|  |  |  |
| --- | --- | --- |
|  | **PROGRAM** | **STUDENT LEARNING OUTCOMES (SLOs)** |
| CAS | American Sign Language, BA | * **SLO 1:** Demonstrate theoretical and analytical knowledge (4) of American Sign Language linguistics and literature. * **SLO 2:** Demonstrate theoretical and analytical knowledge of the role of American Sign Language in education, politics and media (3). * **SLO 3:** Produce college level American Sign Language and English texts (1) that demonstrate knowledge of, critical inquiry (2) into, key concepts in the American Sign Language discipline incorporating principles of academic integrity (5). * **SLO 4:** Analyze the importance of the American Sign Language expert as a system change agent (3) and apply this in practice inside and outside the classroom utilizing effective leadership, advocacy, language planning, and collaboration to influence change (5) on the individual, group, and organizational and systemic levels. * **SLO 5:** Demonstrate preparation for future career employment in the field of American Sign Language (1, 4). |
| American Sign Language, MA-SLED | * **SLO 1**: Demonstrate theoretical knowledge and display competence in classroom settings regarding methodological and socio-political issues involved in sign language teaching, curriculum development and assessment. * **SLO 2**: Produce graduate level Sign Language and English texts that demonstrate knowledge of and critical inquiry into key concepts in the Sign Language Teaching field. * **SLO 3**: Recognize the importance of the Sign Language teacher as a system change agent and apply this in practice utilizing effective leadership, advocacy, consultation, and collaboration to influence change on the individual, group, and organizational and systemic levels. * **SLO 4**: Demonstrate preparedness to seek and obtain employment as a teaching professional in the field of Sign Language education. |
| Art | * **SLO 1**: Provide evidence of creative and technical critical skills in art and media design via their portfolio and exhibits. * **SLO 2**: Explain in writing and ASL the purpose and creative process of art/media design through their artist statement. * **SLO 3**: Demonstrate ability to critique theirs and others’ art/media design projects in writing and ASL. * **SLO 4**: Demonstrate ability to revise theirs and others’ art/media design projects in response to self-analysis and critical/technical feedback. * **SLO 5**: Analyze the ethical responsibility of art and artists. |
| Biology | * **SLO 1**: Demonstrate knowledge of current theories of biology and concepts basic to biology, including: Levels of complexity (molecular/cellular through population/communities/ecosystems); biological principles and processes; connections among concepts across disciplines (physical sciences, mathematics, social sciences). * **SLO 2**: Demonstrate critical thinking skills through: Identifying appropriate questions, issues or problems to be explored; analyzing, interpreting and evaluating evidence; constructing well-supported, clearly articulated arguments and conclusions. * **SLO 3**: Demonstrate information literacy and research skills through effective use of: Sources of information in biology including published literature and scientific databases; computer applications to acquire and analyze experimental data and develop graphic models. * **SLO 4**: Demonstrate experimental research methods including: Scientific methods and instrumentation; safe and appropriate use of laboratory equipment; experimental design; data analysis; familiarity with professional standards in science. * **SLO 5**: Demonstrate effective communication with varied audiences and media by: Providing clear structure and transitions; demonstrating substantial understanding via research, credible sources and supporting evidence; demonstrating audience-appropriate purpose, agenda, language and style. * **SLO 6**: Demonstrate preparation for future career and educational goals by: awareness of personal competencies (strengths and weaknesses); ability work in a team to accomplish a goal; understanding professional and ethical behavior. |
| Chemistry | * **SLO 1**: Evaluate current literature by writing article reviews. Article reviews must reflect appropriate grammar, critical thinking, and awareness of the current research areas. * **SLO 2**: Write a lab report that will reflect an understanding of the theories, a clear understanding of the procedures, an interpretation of the data, and a reasonable conclusion based on a critical analysis of the data. * **SLO 3**: Give at least two presentations (currently this occurs in pharmacology and biochemistry). One of the presentations can include the sharing of their internship experience during one of the majors meeting. Presentations must demonstrate organization, appropriate content, appropriate communication skills, timing, and creativity. * **SLO 4**: Able to analyze/evaluate data correctly. Students will be able to design the procedure of at least one experiment based on the knowledge they have acquired in their courses. * **SLO 5**: Critically evaluate materials from the current research literature. This will be evaluated by the use of article reviews. Students must be able to identify reliable resources for a topic, collect information relevant to the topic and to assess the usefulness of the information. * **SLO 6**: Demonstrate knowledge of chemistry and related fields in the various areas of chemistry (Inorganic, organic, analytical, and physical and one additional career oriented course of chemistry) as well as in physics and mathematics. The knowledge will be measured by tests, assignments, group projects and skill demonstration in labs. * **SLO 7**: Able to identify and apply the math approach needed for solving chemistry and physics problems. This will be by use of word problems on tests and homeworks, and analysis of data. * **SLO 8**: Able to use appropriate software to assist in their analysis of data. They will show skills in the use of a graphing program and at least 2 other programs before graduation. Evidence of these skills will be assessed via appropriate use in lab reports and homeworks. |
