precisely; to identify, gather, and assess relevant background information; to gather relevant data and to interpret them in organized, systematic, rigorously principled ways; to devise well-reasoned answers to questions and solutions to problems, testing them against relevant criteria and standards; to think open-mindedly within multiple systems of thought, integrating and reconciling them as necessary; and to communicate effectively with others in devising solutions to complex problems, without being unduly influenced by the thinking of others. |
| | | SLO 4: Methodological skills. These include the ability to identify the kinds and quantities of data needed to address a research question; to identify the most efficient and effective means of obtaining those data; and to organize and manage the data effectively so as to make them amenable to analysis and interpretation. |
| | | SLO 5: Analytic skills. These include the ability to interpret original data in accordance with appropriately chosen, rigorously defined criteria; to apply multiple analytic frameworks to the same data, and to reconcile the outcomes; and to identify and address any flaws or limitations of research design revealed during the course of analysis. |
| | | SLO 6: Theoretical knowledge. This includes the ability to demonstrate strong, broad-based familiarity with the central themes, queries, discussions, and debates in the key scholarly literatures; to enter into, and participate competently in, those discussions and debates as a researcher, scholar, and teacher; and to apply abstract ideas in sustained, productive ways to specific case studies and data sets. |
| | | SLO 7: Pedagogical skills. These include the ability to construct a well-designed syllabus; to plan and deliver effective lectures; to plan and lead productive classroom discussions, exercises, and activities; and to create and grade effective quizzes, tests, writing assignments, and other assessment instruments. |

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| ANTHROPOLOGY (CONT'D) | PHD (CONT'D) | SLO 8: Professional communication and presentation skills. These include the ability to give a professional presentation at a regional or national scholarly conference and to engage in scholarly communication in such contexts as seminars and colloquia, round-table discussions, and job interviews. |
| | | SLO 9: Programmatic skills. These include the ability to formulate research proposals that are competitive for funding at the national level (from such agencies as the National Science Foundation, the Fulbright Program, and the Social Science Research Council); to participate in curricular endeavors as a participant in a program, department, or college; and to organize and participate in collaborative enterprises involving students, colleagues, administrators, and/or community members. |
| | | SLO 10: Writing and publishing skills. These include the ability to produce article-length scholarly manuscripts based on original research and to navigate the peer-review and publication processes. |
| APPLIED SOCIOLOGY | PSM | After completing the PSM in Applied Sociology, students should be able to design their own research projects including formulation of a research question, justification of the project, selection of appropriate research methods, review of the appropriate literature, and hypotheses of anticipated findings. |
| | | After completing the PSM in Applied Sociology, students should be able to practice a range of quantitative and qualitative methods for gathering and analyzing data. |
| | | After completing the PSM in Applied Sociology, students should be able to explain basic principles of ethical research and analyze complex ethical dilemmas that confront the researcher. |
| ARABIC | CR2+ | The student can speak grammatically in spontaneous speech. |
| | | The student can accurately use vocabulary in spontaneous speech |
| | | The student can pronounce words accurately. |
| | | The student can pronounce phrases and sentences accurately in spontaneous speech. |
| | | The student can speak spontaneously in ways that conform to the target speech communitys discourse norms. |
| | | The student can accurately use conjunctions, adverbs and particles to mark linguistic relations in a sentence and in a larger discourse. |
| | | The student can speak spontaneously in ways that conform to the target speech communitys social and cultural norms for language use. |
| | | Student can read with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects |
| | | The student can write a paragraph on a limited range of topics. |
| | | The student understands extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics |
| | | The student understands questions, comments, suggestions, and commands in face-to-face interactions spoken at a normal speed on a range of topics likely to be encountered in brief conversational exchanges and in foreign language classrooms |
| | | The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms |
| | | The student can give a prepared extended oral presentation on a range of non-technical topics |
| ASIAN STUDIES | BA | The student can explain and discuss orally and in writing at least one Asian religious tradition of importance to two or more Asian countries within a historically, culturally, and socially informed framework. |

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| ASIAN STUDIES (CONT'D) | BA (CONT'D) | The student can read, interpret, and discuss orally and in writing literary works from at least one tradition within their social, cultural, and historical contexts. |
| | | The student can conduct research on a range of social and/or political and/or cultural topics relevant to at least one Asian region in ways that meet the disciplinary standards for scholarship in Asian Studies within paradigms informed by the social sciences and/or the humanities. |
| | | The student can present research findings orally and in writing in ways that meet the disciplinary standards for scholarship in Asian Studies within paradigms informed by the social sciences and/or the humanities. |
| | | The student can develop and argue for a thesis in ways that meet the disciplinary standards for scholarship in Asian Studies within paradigms informed by the social sciences and/or the humanities |
| | | Can use an Asian Language orally to meet basic social needs and to obtain general information relevant to activities and interests in social, academic, and work settings. |
| | | Can read an Asian Language to obtain general information relevant to activities and interests in social, academic, and work settings |
| | | Can write an Asian language to meet basic social needs |
| | | Can interpret, explain, and discuss orally and in writing significant facts, trends, and themes relevant to one or more Asian region and at least two of that regions constituent countries within a historically, culturally, and socially informed framework that includes an understanding of relevant political systems |
| CHINESE | BA | The student can read with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects. |
| | | The student can write a paragraph on a limited range of topics. |
| | | The student can understand extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics. |
| | | The student understand questions, comments, suggestions, and commands in face-to-face interactions spoken at a normal speed on a range of topics likely to be encountered in brief conversational exchanges and in foreign language classrooms. |
| | | The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms. |
| | | The student give a prepared extended oral presentation on a range of non-technical topics. |
| | | The student has in-depth knowledge of the social, cultural and historical contexts of major works. |
| | | The student has in-depth knowledge of how literary texts reflect their social, cultural and historical contexts. |
| | | The student can interpret translated literary or cinematic texts. |
| | | The student can conduct research on a range of literary, cinematic and cultural topics in ways that meet the disciplinary standards for scholarship in Chinese studies. |
| | | The student can present research findings orally and in writing in ways that meet the disciplinary standards for scholarship in Chinese studies. |
| | | The student can develop and argue for a thesis in ways that meet the disciplinary standards for scholarship in Chinese studies. |
| | | CLASSICS |
| SLO 2: Disciplinary knowledge: students will employ a sophisticated and sensitive understanding of how to study the ancient world. | | |

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| CLASSICS (CONT'D) | BA (CONT'D) | SLO 3: Knowledge of historical/cultural contexts: students will be able to reproduce the main periods of Greek and Roman history, and demonstrate awareness of major social and intellectual developments of ancient culture. |
| | | SLO 4: Appreciation of other forms of interpretation: students will interpret a variety of objects from the ancient world, such as inscriptions, artifacts, archaeological remains, etc. |
| | | SLO 5: Proficiency in research methods: students will produce scholarly work, based on the close study of ancient texts and other materials, utilizing current research methods and resources. |
| | | SLO 6: Language skills: students will demonstrate knowledge of grammar, syntax, and basic reading comprehension of Latin and/or Greek. |
| | | SLO 7: Classical languages and literature track advanced linguistic proficiency. Students will demonstrate skill at literary and philological interpretation of Greek and/or Latin texts. |
| | | SLO 8: Classical civilizations track Advanced multidisciplinary knowledge. Students will employ sophisticated scholarly approaches to problems in interpreting ancient literary, archaeological, or cultural evidence. |
| CREATIVE WRITING | MFA | Student understands the skills needed to write fiction or poetry of publishable quality. |
| | | Students will be able to articulate how their own creative endeavors are in conversation with the history of their chosen genre. |
| | | Students will stretch beyond the writing style they had before entering the program. |
| | | Students will be able to produce a sustained literary work in their chosen genre, demonstrating technical confidence, mature inquiry into literary form, and a well-developed individual voice and aesthetic. |
| CRIMINAL JUSTICE | BA | SLO 1: Students will be able to integrate recognition that criminal justice is a system comprised of interlinked parts into discussion of specific crime and criminal justice issues. |
| | | SLO 2: Students will be able to incorporate one or more theoretical perspectives or constructs into a discussion of specific crime and criminal justice issues. |
| | | SLO 3: Students will be able to locate reliable sources of information using Temple library and other on-line resources and to use it to analyze and critique specific crime and criminal justice issues. |
| | | SLO 4: Students will demonstrate knowledge and understanding of the major steps in the social scientific method and value the role of research in informing policy, practice, and theory. |
| CRIMINAL JUSTICE | MA | Students can evaluate theories and policies associated with use of discretion in the criminal justice system |
| | | Students can justify or demonstrate the use of appropriate research methods to address empirical questions |
| | | Students can explain, differentiate between, and apply major theories of crime causation |
| CRIMINAL JUSTICE | PHD | Students can apply appropriate research methods to policy relevant or theoretical questions |
| | | Students can articulate a range of theoretical positions from the scholarly literature on criminology and criminal justice and connect them to policy implications |
| | | Students can locate their own research within the broader field of criminology and criminal justice |
| | | Students can communicate research findings clearly and respond to questions and critique competently about their own research |
| ECONOMICS | BA | SLO 1: Mastery of basic concepts and models in microeconomics |
| | | SLO 2: Mastery of basic concepts and models in macroeconomics |
| | | SLO 3: Mastery of basic concepts and models in international economics |

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| ECONOMICS (CONT'D) | BA (CONT'D) | SLO 5: Ability to communicate economic ideas and make economic arguments in writing |
| | | SLO 4: Mastery of basic concepts and techniques in statistics and econometrics |
| ECONOMICS | MA | SLO 1: Master basic mathematical modeling in macro-and microeconomics. |
| | | SLO 2: Master basic econometric modeling. |
| | | SLO 3: Be able to apply theory and econometric techniques to at least two fields of study. |
| | | SLO 4: Being able to apply the acquired knowledge in a career in economics. |
| ECONOMICS | PHD | By the end of the first year (for microeconomics) and second year (for macroeconomics), each student should be able to demonstrate mastery in theoretical skills. |
| | | By the middle of the second year in the program, each student should be able to demonstrate mastery of econometric modeling techniques. |
| | | By the end of their third year, students should be able to produce an independent research project of high quality which incorporates the theoretical and empirical skills learned through their coursework. |
| | | By the end of their doctoral study in our program, each student should be able to produce a dissertation which incorporates both strong empirical and theoretical skills into their own independent research. |
| Eng MFA | MFA | SLO 1: Students will understand the skills needed to write fiction or poetry of publishable quality. |
| | | SLO 2: Students will be able to articulate how their own creative endeavors are in conversation with the history of their chosen genre. |
| | | SLO 3: Students will understand a diversity of approaches to their genre; students will stretch beyond the writing style they had before entering the program. |
| | | SLO 4: Students will be able to produce a sustained literary work in their chosen genre, demonstrating technical confidence, mature inquiry into literary form, and a well developed individual voice and aesthetic. |
| | | SLO 5: For funded students only: students will gain the pedagogical tools needed in order to teach creative writing. |
| ENGLISH | BA | Does the paper reflect a solid engagement with the history, context, craft, and/or conventions of genre, form, movements, or key works? |
| | | Does the paper represent familiarity and fluency with critical conversations in the field, as evidenced by citations and bibliography and engagement with secondary or tertiary sources, and/or engagement with a body of work in the genre? |
| | | Does the paper reflect mastery of conventions of scholarly and/or creative writing in English. Does it integrate analysis with research, develop an idea, narrative, and/or elucidate a reflection? |
| | | Does the paper feature precise, persuasive, and clear prose with sentence and paragraph structure appropriate to the genre and/or a mastery of the nuances of language and its uses? |
| ENGLISH | MA | Student will be able to write a successful seminar paper that analyzes literary texts and demonstrates the ability to construct an argument using appropriate evidence. Activity: direct analysis of student paper written in first year, submitted in Fall of second year. |
| | | Student will be able to write a successful seminar paper that integrates secondary research materials (articles and books relating to subject of research), while demonstrating understanding and ability to judge the value of secondary materials. Activity: direct analysis of student paper written in first year, submitted in Fall of second year. |
| | | Student will be able to produce a sustained work of literary analysis, as demonstrated by the MA Qualifying Essay. Activity: direct analysis of MA Qualifying Essay. |

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| ENGLISH | PHD | Student will be able to write a successful seminar paper, analyzing literary texts and demonstrating ability to construct an argument using appropriate evidence. Activity: direct analysis of student paper submitted for Second Year Review and subsequent paper written on completion of course work. |
| | | Student will be able to write a successful seminar paper, integrating secondary research materials (articles and books relating to subject of research), while demonstrating understanding and ability to judge the value of secondary materials. Activity: direct analysis of student paper submitted for Second Year Review and a paper evaluated upon completion of course work. |
| | | Student will be able to write sustained, coherent, analytic essays in response to questions on Ph.D. Preliminary Exams. Activity: Direct annual review of student performance on Preliminary Exams, including faculty evaluations. |
| | | Student will be able to produce a sustained, coherent, doctoral dissertation that is an original contribution to the field. Activity: Direct annual review of doctoral dissertations, including report of dissertation defense committee. |
| ENVIRONMENTAL STUDIES | BA | Majors should understand principles of environmental sustainability and resource management. |
| | | Majors should understand environmental policy and planning processes at multiple <u>organizational scales</u> . |
| | | Majors should understand the social and physical character of Earth systems and the dynamic relationship between these systems and human activities. |
| | | Majors should understand how issues of environmental justice intersect with various social, economic and political tensions within modern society. |
| | | Majors should be able to apply geographic technologies and methods to analyze spatial and temporal environmental information, processes, and patterns. |
| FRENCH | BA | SLO 1: pronounce words accurately |
| | | SLO 2: pronounce (1) phrases beyond the word and (2) sentences accurately |
| | | SLO 3: know and use accurately a range of lexical items appropriate for the students level of study |
| | | SLO 4: speak and write grammatically |
| | | SLO 5: appropriately use complex grammatical structures |
| | | SLO 6: conform to the social and cultural norms and discourse conventions of the target speech community |
| | | SLO 7: Achieve a knowledge of the major trends in French and Francophone literary traditions from the middle ages to the present |
| | | SLO 8: Achieve a knowledge of the French cinematic tradition |
| | | SLO 9: Possess a knowledge of major historical periods in France |
| | | SLO 10: Be capable of close-reading in French |
| | | SLO 11: Be capable of properly analyzing a text or film in French |
| | | SLO 12: Be able to interpret literature and film with reference to the political or social contexts from which they arose |
| | | SLO 13: Be able to pinpoint relevant topics of research in French and/or Francophone literature, cinema, and culture |
| | | SLO 14: Be able to identify, access, and judiciously make use of primary and secondary French sources |
| | | SLO 15: Be able to write clearly on various topics in various formats |
| | | SLO 16: Be able to render analyses of French-language texts and films, as well as personal insights in properly written and spoken French |
| | | SLO 17: Possesses spoken fluency beyond the informal register o Be able to use the language in a culturally-specific and appropriate manner |