| Communication Studies | * **SLO 1:** Acquire knowledge in the field of communication studies.   1.1 Identify and describe the contexts, dynamics, and implications of human communication.  1.2 Explain and apply the major theoretical communication perspectives.  1.3 Explain the major fundamental values of the discipline and their value in life in the community, workplace, family, and civic participation.  1.4 Use appropriate conventional and evolving technologies in public, professional, and interpersonal contexts.  1.5 Discuss the presence and implications of additional factors that affect communication, including, among other things: culture, gender, group composition, sexual orientation, leadership, nonverbal communication, family background, situation, environment, and conflict.   * **SLO 2:** Employ critical thinking skills about communication interaction.   2.1 Analyze the outcomes and effects of their communication actions and those of other individuals and groups.  2.2 Suggest ways to make communication more effective in various contexts: interpersonal communication, group communication, organizational communication, public communication, mass communication, gendered communication, intercultural communication, computer -mediated communication, leadership communication.   * **SLO 3:** Explain the concepts of diversity and cross-cultural communication situations and contexts.   3.1 Comparing and contrasting the diverse perspectives and techniques that occur in interaction.  3.2 Appraising the effects of diversity and cross-cultural communication in various contexts.   * **SLO 4:** Perform effectively as a public presenter.   4.1 Analyze the audience for each public presenting opportunity.  4.2 Tailor topic/presentation examples to the audience’s needs/expectations.  4.3 Meet the time expectations given when invited to present.  4.4 Meet the purpose and expectations given when invited to present.  4.5 Clearly organize, sign, and present ideas.  4.6 If needed, work with interpreters in advance to be sure they are aware of communication preferences and needs and the needs/preferences of the audience.   * **SLO 5:** Perform effectively as a practitioner of interpersonal communication.   5.1 Articulate thoughts, ideas and desires in ways others in small group or one- on-one communication can understand.  5.2 Synchronize verbal and nonverbal communication to reduce possible confusion.  5.3. Demonstrate active listening and appropriate responses to the verbal and nonverbal communication of other(s) in the one-on-one or small group communication process.   * **SLO 6:** Evaluate the benefits and effects of mass communication channels and sources.   6.1 List the functions of mass communication channels and sources.  6.2 Describe the functions of mass communication channels and sources in society.  6.3 Analyze the benefits and negative effects of mass communication channels and sources in society.   * **SLO 7:** Demonstrate appropriate behavior in Communication Studies courses, projects, and activities.   7.1 Construct appropriate messages in Communication Studies courses, projects, and activities.  7.2 Apply signed, written, visual and electronic communication skills in Communication Studies courses, projects, and activities. 7.3 Solve real and hypothetical communication problems.  7.4. Demonstrate initiative in Communication Studies courses, projects, and activities. |
| Deaf Studies, BA | * **SLO 1:** Demonstrate knowledge of the multiplicity of deaf people’s lives within the United States & internationally * **SLO 2:** Engage in critical inquiry into changing ideological construction of deaf people, sign language, and normalcy from cultural, geographical, sociological & human rights perspectives. * **SLO 3:** Develop research skills to produce & to present effective written & signed research projects using various media in academic discourse related to the interdisciplinary field of Deaf Studies, incorporating principles of academic integrity. |
| Deaf Studies, MA | * **SLO 1**: Acquire knowledge and develop methods of critique and research relating to the historical, cultural and linguistic dimensions of Deaf communities. * **SLO 2**: produce graduate level ASL and English texts that demonstrate knowledge of, and critical inquiry into, key concepts of Deaf studies. * **Cultural Studies SLO 1**: Work toward individual, institutional and ideological change through leadership, advocacy, and dissemination of new perspectives on Deaf communities and signed languages. * **Cultural Studies SLO 2**: Be prepared to undertake further work in research, teaching, or related scholarly and creative activities in higher education. |
| English | * **SLO 1**: Write for various purposes, settings, and audiences in diverse media and genres. * **SLO 2**: Analyze, interpret, critique, and evaluate texts from multiple perspectives. * **SLO 3**: Research effectively using a variety of research strategies, evaluate and synthesize primary and secondary materials appropriately and ethically, and use appropriate documentation. * **SLO 4**: Describe and compare diverse literatures (including major writers, genres, periods, and techniques of writing) situated within cultural, linguistic, and historical practices. * **SLO 5**: Apply and evaluate theoretical approaches in the analysis of literary works. |
| General Studies Requirement | * **SLO 1**: Language & Communication—Students will use American Sign Language (ASL) and written English to communicate effectively with diverse audiences, for a variety of purposes, and in a variety of settings. * **SLO 2**: Critical Thinking—Students will summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems. * **SLO 3**: Identity & Culture—Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups. * **SLO 4**: Knowledge & Inquiry—Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world. * **SLO 5**: Ethics & Social Responsibility—Students will make reasoned ethical judgments, showing awareness of multiple value systems and taking responsibility for the consequences of their actions.  They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities. |
| History | * **SLO 1:** Demonstrate understanding of some significant historical concepts, events, people, and themes (Knowledge & Inquiry) * **SLO 2:** Demonstrate understanding of how historians think and approach the past using debate or argument (Knowledge & Inquiry) * **SLO 3:** Apply historical methods to historical problems, including how changes occurred over time, in research, writing and presentation (Critical Thinking, Knowledge & Inquiry) * **SLO 4:**  Articulate understanding of diversity within and among past cultures and societies (Identity & Culture, Ethics & Social Responsibility) * **SLO 5:** Demonstrate the application of historical approaches to historical issues and problems in written English and American Sign Language (Language and Communication) * **SLO 6:** Demonstrate ability to contextualize and evaluate primary source evidence (Critical Thinking) |
| Honors | * **SLO 1**: Use and apply and excel in conventions of academic and professional discourse best demonstrated in their Capstone experience. * **SLO 2**: Analyze, synthesize, and evaluate multiple perspectives and facts, ideas, and interpretations from various sources- particularly academic and professional sources. * **SLO 3**: Use and understand knowledge and modes of inquiry of humanities, social sciences and natural sciences at an advanced undergraduate level. * **SLO 4**: Develop dispositions and abilities conducive to strong cognitive skills. * **SLO 5**: demonstrate professional behavior consistent with expectations of graduate schools or professional employers. |
| Information Technology | *New program as of Fall 2013. SLOs pending* |
| International Studies (WLC) | * **SLO 1**: Use ASL and written English to communicate information effectively in the field of International Studies with diverse audiences, for a variety of purposes, and in a variety of settings. * **SLO 2**: Demonstrate basic to intermediate proficiency in a written foreign language * **SLO 3**: Demonstrate basic to intermediate proficiency in a foreign sign language. * **SLO 4**: Summarize, synthesize, and critically analyze ideas from the multiple disciplines involved in this major in order to draw well-supported conclusions related to the International Studies field and to their area of interest in particular. * **SLO 5**: Describe similarities and differences among the political, historical, economic, cultural, and social situations of Deaf and hearing individuals in their international area of interest, as well as similarities and differences between their own Deaf community and one or more Deaf communities abroad. * **SLO 6**: Describe and apply basic research methodology from more than one of the fields included in this major in order to gather, evaluate, interpret, and report information in their area of interest. * **SLO 7**: Gain perspective on their role as citizens of the world by demonstrating (1) an awareness of the consequences that their own community’s or their own country’s actions have had or currently have on other communities across the world, and (2) as citizens of the world, they should be able to guide their actions in ways that are consistent with promoting the wellbeing of the larger global community. |
| Linguistics, MA | * **SLO 1:** Accuracy and automaticity of foundational knowledge: Accurate and automatic explanation of foundational concepts in the program’s core areas of phonology, generative linguistics and cognitive linguistics * **SLO 2:** Ability to identify generalizations: Ability to identify and describe recurring patterns in linguistic data. * **SLO 3**: Intermediate theoretical awareness: Ability to identify claims made in the sign language linguistics literature and articulate their primary, “trademark features”. * **SLO 4**: Ability to clearly present linguistic information: Clear presentation of material in ASL and written English, demonstrating how such material relates to critical issues in linguistics and the Deaf communities. * **SLO 5**: Ethical conduct as students and student researchers: Demonstrating academic integrity and responsible conduct in their research practices with transparency and respect to the communities involved |
| Linguistics, PhD | * **SLO 1:** Specialized knowledge: Demonstration of in-depth familiarity with current literature relevant to their chosen topic of research (or that of a PhD level course) * **SLO 2:** Critical evaluation: Ability to critically compare and evaluate claims from the linguistics literature and argue for or against them in a coherent manner. * **SLO 3:** Formulation of research questions: Ability to independently formulate clear and tractable research questions related to their individual projects, and develop a systematic and culturally responsible plan for answering them, including identification of data needed to further the investigation. * **SLO 4:** Independent research [added Fall 2013]: Ability to undertake linguistic research at an advanced level with minimal guidance from their advisor. * **SLO 5:** Dissemination and communication: Ability to communicate information about sign language linguistics competently and respectfully to the field, the Deaf communities and the greater public. * **SLO 6:** Ethical conduct as researchers: Demonstration of academic integrity and responsible conduct in their research practices with transparency and respect to the communities involved |
| Math | * **SLO 1**: Demonstrate competence in discussing mathematical and statistical concepts in writing and in American Sign Language. * **SLO 2**: Demonstrate an understanding of the analytical foundations of the core fields of Algebra, Calculus, Geometry, and Statistics. * **SLO 3**: Demonstrate competence in the computational techniques of Calculus, Statistics, and Linear Algebra. * **SLO 4**: Demonstrate an understanding of the fields of Mathematics and Statistics by exploring their applications, history, and career opportunities. |