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| FRENCH (CONT'D) | BA (CONT'D) | SLO 18: Achieve aural understanding of French across registers, and accurately <u>interpret culturally specific social cues</u> |
| | | SLO 19: Be able to read a wide array of non-technical texts written in French |
| | | SLO 20: Be capable of written expression in French that demonstrates a firm grasp of the fundamental grammar of the language, and a sophisticated use of its structures and <u>vocabulary</u> |
| GENDER, SEXUALITY, AND WOMEN'S STUDIES | BA | SLO 1: Theory: After completing the GSWS BA, students should be able to discuss multiple strands of feminist theory and queer theory. In addition, they should be able to discuss intersectionality as a framework for examining the connectedness of race, class, gender, sexuality, and other systems of identity, privilege, and oppression. |
| | | SLO 2: Critical Analysis -- After completing the GSWS BA, students should be able to apply the history of feminism; the various theoretical frameworks within the discipline of womens, gender, and sexuality studies; intersectional analyses of race, sexuality, and gender; and the scholarship on sexualities and the LGBTQIA experiences in making their own critical analyses. |
| | | SLO 3: Research and Writing Skills -- After completing the GSWS BA, students should be able to conduct research drawing on a range of humanities and social science traditions, including research that involves direct engagement with individuals or communities. Students should be able to communicate the results of their research and other analyses in writing in an organized, clear, and compelling manner. |
| GEOGRAPHIC INFORMATION SYSTEMS | GRAD | SLO 1: Describe and demonstrate fundamental GIS concepts. |
| | | SLO 2: Demonstrate strong communication skills for everyday interactions and <u>professional presentations</u> |
| | | SLO 3: Understand and describe recent trends in the GIS profession (e.g. demand for <u>GIS practitioners</u>) |
| | | SLO 4: Demonstrate the ability to work independently and in teams |
| GEOGRAPHIC INFORMATION SYSTEMS | PSM | SLO 1: Define and demonstrate fundamental GIS concepts, as well as describe cutting <u>edge and recent trends in GIS</u> |
| | | SLO 2: Understand and describe GIS ethics and ethical practices in business |
| | | SLO 3: 3. Demonstrate strong communication skills for everyday interactions and <u>professional presentations</u> |
| | | SLO 4: 4. Understand and describe recent trends in the GIS profession (e.g. demand for <u>GIS practitioners</u>) |
| | | SLO 5: 5. Demonstrate a mastery of geographic analysis, cartographic skills, and the <u>basics of programming and spatial data processing.</u> |
| | | SLO 6: Demonstrate the ability to work independently and in teams |
| GEOGRAPHY AND URBAN STUDIES | BA | Majors should understand core geographic concepts such as scale and human-environment interaction. |
| | | Majors should understand the historical development of cities. |
| | | Majors should understand ways that spatial patterns in the built landscape can reflect various social, economic and political tensions within modern society. |
| | | Majors should have the ability to compare and contrast urban patterns and <u>geographic relationships in the local vs. global settings.</u> |
| | | Majors should be able to apply geographic technologies and methods to analyze spatial and temporal urban information, processes, and patterns. |
| GEOGRAPHY AND URBAN STUDIES | MA | SLO 1: Critically examine through major theoretical perspectives that have characterized different eras in urban theory and urban geography (writing, reading, <u>oral</u>) |
| | | SLO 2: Trace out links between current thinking in urban theory and geography and the historical roots and traditions in this rich field. |

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| GEOGRAPHY AND URBAN STUDIES (CONT'D) | MA (CONT'D) | SLO 3: Develop an understanding of the foundational literature within the fields of sustainability, globalization, social justice and their topical research areas of interest (e.g. medical geography, urban geography) |
| | | SLO 5: Examine the intellectual content and political significance of the fields of sustainability, globalization, and social justice (writing, oral, reading comp) |
| | | SLO 5: Identify major policy strategies being used to sustain and develop cities and regions in the U.S. and beyond |
| | | SLO 6: Develop an in-depth understanding of the history and development of geographic ideas and concepts |
| | | SLO 7, Engage in academic discussion and debate about various approaches and perspective in geography and urban theory and lead and moderate class discussions |
| | | SLO 10: Develop research skills for identifying, critiquing, and synthesizing materials; The student is able to integrate evidence and examples from literature (e.g. previously published papers) to support their arguments (oral and written) |
| | | SLO 8: The student is able to write a research and policy paper that are well organized, logical, and consistent, and the overall organization reflects a mature understanding of topic of inquiry; creates a logical flow of ideas; grammatical structure mature. The student is able to apply professional and academic standards and commonly accepted conventions of the field of geography in their writing (e.g. correct use of terminology, references and bibliographic formatting). |
| GEOGRAPHY AND URBAN STUDIES | PHD | SLO 11: Deliver compelling, professional, clear, logical presentations. Both academic conference presentations, and presentations in the classroom |
| | | SLO 1: Critically examine through major theoretical perspectives that have characterized different eras in urban theory and urban geography (writing, reading, oral) |
| | | SLO 2: Trace out links between current thinking in urban theory and urban geography and the historical roots and traditions in this rich field |
| | | SLO 3: Develop an understanding of the foundational literature within the fields of sustainability, globalization, social justice and their topical research areas of interest (e.g. medical geography, urban geography) |
| | | SLO 4: Examine the intellectual content and political significance of the fields of sustainability, globalization, and social justice (writing, oral, reading comp) |
| | | SLO 5: Identify major policy strategies being used to sustain and develop cities and regions in the U.S. and beyond |
| | | SLO 6: Develop an in-depth understanding of the history and development of geographic ideas and concepts |
| | | SLO 7 Engage in academic discussion and debate about various approaches and perspective in geography and urban theory and lead and moderate class discussions |
| | | SLO 8 The student is able to write a research and policy paper that are well organized, logical, and consistent, and the overall organization reflects a mature understanding of topic of inquiry; creates a logical flow of ideas; grammatical structure mature. The student is able to apply professional and academic standards and commonly accepted conventions of the field of geography in their writing (e.g. correct use of terminology, references and bibliographic formatting). |
| | | SLO 9: Develop research skills for identifying, critiquing, and synthesizing materials; The student is able to integrate evidence and examples from literature (e.g. previously published papers) to support their arguments (oral and written) |
| SLO 10: Deliver compelling, professional, clear, logical presentations. Both academic conference presentations, and presentations in the classroom | | |
| GERMAN | BA | SLO 1: pronounce words accurately |

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| GERMAN (CONT'D) | BA (CONT'D) | SLO 2: pronounce (1) phrases beyond the word and (2) sentences accurately |
| | | SLO 3: know and use accurately a range of lexical items appropriate for the students level of study |
| | | SLO 4: speak and write grammatically |
| | | SLO 5: appropriately use complex grammatical structures |
| | | SLO 6: conform to the social and cultural norms and discourse conventions of the target speech community |
| | | SLO 7: Achieve a knowledge of the major trends in German and German-Speaking literary traditions from the earliest period, through the middle ages to the present |
| | | SLO 8: Achieve a knowledge of the German cinematic tradition |
| | | SLO 9: Possess a knowledge of major epochs and periods in German history |
| | | SLO 10: Be capable of close-reading in German |
| | | SLO 11: capable of properly analyzing a text or film in German |
| | | SLO 12: Be able to interpret literature and film with reference to the political or social contexts from which they arose |
| | | SLO 13: . Be able to pinpoint relevant topics of research in German and /or German literature, cinema, and culture |
| | | SLO 14: Be able to identify, access, and make effective use of primary and secondary sources in German |
| | | SLO 15: Be able to write clearly on a variety of topics in various formats |
| | | SLO 16: Be able to render analyses of German-language texts and films, as well as personal insights in colloquial written and spoken German |
| | | SLO 17: Possesses spoken proficiency on the advanced level o Be able to use the language in a culturally-specific and appropriate manner |
| | | SLO 18: Achieve aural understanding of German across registers, and accurately interpret culturally specific social cues at the Advanced level |
| | | SLO 19: Be able to read a wide array of non-technical texts written in German |
| | | SLO 20: Be capable of written expression in German that demonstrates a firm grasp of the fundamental grammar of the language, and an advanced level in the use of its structures and vocabulary |
| | | GLOBAL STUDIES |
| Students demonstrate the ability to identify clearly the primary research questions and disciplinary approaches (global and/or regional) in their (track-specific) course of study within the Global Studies major. | | |
| Students demonstrate that they can construct a coherent and original argument about a specific aspect of global security, economy, or cultures that is well organized, supported with evidence, and follows a specific citation style. | | |
| Students demonstrate the ability to present orally and defend a public paper on a research subject of their choice. | | |
| HISTORY | BA | SLO 1: 3000-Level: Student is able to compare historical interpretations of events and critically assess historical arguments |
| | | SLO 2: 3000-Level: Student demonstrates understanding of historical methods and ability to collect and organize historical data utilizing both primary and secondary sources (including internet sources) |
| | | SLO 3: 3000-Level: Student demonstrates knowledge of analytical concepts and is able to apply this knowledge in historical writing |
| | | SLO 4: 3000-Level: Student demonstrates clarity and precision in writing and argumentation and uses proper citations |
| | | SLO 5: 4000-Level: Student demonstrates highly developed primary research skills, including the ability to collect and organize primary and secondary historical sources |

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Academic Program Student Learning Outcomes

| Program Description | Program Degree | Student Learning Outcomes |
|---------------------|----------------|--|
| HISTORY (CONT'D) | BA (CONT'D) | SLO 6: 4000-Level: Student demonstrates a sophisticated understanding of the field through the definition of a research question and the ability to construct a historical argument |
| | | SLO 7: 4000-Level: Student demonstrates complex knowledge of analytical concepts and theory; is able to apply this knowledge highly effectively in historical writing |
| | | SLO 8: 4000-Level: Student demonstrates evidence of polished writing and appropriate citation norms. |
| | | SLO 9: 4000-Level: Student demonstrates an ability to articulate the significance and main points of his/her research and findings via a verbal presentation |
| HISTORY | MA | SLO 1: Achieve a thorough understanding of a broad field of historical scholarship. |
| | | SLO 2: Conduct original research in a focused area of historical scholarship and write-up the research in a professional manner. |
| | | SLO 3: Be able to communicate the key content and concepts of a broad field of historical scholarship, as well as more specialized fields, to other scholars, as well as to non-experts, such as undergraduate students. |
| HISTORY | PHD | SLO 1: 1. Grading “ Students in the program are constantly assessed through grades. Typically graduate students in history turn in papers in their seminars and readings classes. They can expect not just a number or a letter grade attached to these papers, but also detailed line-by-line edits as well as more general remarks structure, argument, and evidence. |
| | | SLO 2: 2. Ph.D. Defense “ This is another, even more comprehensive, form of assessment. Three to four faculty members, including a member from outside the department and/or university, will read and comment on the dissertation. This is followed by a two-hour oral examination. Typically a student can expect to detailed list of suggestions for revisions and for turning the dissertation into a book. |
| | | SLO 3: 3. Comprehensive Exams “ Ph.D. candidates must pass three comprehensive exams. Written exams are designed to prepare them to teach their own courses and test their knowledge of the literature in three distinct fields: Major field, minor field, and outside field. The written exam is followed by a two-hour oral exam. |
| | | SLO 4: We have begun collecting information on outcomes “ placement records for our students, time to completion figures, and publication, funding, and service information. We now have relatively complete set information dating back to 2001. |
| | | SLO 5: 5. Each August, we run an annual orientation for incoming students. At this day-long event features faculty, graduate students, and members of the Temple academic community. In a series of presentations, we explain to students what is expected of them in their first semester of graduate school and over the course of their first year. We also explain to them where we want them to be at the end of the time at Temple. This is meant to prepare students for whats ahead and to help to set short-term and long-term goals. |
| | | SLO 6: 6. At the close of the academic year, the History Department holds an end of the year review where we gather information and go over the progress of each student in the program one-by-one. |
| | | SLO 7: 7. We generally conduct teaching assessments for graduate students. Professors with TAs are expected to visit the classrooms of graduate students running sections and their own classes. Professors with graders are expected to review their work as well. |
| | | SLO 8: 8. Evaluations and SFF Scores “ This gives individual instructors in graduate classes a way to assess the learning outcomes in their classes, including assignments and readings. The DGS uses these to assign graduate teaching. |

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Academic Program Student Learning Outcomes