| Philosophy | * **SLO 1**: Intelligently discuss important philosophical problems and theories.  1. Identify philosophical questions, clarifying what is at issue and why the question is controversial. 2. Describe significant attempts to answer these questions (i.e., theories, particular philosophers’ responses). 3. Discuss shortcomings in these attempted answers and how they might be debated.  * **SLO 2**: Demonstrate sophisticated critical thinking skills.  1. Analyze arguments, identifying premises, conclusions, assumptions, and logical relations. 2. Evaluate arguments, judging the quality of the reasoning/information and raising specific objections. 3. Provide compelling reasons in support of opinions, avoiding common argument flaws and thoughtfully responding to objections 4. Solve problems logically and innovatively  * **SLO 3**: Actively engage with debates and developments in the history of philosophy.  1. Explain themes, theories, and arguments involving philosophers from the (1) ancient/medieval period, (2) early modern period, and (3) late modern to contemporary period, demonstrating connections among them. 2. Critically engage with complex primary source texts.  * **SLO 4**: Perform high-quality independent philosophical research.  1. Identify a clear and specific philosophical question and develop a research plan to address it. 2. Integrate material from relevant, diverse, high quality sources to apply to the question. 3. Present arguments that build on other authors’ work, but also include original analysis. 4. Apply a – c to create a substantial scholarly product which explores a student-selected philosophical topic.  * **SLO 5**: Make reasoned decisions about ethical issues.  1. Recognize ethical issues in complex contexts, clarifying how various issues relate to each other. 2. Articulate multiple points of view on ethics and values. 3. Describe ethical theories, pointing out their strengths and weaknesses. 4. Apply ethical concepts and theories to evaluate actions and debate controversial social issues. |
| Psychology, BA | * **SLO 1**: Use American Sign Language and written English to communicate information in the field of psychology effectively with diverse audiences, for a variety of purposes, and in a variety of settings. * **SLO 2**: Summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems. Students should be able to use critical thinking, problem solving skills, and scientific analysis when appropriate to solve problems and critically analyze information which is psychological in nature. * **SLO 3**: Describe the similarities and differences between the development and psychological characteristics of Deaf and Hard of hearing and hearing individuals, as well as similarities and differences within the heterogeneous groups found within the Deaf and Hard of Hearing communities. * **SLO 4**: Demonstrate an understanding of behavior, thoughts, and feelings of the individual and the individual in group settings (Content/Knowledge Base of Psychology). Describe major concepts, theoretical perspectives in fields of psychology, representative relevant research findings, and historical and forward looking trends in the field. * **SLO 5**: Describe and apply basic research methodology in psychology to include research design approaches, data analysis, and interpretation of findings, limitations of research outcomes, and the uses and potential misuses of research in the field. * **SLO 6**: Give clear explanations of ethical issues/dilemmas in psychology, analyze how various value and belief systems lead to different perspectives on ethical issues with respect for human diversity, articulate own opinions on ethical issues and offer reasons/arguments to support opinions on ethical issues, demonstrate intellectual honesty and integrity, understand the standards of ethical behavior in all aspects of the science and practice of psychology, and assess the consequences of actions pertaining to professional development. * **SLO 7**: Utilize information from psychology courses and other sources of information in applied learning settings at internship placements. Develop pre-professional skills and connect their studies with real world experience. Explore realistic ways of utilizing their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. |
| Psychology - School Psy | * **SLO 1**: Demonstrate an understanding of methods of assessment, human learning, cognitive, social/behavioral, and language processes and integrate and apply this knowledge to school populations. * **SLO 2**: Demonstrate professional readiness. * **SLO 3**: Able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. * **SLO 4**: Demonstrate in practical effective skills in planning the professional responsibilities required of a school psychologist. * **SLO 5**: Demonstrate knowledge, skills, and dispositions applied effectively in practice during internship. |
| Psychology - Clinical | * **SLO 1**: Have an understanding of the Science of Psychology and of Research/analytic methods.   1. Demonstrate knowledge of methods & content in core areas of psychology, including human development, biological aspects, social aspects, cognitive, & affective aspects, and the history of the discipline.   2. Demonstrate knowledge of techniques of research and data analysis to be able to critique, to plan, and to conduct research projects. * **SLO 2**: Be familiar with research, theory, and methods of practice in clinical psychology.  1. 2.1 Demonstrate knowledge of both normal and pathological development. 2. 2.2 Demonstrate clinical assessment skills and will be able to apply theoretical, clinical, and research-based information to practical assessment questions. 3. 2.3 Demonstrate skills in psychotherapy and psychological interventions and be able to apply clinical, theoretical, and research-based knowledge to psychotherapy problems. 4. 2.4 Demonstrate knowledge of ethical and professional problems and their solutions. 5. 2.5 Demonstrate knowledgeable of cultures other than their own and be able to apply clinical information to multicultural settings.  * **SLO 3**: Be competent to work with Deaf and Hard of Hearing as well as hearing clients  1. 3.1 Demonstrate the communication skills needed for effective clinical services to deaf and hard of hearing clients. 2. 3.2 Demonstrate an understanding of deafness and its implications for individual, family, and community life. 3. 3.3 Demonstrate competency in clinical services with both deaf and hearing individuals. |