| Program Description | Program Degree | Student Learning Outcomes |
|----------------------------------|----------------|--|
| HISTORY (CONT'D) | PHD (CONT'D) | SLO 9: 9. Mentorship. The history department strongly encourages students to choose an advisor carefully, but early, in their Temple careers. This relationship is a constant source of give and take and assessment as advisors helps the student chose the right classes, develop a dissertation topic, set a research agenda, create a professional profile, and secure a job at the end of the process. |
| INTERDISCIPLINARY GERMAN STUDIES | BA | <p>Achieve a knowledge of the German national identity formation process and of the factors that shaped it.</p> <p>Achieve a knowledge of the German cinematic tradition</p> <p>Possess a knowledge of the major themes and topics of modern and contemporary German culture (in literature, film and other media)</p> <p>Be capable of close-reading in Standard German and be able to read a wide array of non-technical texts written in Standard German</p> <p>Be capable of properly analyzing a text</p> <p>Be able to pinpoint relevant topics of research in German Studies, and be able to identify, access, and judiciously make use of primary and secondary sources</p> <p>Be able to write pertinently on German Studies topics and be capable of written expression in Standard German that demonstrates a firm grasp of the fundamental grammar of the language, a sophisticate use of its structures and vocabulary, and ability to use the language in a culturally-specific and appropriate manner.</p> <p>Posses spoken fluency beyond the informal register</p> <p>Achieve aural understanding of Standard German across registers, and accurately interpret culturally specific social cues</p> |
| ITALIAN | BA | <p>SLO 1: pronounce words accurately</p> <p>SLO 2: pronounce (1) phrases beyond the word and (2) sentences accurately</p> <p>SLO 3: know and use accurately a range of lexical items appropriate for the students level of study</p> <p>SLO 4: speak and write grammatically</p> <p>SLO 5: appropriately use complex grammatical structures</p> <p>SLO 6: conform to the social and cultural norms and discourse conventions of the target speech community</p> <p>SLO 7: Achieve a knowledge of the Italian national identity formation process and of the factors that shaped it</p> <p>SLO 8: Achieve a knowledge of the Italian cinematic tradition</p> <p>SLO 9: Possess a knowledge of at least one of two major periods in the Italian literary tradition (from its beginnings to the Renaissance, or from the 17th to the 20th century)</p> <p>SLO 10: Possess a knowledge of the major themes and topics of modern and contemporary Italian culture (in literature, film and other media)</p> <p>SLO 11: Be capable of close-reading in Standard Italian</p> <p>SLO 12: Be capable of properly analyzing a text in Standard Italian</p> <p>SLO 13: able to pinpoint relevant topics of research in Italian Studies</p> <p>SLO 14: Be able to identify, access, and judiciously make use of primary and secondary Italian sources</p> <p>SLO 15: Be able to write pertinently on Italian Studies topics</p> <p>SLO 16: Be able to render analyses of Italian Studies texts, as well as personal insights in properly written Standard Italian</p> <p>SLO 17: Posses spoken fluency beyond the informal register Be able to use the language in a culturally-specific and appropriate manner</p> <p>SLO 18: Achieve aural understanding of Standard Italian across registers, and accurately interpret culturally specific social cues</p> <p>SLO 19: Be able to read a wide array of non-technical texts written in Standard Italian</p> |

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Academic Program Student Learning Outcomes

| Program Description | Program Degree | Student Learning Outcomes |
|--|----------------|--|
| ITALIAN (CONT'D) | BA (CONT'D) | SLO 20: Be capable of written expression in Standard Italian that demonstrates a firm grasp of the fundamental grammar of the language, and a sophisticate use of its structures and vocabulary |
| JAPANESE - JAPAN | BA | The student can speak Japanese grammatically in spontaneous speech. |
| | | The student can use level-appropriate vocabulary accurately in spontaneous speech. |
| | | The student can pronounce individual words accurately. |
| | | The student can pronounce phrases and sentences accurately in unplanned speech. |
| | | The student's use of the language conforms to the discourse norms of the speech community. |
| | | The student uses conjunctions, adverbs and other markers of cohesion consistently and accurately to mark linguistic relations within a sentence. |
| | | The student can use conjunctions, adverbs and particles appropriately and accurately to mark linguistic relations between sentences. |
| | | The student can use the language in ways that conform to the social and cultural norms of language use characteristic of the speech community. |
| | | The student understands spoken Japanese in conversational exchanges appropriate for the student's level of study. |
| | | The student reads with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects. |
| | | The student can write a paragraph on a limited range of topics. |
| | | The student understands extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics. |
| | | The student understands questions, comments, suggestions, and commands in face-to-face interactions spoken at a normal speed on a range of topics likely to be encountered in brief conversational exchanges and in foreign language classrooms. |
| | | The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms |
| The student can give a prepared extended oral presentation on a range of non-technical topics. | | |
| Japaneses Undergrad Cert | CERT | The student can speak Japanese grammatically in spontaneous speech. |
| | | The student can use level-appropriate vocabulary accurately in spontaneous speech. |
| | | The student can pronounce individual words accurately. |
| | | The student can pronounce phrases and sentences accurately in unplanned speech. |
| | | The student's use of the language conforms to the discourse norms of the speech community. |
| | | The student uses conjunctions, adverbs and other markers of cohesion consistently and accurately to mark linguistic relations within a sentence. |
| | | The student can use conjunctions, adverbs and particles appropriately and accurately to mark linguistic relations between sentences. |
| | | The student can use the language in ways that conform to the social and cultural norms of language use characteristic of the speech community. |
| | | The student understands spoken Japanese in conversational exchanges appropriate for the student's level of study. |
| | | The student reads with comprehension texts designed for foreign language learners with a limited proficiency on a range of non-technical subjects. |
| | | The student can write a paragraph on a limited range of topics. |

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| Program Description | Program Degree | Student Learning Outcomes |
|----------------------------------|----------------|---|
| Japanese Undergrad Cert (CONT'D) | CERT (CONT'D) | The student understands extended oral discourse intended for foreign language learners spoken at a normal speed on a range of non-technical topics. |
| | | The student can pose questions, makes comments, suggestions, and commands in face-to-face interactions on topics commonly encountered in brief conversations and social encounters and in foreign language classrooms |
| | | The student can give a prepared extended oral presentation on a range of non-technical topics. |
| JEWISH STUDIES | BA | SLO 1: Awareness of Jewish intellectual history via familiarity with major text and philosophical traditions |
| | | SLO 2: Awareness of the diversity of Jewish experience (artistic, theological, linguistic, political) |
| | | SLO 3: Awareness of the distinction between Judaism as a religious tradition and Jewishness as a secular/ethnic/cultural experience or trait |
| LATIN AMERICAN STUDIES | BA | SLO 1: Awareness of the basic histories, geographies, cultural, literatures, economics, and societies of Latin America. |
| | | SLO 2: Awareness of the theoretical approaches that define the field and the value inherent in different intellectual positions. |
| | | SLO 3: Ability to write and speak in such a way as to be able to participate in critical discussions and write critical essays. |
| LIBERAL ARTS | MLA | Balancing a grasp of existing and relevant research with creation of new knowledge emphasizes that both 1) demonstrating an understanding of the relevant research pertaining to the critical project -- which might involve overview and summary -- and 2) cultivating new knowledge in the form of a critical argument and analysis that takes the main subject matter and current research pertaining to that subject matter into new critical directions. In short, the cultivation of new knowledge through critical analysis extends beyond overview and summary, as well as extending beyond mere opinion. |
| | | Critical thinking emphasizes the ability to engage main research questions and concerns motivating a given critical analytical project, the primary argument cultivated in the analysis, and key concepts and examples supporting the main claims of the project. |
| | | Cross-cultural understanding involves understanding the cultural and historical situatedness of texts, as well as the range of perspectives and themes informing the text (whether by means of inclusion or exclusion) that pertain to cultural concerns. |
| | | Research methods involve the understanding and application of different approaches to critical analysis across the humanities and social sciences, generally speaking (in accordance with the generalized and cross-disciplinary foundation of the program) -- e.g. literary, philosophical, sociological, historical. |
| | | Writing clearly and effectively is, generally speaking, the application of critical thinking skills in terms of a coherent and persuasive critical analysis. |
| | | |
| LIBERAL STUDIES | BA | Critical thinking emphasizes the ability to engage main research questions and concerns motivating a given critical analytical project, the primary argument cultivated in the analysis, and key concepts and examples supporting the main claims of the project. |
| | | Research methods involve the understanding and application of different approaches to critical analysis across the humanities and social sciences, generally speaking (in accordance with the generalized and cross-disciplinary foundation of the program) -- e.g. literary, philosophical, sociological, historical. |
| | | Cross-cultural understanding involves understanding the cultural and historical situatedness of texts, as well as the range of perspectives and themes informing the text (whether by means of inclusion or exclusion) that pertain to cultural concerns. |