| Spanish (WLC) | * **SLO 1a**: Comprehend texts in Spanish at the Advanced level as defined by the American Council for the Teaching of Foreign Languages (ACTFL) proficiency guidelines. * **SLO 1b**: Compose texts in Spanish at the Intermediate-High level as defined by the ACTFL proficiency guidelines * **SLO 2**: Use Spanish, English, and ASL to analyze key aspects of literary, cultural and historical traditions as well as contemporary trends, in the Spanish-speaking world. * **SLO 3**: Apply both traditional and technology-based research skills to analyze and interpret cultural products and practices of the Spanish-speaking world and cross-cultural traditions and trends in Spanish, English, and ASL. * **SLO 4**: Use language skills and cultural knowledge to explore cultures of the Spanish-speaking world first-hand through study abroad, internship and/or service-learning opportunities. * **SLO 5**: Use insights gained about Spanish signed and written languages and cultures to better understand their own languages and cultures. |
| Sociology | * **SLO 1**: Explain and apply the sociological imagination.  1. Explain how society and culture affect individuals’ lives and experiences. 2. Explain how individuals create society.  * **SLO 2**: Articulate sociological theories.  1. Describe, compare, and contrast the major sociological perspectives (including conflict theory, structural functionalism, and symbolic interaction). 2. Apply relevant social theories to their own research questions.  * **SLO 3**: Develop sociological research questions and literature reviews.  1. Develop independent sociological research questions. 2. Find relevant sociological literature, summarize that work, and analyze it. 3. Determine what questions need to be answered about a sociological topic.  * **SLO 4**: Explain and apply different sociological research methods.  1. Learn and apply basic statistical (quantitative) methods. 2. Learn and apply basic interview and ethnographic (qualitative) methods. 3. Evaluate a study’s methodological strengths and weaknesses. 4. Determine which method is most appropriate for answering a research question. 5. Analyze self-collected data.  * **SLO 5**: Discuss social inequality and its effects.  1. Explain the importance of power inequalities in social institutions and social interactions. 2. Use sociological research to support different potential solutions to social problems.  * **SLO 6**: Develop career skills.  1. Participate in and analyze a work internship. 2. Produce an independent sociological research report. |
| Theatre | * **SLO 1:** Be fluent in the methodologies of creating artistic works and scholarly documents, and acquire the ability to integrate both methods as ways of knowing. * **SLO 2**: Develop a multidisciplinary and interdisciplinary knowledge base which may be applied toward their individual creative and scholarly work. * **SLO 3**: Be proficient in the artistic and scholarly processes, as well as gain the ability to reflect upon their work in an engaging, artistic, and constructive way. * **SLO 4**: Critically, creatively, and objectively apply concepts, theories, and methodologies to a myriad of issues encountered in current and future academic, personal, and professional contexts. * **SLO 5**: Demonstrate an ability to work in a positive, constructive, and compromising manner with artists and/or other students of various artistic disciplines. |
| SEHBS | Business (Accounting) | * **SLO 1**: (Communication) Prepare, interpret and communicate accounting reports and other information intended for business decision making. * **SLO 2**: (Critical and reflective thinking, Problems solving and analysis): Collect, analyze and apply accounting information in according with regulations and standards for business decision makers. * **SLO 3**: (Global Business Issues): Identify issues associated to Global Business environment and the international dimensions of accounting system for Global Business. * **SLO 4**: (Technology) Use Information technology tools to expedite and enhance communication and analyzing issues, identifying alternatives, implement solution and perform research. * **SLO 5**: (Teamwork) Perform both leadership and support roles to work effectively in diverse teams to achieve a variety of accounting and business related tasks. * **SLO 6**: (Ethics) Identify, evaluate and interpret ethical issues relate to the accounting profession. Including consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and reasoning to make and justify business decisions. |
| Business (Bus Adm) | * **SLO 1**: (Business Concepts) Critically examine, analyze, apply, integrate and recommend logical actions based on a variety of business concepts, models and principles in order to address hypothetical or real-world business issues. * **SLO 2**: (Communication) Communicate effectively in both American Sign Language and written English, using generally-accepted and/or innovative business formats to present factual data and analyses, propose strategies, advocate policies, promote products and services, and instruct and evaluate personnel. * **SLO 3**: (Quantitative Reasoning) Apply basic computational, statistical and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information to make and justify evidence-based business decisions. * **SLO 4**: (Technological Skills) Use computer hardware, software, the internet, cloud computing and other technological tools to expedite and enhance communication and quantitative reasoning skills in making business decisions. * **SLO 5**: (Teamwork) Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks, recognizing and maximizing the advantages of different skills, competencies, professional training, experience, and temperament of all team members. * **SLO 6**: (Ethics) Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions. |
| Counseling | * **SLO 1**: Articulate understanding of, advocate for, and model the professional role and identity of a counselor, in particular the school counselor. * **SLO 2**: Demonstrate self-, and other- awareness, knowledge, and skills needed to effectively relate to and counsel diverse individuals and their families, groups, and classrooms, while demonstrating understanding of human growth and development. * **SLO 3**: Integrate awareness, knowledge, and skills related to economic, legal, and political issues surrounding diversity, equity, and excellence in learning, achievement, and whole student development. * **SLO 4**: Identify and assess multiple factors that influence the personal, social, and academic functioning of students, particularly any indicators of abuse/neglect or potential impact of crises/trauma, and select culturally appropriate prevention strategies or interventions. * **SLO 5**: Demonstrate the ability to apply culturally appropriate ethical decision making and adhere to ethical, legal, and professional standards related to the practice of professional counseling, and in particular school counseling. * **SLO 6**: Demonstrate knowledge of and evaluate research relevant to the practice of counseling/school counseling with an ability to use outcome research data to inform decision making, accountability, and best practices. * **SLO 7**: Facilitate teams and prevention/intervention plans which enable students to overcome barriers to learning and facilitate success and achievement in academic, career, and personal/social development. * **SLO 8**: Demonstrate basic knowledge and application of theoretical models and processes of school and community consultation and collaboration * **SLO 9**: Demonstrate understanding of the concepts, strategies, and practices designed to (1)enhance student academic, career and personal development, (2) close the achievement gap, and (3) prevent students from dropping out of school * **SLO 10**: Recognize the importance of the school counselor as a system change agent and apply this in practice utilizing multicultural counseling competencies, effective leadership, advocacy, consultation, and collaboration to influence change on the individual, group, and organizational and systemic levels. * **MHC SLO 1**: Demonstrate knowledge and skills related to counseling needs of culturally and linguistically diverse deaf, hard of hearing, and hearing, including etiology, diagnosis (including co-occurring disorders), assessment, treatment, and prevention of mental, emotional, and behavioral disorders, and who can:  a) employ developmentally and culturally appropriate prevention and intervention techniques within an accepted theoretical framework; b) develop effective treatment plans, manage multiple client loads, and work with managed care; c) effectively counsel individuals, small groups, couples, and families from diverse populations; and d) function as consultations and advocates in various mental health settings, including schools and community agencies. * **MHC SLO 2**: Communicate effectively with others, express themselves in writing, and can accurately interpret research and apply it to practice. * **MHC SLO 3**: Show sensitivity, genuineness, and positive regard for others, practice high levels of self-awareness, and demonstrate a commitment to personal growth and on-going professional development. * **MHC SLO 4**: Comprehend legal and ethical standards pertaining to mental health counselors and consistently integrate an ethical decision making model into their professional work. |
| Education, BA | * **SLO 1**: Understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. * **SLO 2**: Understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development. * **SLO 3**: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. * **SLO 4**: Understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. * **SLO 5**: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation * **SLO 6**: Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. * **SLO 7**: Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. * **SLO 8**: Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. * **SLO 9**: Evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. * **SLO 10**: Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being. * **SLO 11**: Demonstrates skills, beliefs, values, and behaviors that guide their interactions with students, families, and colleagues during their professional practice, problem solving, and decisions. * **SLO 12**: Applies varied strategies designed to develop and enhance the literacy and numeracy skills of students, including the presentation of ideas and conceptual understandings in both verbal and non-verbal modalities. |
| Education, MA | * **SLO 1**: Understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. * **SLO 2**: Understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development. * **SLO 3**: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. * **SLO 4**: Understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. * **SLO 5**: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation * **SLO 6**: Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. * **SLO 7**: Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. * **SLO 8**: Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. * **SLO 9**: Evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. * **SLO 10**: Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being. * **SLO 11**: Demonstrates skills, beliefs, values, and behaviors that guide their interactions with students, families, and colleagues during their professional practice, problem solving, and decisions. * **SLO 12**: Applies varied strategies designed to develop and enhance the literacy and numeracy skills of students, including the presentation of ideas and conceptual understandings in both verbal and non-verbal modalities. |