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Academic Program Student Learning Outcomes

| Program Description | Program Degree | Student Learning Outcomes |
|---|----------------|---|
| LIBERAL STUDIES (CONT'D) | BA (CONT'D) | Writing clearly and effectively is, generally speaking, the application of critical thinking skills in terms of a coherent and persuasive critical analysis. |
| | | Balancing a grasp of existing and relevant research with creation of new knowledge emphasizes that both 1) demonstrating an understanding of the relevant research pertaining to the critical project -- which might involve overview and summary -- and 2) cultivating new knowledge in the form of a critical argument and analysis that takes the main subject matter and current research pertaining to that subject matter into new critical directions. In short, the cultivation of new knowledge through critical analysis extends beyond overview and summary, as well as extending beyond mere opinion. |
| MATHEMATICAL ECONOMICS | BA | SLO 1: Mastery of basic concepts and models in microeconomics |
| | | SLO 2: Mastery of basic concepts and models in macroeconomics |
| | | SLO 3: Mastery of basic concepts and techniques in econometrics and mathematical economics |
| | | SLO 4: Ability to communicate economic ideas and make economic arguments in writing |
| NEUROSCIENCE | GRAD | Develop a thorough knowledge of brain and its functions at the cellular and molecular level and apply these concepts to understand neuropathologies and mental illness. |
| | | Develop a systems-level perspective to understand cognition and behavior |
| | | Demonstrate an understanding of the scientific process of hypothesis generation and testing as it relates to the field of neuroscience |
| | | Clearly present the results of a neuroscientific study in standard scientific written and oral formats |
| | | Develop an understanding of the interdisciplinary nature of neuroscience and integrate this knowledge to other areas of their studies |
| | | Gain critical thinking skills in neuroscience through journal club activities by analyzing research of experts in the field. |
| NEUROSCIENCE: SYSTEMS, BEHAVIOR AND PLASTICITY | BS | Acquire fundamental knowledge of molecular and cellular aspects of neuroscience and apply these concepts to understand brain function and behavior. |
| | | Gain fundamental knowledge brain plasticity in the context of development and repair mechanisms |
| | | Learn about neurobiological aspects of brain disorders |
| | | Demonstrate a clear understanding of laboratory techniques to conduct neuroscience research |
| | | Develop analytical and critical thinking skills through coursework and assignments |
| | | Develop scientific writing abilities through research papers and other assignments |
| | | Illustrate the ability to present ideas orally and in written form |
| | | Illustrate the ability to conduct independent research |
| | | Illustrate the following professional attributes in the research setting 1) enthusiasm and motivation for work 2) maturity and interpersonal skills 3) efficiency/time management 4) ability to handle feedback/constructive criticism 5) show strong work ethics |
| | | Carry out an independent research project to graduate with distinction |
| | | Appreciation and introduction of interdisciplinary nature of neuroscience |
| Application of neuroscience knowledge to real-life situations | | |
| NEUROSCIENCE: SYSTEMS, BEHAVIOR, AND PLASTICITY | MS | Establish a core knowledge in specific areas of neuroscience including molecular, cellular, systems and behavioral neuroscience. |
| | | Develop a general professional competence in oral and written expression as well as in the critical analysis of research articles. |

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Academic Program Student Learning Outcomes

| Program Description | Program Degree | Student Learning Outcomes |
|--|----------------|---|
| NEUROSCIENCE: SYSTEMS, BEHAVIOR, AND PLASTICITY (CONT'D) | MS (CONT'D) | Train individuals in a variety of techniques and approaches to studying the nervous system. |
| | | Develop a keen sense of analytical thinking and logic in the evaluation of ones own work as well as that of others. |
| | | Create effective teachers and communicators of neuroscience. |
| | | Identifying and seeking advice, Ability to amicably work alongside others in laboratory, Work ethic |
| | | planning, success in achieving goals, organizing available time |
| PHILOSOPHY | BA | SLO 1: 1. Students have achieved an introductory understanding of the major figures and movements in both ancient and modern philosophy. |
| | | SLO 2: 2. Students have studied a variety of philosophical subfields (e.g. philosophy of science, of law, of art, of language, etc.) and have studied a range of philosophical approaches and doctrines. (naturalism, phenomenology, pragmatism, realism, idealism, etc.) |
| | | SLO 3: 3. Students have demonstrated the ability to evaluate the validity and the soundness of an argument. |
| | | SLO 4: 4. Students have demonstrated the ability to evaluate philosophical positions critically and systematically. |
| | | SLO 5: Students have demonstrated the ability to formulate and defend philosophical positions. |
| | | SLO 6: Students have demonstrated the ability to present and defend philosophical work orally. |
| | | SLO 7: Students have demonstrated the skills of writing a coherent, clear, and well-argued paper. |
| PHILOSOPHY | MA | Students should acquire competence in formals skills, e.g., analysis of texts and arguments. |
| | | Students should acquire familiarity with central areas of philosophy. These include, but are not limited to, history of philosophy. |
| | | Students should acquire the ability to comprehend and contribute to philosophical discussions at an advanced level. |
| | | Students should acquire the ability to write professional research papers and chapters on philosophical topics. |
| | | Students should acquire a capacity for philosophical instruction. |
| | | Students should acquire a capacity for professional academic presentations. |
| PHILOSOPHY | PHD | Students should develop competence in formals skills, e.g., analysis of texts and arguments. |
| | | Students should be exposed to and develop familiarity with central areas of philosophy. These include, but are not limited to, history of philosophy. |
| | | Students should cultivate an ability to comprehend and contribute to philosophical discussions at an advanced level. |
| | | Students should develop the ability to write professional research papers and chapters on philosophical topics. |
| | | Students should develop a capacity for up to date philosophical instruction and communication. This involves being exposed to and reflecting on teaching methods and class room environment. |
| | | Students should develop a capacity for professional academic presentations (and presentations in a broader, non-academic work setting). |
| | | Students should develop an ability to take responsibility and take on leadership roles in an academic context. Students should also be encouraged to broaden their skills so as to prepare for work and leadership roles beyond academia. |