| Education, PhD | * **SLO 1**: Apply a critical stance toward prominent theories, pedagogies, policies, and socio-cultural paradigms that affect the education of deaf individuals. * **SLO 2**: Apply a critical stance toward theories and practices related to language and literacy learning of diverse children and young adults. * **SLO 3**: Communicate effectively in American Sign Language (ASL) and English within a variety of academic and professional roles. * **SLO 4**: Apply the basic principles of inquiry and argument to educational research. * **SLO 5**: Demonstrate professional behavior and ethical practices that promote social justice. * **SLO 6**: Demonstrate a belief that continuous inquiry and reflection enhances scholarly knowledge and professional practice. |
| Government | * **SLO 1**: Knowledge and skills:  1. Describe, analyze and compare the structure and policy making process of national, state and local governments and federalism (in exams, research papers, presentations) 2. Describe, analyze and compare important processes in international relations (in exams, papers, presentations). 3. Summarize, synthesize and critique appropriate professional literature within the field of study in research papers and presentations. 4. Describe, compare & critique important aspects of American or foreign political history, ideology and political processes. (exams, homework, discussion and participation, quizzes) 5. Classify, summarize, synthesize and critique important international legal or political issues. (exams, paper/presentation/homework) 6. Use statistical data to be able to describe, compare and analyze important domestic and international political issues. (homework, examinations). 7. Employ appropriate sources and citation systems in research based projects.  * **SLO 2**: Values and citizenship  1. Be able to describe and critique the workings of state and local politics in the communities in which they live. 2. Be able to identify rights and responsibilities of citizens of their community, their country and the world. 3. Be able to identify ways in which governments impact their lives and the ways in which they can impact local and state government systems through political participation and direct democracy. 4. Identify and evaluate the ethical issues that political activity raises. (exams, homework, discussion and participation, quizzes) 5. Identify and critique ethical issues in political research.  * **SLO 3**: Public and Deaf Life  1. Be able to identify the opportunities for engaging in activities outside of the classroom including internships in local and state offices/agencies; political participation in non government and civil associations; voter registration drives in the Deaf community; host town hall meetings, raise budgetary issues with local and state politicians, and development of issue awareness campaigns. 2. Demonstrate effective presentation skills and knowledge necessary to advocate for issues and causes that can be advanced in public arenas through schools for the Deaf, Deaf education, associations for/of the Deaf, grant-writing projects, and community outreach projects. |
| HSLS: AuD | * **SLO 1**: Skills in spoken, written and sign languages that are required for effective communication for employment as a clinical audiologist. (communication) * **SLO 2**: The knowledge and skills necessary for the prevention and identification of auditory and vestibular disorders. (prevention/identification) * **SLO 3**: The knowledge and skills necessary for the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. (evaluation) * **SLO 4**: The knowledge and skills necessary for the treatment of individuals with suspected disorders of auditory, balance, communication, and related systems. (treatment). |
| HSLS: SLP, MA | * **SLO 1**: Demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. * **SLO 2**: Demonstrate knowledge of communication and swallowing disorders and differences, including appropriate etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in:   1. articulation 2. fluency 3. voice and resonance, including respiration and phonation 4. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing 5. hearing, including the impact on speech and language 6. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology) 7. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) 8. social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities) 9. augmentative and alternative communication modalities   * **SLO 3**: Demonstrate current knowledge of and clinical skills in the prevention, assessment, and intervention for people with communication and swallowing disorders (from 1 through 9 above) across the lifespan, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. * **SLO 4**: Demonstrate knowledge and skills in oral, written and other forms of communication sufficient for entry into professional practice, including skills in communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, and other professionals involved in case management. * **SLO 5**: Demonstrate knowledge of ethical conduct standards, research processes and integration of research principles into evidence-based clinical practice, and professional contemporary issues, including entry level and advanced credentialing, regulations and policies relevant to professional practice. |