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| Program Description | Program Degree | Student Learning Outcomes |
|------------------------|----------------|--|
| POLITICAL SCIENCE | BA | Student shows ability to review literature outside of assigned materials; student uses both primary and secondary sources to integrate texts with evidence; student understands disciplinary conventions of writing analysis; and student can draw upon information and knowledge absorbed during prior weeks of class in order to address new problems and questions. |
| | | Student develops an original research question or hypothesis; student shows ability to collect supporting evidence; student shows ability to use theory to interpret evidence; student can evaluate different arguments and select the most persuasive one to answer challenging questions and puzzles. |
| | | Student displays effective use of citations; student conveys ideas clearly and coherently; student utilizes disciplinary writing conventions. |
| POLITICAL SCIENCE | MA | SLO 1: demonstrate disciplinary knowledge, as assessed through the successful completion of a seminar paper in POLS 8000 or another graduate class. |
| | | Demonstrate methodological expertise, as reflected in the use of appropriate methods in completion of the seminar paper described in SLO1. |
| POLITICAL SCIENCE | PHD | Demonstrate an understanding of the range of theoretical frameworks informing the discipline of political science. This is measured through the successful completion of the 3 required core seminars; through a preliminary examination that includes (among other items) questions that require theoretical engagement in the answer; and through the successful defense of a dissertation that should engage relevant major theories in the field. |
| | | 2. Methods - Demonstrate expertise in the qualitative, quantitative, and analytical methodologies relevant to the chosen area of research. This is measured through successful completion of the sequence of 4 required methods and research design courses (Stats 1, Stats 2, Qualitative Methods, and Research Design) and through the successful defense of a dissertation that effectively deploys relevant methods. |
| | | Has the student developed sophisticated knowledge in a particular area of political science such that they can specialize in it as a scholar, mentor, and instructor? This is measured through the passing of a preliminary exam in the students area of focus and through the successful defense of a dissertation that should both build on and contribute to the body of knowledge in the students area of focus, and where relevant through successful instruction in that area. |
| | | 4. Breadth “ Has the student developed a broad knowledge of at least two subfields of political science, such that they could teach a number of courses in each of those fields? This is measured through the successful completion of elective courses and comprehensive examinations in a second field; and when relevant through successful instruction. |
| PSYCHOLOGICAL RESEARCH | MS | SLO 1: Content Depth” As a result of participating in the +1 BA/MS program Psychological Research, students will develop depth of knowledge in a specific area of psychological research, including familiarity with the literature, theories, research methods, and analytical procedures accepted in the field. |

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| Program Description | Program Degree | Student Learning Outcomes |
|---------------------------------|----------------|---|
| PSYCHOLOGICAL RESEARCH (CONT'D) | MS (CONT'D) | SLO 2: Research ""As a result of participating in the +1 BA/MS program in Psychological Research, students will develop proficiency in all aspects of domain specific research design and conduct, including necessary documentation for institutional approval, uniform procedures for data collection, data entry, and data analyses. Students will be able to apply this knowledge to design and carry out original research, culminating in dissemination of results. |
| | | SLO 3: Content Breadth"" As a result of participating in the +1 BA/MS program in Psychological Research, students will become familiar with a broad range of current psychological research and perspectives in subdisciplines of psychology. |
| | | SLO 4: Professional Development"" As a result of participating in the +1 BA/MS program in Psychological Research, students will understand and engage in professional activities that are considered benchmarks of success in the field, including conference presentations, manuscript preparation, programmatic research, extramural funding, and peer-review. |
| | | SLO 5: Ethics"" As a result of participating in the +1 BA/MS program in Psychological Research students will know and understand the ethical requirements for psychologists working in research, teaching, and clinical practice, and be able to think critically about ethical decision making. |
| PSYCHOLOGY | BA | SLO 1: Introductory Level- Content - develop basic content knowledge in psychology, including knowledge of facts, procedures and vocabulary |
| | | SLO 2: Introductory Level- Critical Reading "" develop the ability to evaluate readings, including secondary sources such as textbooks, graphs, data sheets, etc. |
| | | SLO 3: Introductory Level- Oral Language Skills- develop the ability to participate in a discussion, formulate cogent questions, and participate in classroom and group activities |
| | | SLO 4: Introductory Level- Writing Skills "" practice writing short essays and laboratory reports that summarize and synthesize data |
| | | SLO 5: Introductory Level- Critical Thinking "" practice synthesizing information across units within a single course and formulating hypotheses based on evidence |
| | | SLO 6: Foundation Level- Content - develop a deeper and broader knowledge in psychology, including key studies and theories |
| | | SLO 7: Foundation Level- Critical Reading "" develop the ability to evaluate readings in secondary sources as well as primary research articles |
| | | SLO 8: Foundation Level- Oral Language Skills- participate in classroom discussions and group projects in class |
| | | SLO 9: Foundation Level- Writing Skills "" practice formulating written ideas through in class writing assignments and short essays |
| | | SLO 10: Foundation Level- Critical Thinking "" practice synthesizing information across texts and primary articles, develop the ability to identify the authors stance and assumptions |
| | | SLO 11: Advanced Level- Content - develop a deep specialized knowledge in a subfield of psychology (e.g., developmental, social, clinical, neuroscience) |
| | | SLO 12: Advanced Level- Critical Reading "" further develop the ability to evaluate readings in secondary sources as well as primary research articles |
| | | SLO 13: Advanced Level- Oral Language Skills- participate in group projects and presentations on specific topics in class |

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| Program Description | Program Degree | Student Learning Outcomes | | |
|--|----------------|---|-----|--|
| PSYCHOLOGY (CONT'D) | BA (CONT'D) | SLO 14: Advanced Level- Writing Skills "" develop the skill of writing a research paper | | |
| | | SLO 15: Advanced Level- Critical Thinking "" gather support for hypotheses and generate alternative explanations | | |
| | | SLO 16: Capstone Level- Content - develop a expert knowledge in a subfield of psychology or a breadth of knowledge in multiple subfields f psychology (e.g., developmental, social, clinical, neuroscience) | | |
| | | SLO 17: Capstone Level- Critical Reading "" critique primary research articles | | |
| | | SLO 18: Capstone Level- Oral Language Skills- plan and give oral presentations to peers | | |
| | | SLO 19: Capstone Level- Writing Skills ""write a research paper meeting intensive writing requirements | | |
| | | SLO 20: Capstone Level- Critical Thinking "" use primary literature to generate and critique novel hypotheses and alternative explanations | | |
| | | PSYCHOLOGY | PHD | SLO 1: PREPARATION FOR A CAREER IN ACADEMIC PSYCHOLOGY |
| SLO 2: MASTERY OF THE SUBJECT MATTER OF PSYCHOLOGY | | | | |
| SLO 3: MASTERY OF THE AREA OF SPECIALIZATION | | | | |
| SLO 4: DEVELOPMENT OF RESEARCH SKILLS | | | | |
| SLO 5: PREPARATION FOR TEACHING | | | | |
| SLO 6: DEVELOPMENT OF CLINICAL SKILLS (Where appropriate - relevant only to Clinical Ph.D. program)) | | | | |
| PUBLIC POLICY | MPP | Research and analytical skills relevant to weighing diverse policy options and an ability to communicate various forms of data and analysis pertinent to issues and policies to laypersons (orally and in writing). The role of policy analysts in the policy making process and the professional norms to which policy analysts should adhere. | | |
| | | knowledge of the economics of public policy, including how markets function, varieties of market and non-market failures, and principles and practices related to public finance and budgeting, how to read, construct and communicate a budget orally and visually | | |
| | | knowledge of whether and how public policies are responsive to widely shared values in society, majority preferences of citizens, and respect for minority rights in a democratic polity | | |
| | | knowledge of the politics and process of agenda-setting, policy formulation, adoption and implementation in order to appreciate the importance of the political and practical feasibility of policy alternatives | | |
| | | how and why bureaucratic organizations behave as they do, the sources of bureaucratic 'oedysfunction,' and the strategies that successful public managers pursue in order to harmonize agency missions with public policy goals | | |
| | | acquisition of knowledge relevant to becoming an educated consumer of statistical data and studies. An understanding of various program evaluation designs and an ability to conduct program evaluations | | |
| | | RELIGION | BA | SLO 1: Demonstrate analytical reasoning |
| | | | | SLO 2: master critical comprehensive reading |
| SLO 3: demonstrate the ability to cogently summarize articles and books | | | | |
| SLO 4: have excellent bibliographic/infomation skills | | | | |
| SLO 5: write clear, excellent English in critical, analytical, or expository formats | | | | |
| SLO 8: Knowledge of how religion functions in American society | | | | |
| SLO 9: Knowledge of how religion functions in other society | | | | |
| RELIGION | MA | After completing this program, students should be able think critically and write well. | | |
| | | After completing this program, students should be able to engage with diverse communities around the globe. | | |

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|---------------------|----------------|--|
| RELIGION (CONT'D) | MA (CONT'D) | Students leave the program with an appreciation of the diversity of religious expression and an understanding of some of the worlds most important traditions. |
| RELIGION | PHD | Work demonstrates mastery of relevant academic literature |
| | | Work converses with and contributes to the academic discourse in the field |
| | | Student is capable of rendering his/her research in academic venues |
| | | Work is innovative and advances the understanding and study of religion |
| SOCIOLOGY | BA | SLO 1: Develop a sociological imagination: The sociological perspective emphasizes the roles of structure, culture, organization, and hierarchy in shaping individual and collective activities. This perspective requires standing apart from, observing, and critically examining practices and structures often taken for granted. |
| | | SLO 2: Sociological Analytical Skills: Learn to use the sociological analytical skills: Sociological analytical skills facilitate understanding the world according to a variety of interpretative frameworks and using data that support or dispute them. |
| | | SLO 3: Sociological literacy: Sociological knowledge enhances the ability to critically evaluate quantitative and qualitative evidence as well as the theories that frame the interpretation of these data, particularly around issues of social problems and policy. |
| | | SLO 4: Sociological Perspective: Sociologists communicate clearly and accessibly about human behavior and the social world, and they are educative by writing and speaking about research, public debate, and daily life. |
| | | SLO 5: The implications of variations in social context: Sociologists understand social life through examining the implications of class and inequality, race and ethnicity, gender and sexuality, education, and health and disease. |
| | | SLO 6: Critical Assessment: Sociological training should provide a heightened ability to challenge taken-for-granted assumptions about the social world in writing, arguments, and debate. |
| SOCIOLOGY | MA | SLO 1: Knowledge: Has the student gained a deep and broad understanding of the discipline of sociology? This is measured through successful completion of theory and topics courses, distributed across all semesters of the program. |
| | | SLO 2: Methods. Has the student gained skills in quantitative and qualitative research methods? This is measured through successful completion of a sequence of methods courses (logic of inquiry, multivariate statistics, data analysis, and qualitative methods) as well as any additional methods electives the student might take. |
| SOCIOLOGY | PHD | Is the student trained in theory on par with professional sociologists? This is measured through the successful completion of a sequence of classical and contemporary social theory; through a preliminary examination that includes (among other items) questions that require theoretical engagement in the answer; and through the successful defense of a dissertation that should engage the major theories of the field. Has the student gained skills in quantitative and qualitative research methods? This is measured through successful completion of a sequence of methods courses (logic of inquiry, multivariate statistics, data analysis, and qualitative methods) as well as any additional methods electives the student might take; through a preliminary examination that includes (among other items) questions that require methodological engagement in the answer; and through the successful defense of a dissertation that should deploy one or more methods as a means of addressing a significant research question. |

College of Liberal Arts

Academic Program Student Learning Outcomes

| Program Description | Program Degree | Student Learning Outcomes |
|---------------------|----------------|---|
| SOCIOLOGY (CONT'D) | PHD (CONT'D) | Has the student developed sophisticated knowledge in a particular area of sociological inquiry, such that they can specialize in the research and teaching expected of a professional sociologist in this field? This is measured through the successful completion of two or more elective courses in the students area of focus; through the passing of a preliminary exam in the students area of focus; through the successful defense of a dissertation that should both build on and contribute to the body of knowledge in the students area of focus; and through successful instruction as a teaching assistant or instructor. |
| | | Has the student developed a broad knowledge of the areas of sociological inquiry, such that they could teach a number of courses in sociology and discuss a range of sociological topics? This is measured through the successful completion of topical electives outside of the students area of focus; and through successful instruction as a teaching assistant or instructor. |
| SPANISH | BA | SLO 1: Awareness and familiarity of fundamental outlines of history of Spanish or Spanish American literatures and/or linguistic/grammatical concepts. |
| | | SLO 2: Awareness of basic critical methodologies in the study of poetry, drama, narrative fiction and the essay and/or linguistic/grammatical concepts and/or business/medical/legal Spanish terminology. |
| | | SLO 3: Awareness of the literary, cultural, and historical context in which particular literary/language traditions developed (that is, history and other more panoramic historical factors which are relevant). |
| | | SLO 4: Ability to write and speak Spanish in such a way as to be able to participate in critical discussions and write critical essays in compliance with grammatical rules. |
| SPANISH | MA | SLO 1: Awareness and familiarity of fundamental outlines of history of Spanish or Spanish American literatures and/or linguistic patterns. |
| | | SLO 2: Awareness of fundamental critical methodologies and theoretical approaches in the study of literature and/or linguistics. |
| | | SLO 3: Awareness of the literary, social, and historical context in which particular literary/language traditions developed (that is, history and other more panoramic historical factors which are relevant). |
| | | SLO 4: Ability to expand existing knowledge in the field in terms of one or more of the following areas: textual scholarship, interpretation, historical scholarship, active use of theoretical constructs, interdisciplinary nature of work, awareness of significant aspects of gender and ethnic studies, cultural approaches, language acquisition and language learning, relations between language, culture and society, the function of the scholar in society. |
| | | SLO 5: Ability to write and speak Spanish in such a way as to be able to participate in critical discussions and write research papers and statements of position. |
| SPANISH | PHD | SLO 1: 1.Awareness and familiarity of fundamental outlines of history of Spanish or Spanish American literatures and/or linguistic patterns. |
| | | SLO 2: 2.Awareness of fundamental critical methodologies and theoretical approaches in the study of literature and/or linguistics. |
| | | SLO 3: 3.Awareness of the literary, social, and historical context in which particular literary/language traditions developed (that is, history and other more panoramic historical factors which are relevant). |
| | | SLO 4: 4.Ability to expand existing knowledge in the field in terms of one or more of the following areas: textual scholarship, interpretation, historical scholarship, active use of theoretical constructs, interdisciplinary nature of work, awareness of significant aspects of gender and ethnic studies, cultural approaches, language acquisition and language learning, relations between language, culture and society, the function of the scholar in society. |
| | | SLO 5: 5.Ability to write and speak Spanish in such a way as to be able to participate in critical discussions and write research papers and statements of position. |