| HSLS: PhD | * **SLO 1.1**: Demonstrate the ability to analyze, interpret and critique the Hearing, Speech, and Language Sciences literature by: (1) analyzing the logic of assertions made in research problem statements, (2) determining the level of research (IV-case study, position statement-through I-randomized control trials), (3) determining whether the hypotheses/ research questions follow logically; (4) analyzing operational definitions to determine areas to which the research will not generalize; (5) evaluating the adequacy of the sample and sampling procedure; (6) determining the validity and reliability of the measurement techniques; (7) identifying threats to validity due to the research design, and/or flaws in the procedures; (8) determining whether data analyses were correctly interpreted and whether any biases may have occurred during the investigation; and (9) analyzing the logic of conclusions drawn from results of the study. * **SLO 1.2**: Demonstrate the ability to identify a critical question in Hearing, Speech, and Language Sciences and design a study to answer that question. This reflects comprehension of: (1) research design, (2) scientific theory, (3) terms used in research design, sampling procedures, (4) developing or selecting instruments for data collection, (5) different research designs and their limitations, (6) selection of an appropriate design to test hypotheses, (7) development of appropriate hypotheses; (8) development of appropriate materials/ procedures, (9) the role of independent and dependent variables in an empirical study and (10) factors that threaten validity. * **SLO 1.3**: Demonstrate the ability to develop the instruments and collect data for a research study, including: data analysis, descriptive statistics as measures of central tendency, dispersion, relationship & regression; understanding fundamentals of hypothesis testing & probability, univariate statistical designs; various parametric/nonparametric tests, multivariate data analysis and concepts related to covariation, correlation and regression and interpreting matrices, statistics, and research findings. * **SLO 1.4**: Demonstrate the ability to interpret data and report findings from one’s research * **SLO 1.5**: Demonstrate increasing independence and scientific rigor in conducting quantitative and/or qualitative research. * **SLO 2.1**: Demonstrate knowledge of foundations of higher education teaching, including: (1) pedagogical perspectives of major scholars related to higher education teaching, including the role of the professor as teacher and scholar,(2) cognitive theories and their application to classroom instruction and the learning process; (3) multicultural perspectives in higher education, (4) strategies to enhance students’ learning and teaching effectiveness; and (5) strategies for motivating students and handling unruly students. * **SLO 2.2**: Conduct a student assessment to provide relevant information about students’ prior experience with the topic(s) of the course, professional goals and interests and revise course syllabus as needed. * **SLO 2.3**: Design a clear and comprehensive course syllabus that includes all of the 2008 Gallaudet Council on Graduate Education requirements for graduate syllabi * **SLO 2.4**: Design and implement a study guide for tests/quizzes/assessments, reflecting course outcomes listed in the syllabus, course notes, readings covered by the exam and format; * **SLO 2.5**: Design, administer, and analyze outcome based tests and other assessments, linked to course objectives and the study guide reflecting the relative weight of each question, and are appropriate for the time-frame for the test and rubrics for grading essay exams, short answer tests, or other written projects. * **SLO 2.6**: Design, administer, and analyze formative midterm course/instructor evaluation form for students and a summative course/instructor evaluation form for students * **SLO 2.7**: Demonstrate effective use of a variety of instructional strategies including: lectures, lab sessions, role-playing, individual or small group sessions, student presentations, student-led discussion of readings; electronic discussion forums, guest speakers and field trips * **SLO 2.8**: Demonstrate effective use of a variety of instructional of print and non-print instructional tools, including Power Point, Prezi, Blackboard, LCD projectors, Smartboards, classroom multiport computer access, and Elmo. * **SLO 2.9**: Demonstrate the ability to establish and maintain rapport with students * **SLO 2.10**: Demonstrate the ability to communicate course content clearly to students * **SLO 2.11**: Demonstrate approachability and availability to students * **SLO 2.12**: Demonstrate flexibility in adapting course requirements as needed - based on student needs, interests and/or concerns * **SLO 2.13**: Self-evaluate the effectiveness of a course taught based on both instructor evaluations of students and students’ performance in the course and demonstrate receptivity to constructive criticism from the Practicum Supervisor * **SLO 3.1**: Describe the typical audiences for the various professional Hearing Speech and Language Sciences conferences identify the audience and types of presentations typically made * **SLO 3.2**: Discuss strategies for: (1) making correct assumptions about the audience; (2) determining appropriate level of presentation for the audience; and (3) pacing of presentation for the time allotted). * **SLO 3.3**: Submit conference proposals to professional organizations to share results of Ph.D. research or disseminate evidence-based practices from the HSLS Ph.D. program. * **SLO 3.4**: Demonstrate mastery of different technology for professional presentations including: Power Point, Prezi, Blackboard, LCD projectors, Smartboards, classroom multiport computer access, and Elmo. * **SLO 3.5**: Make mediated presentations for different audiences (undergraduate or graduate students; parent groups; teachers, school administrators, public health officials; clinical audiologists, SLPs, faculty, or conferences/professional meetings that are appropriate in terms of time allotted, audience and technology employed. * **SLO 4.1**: Demonstrate skill in the different types of writing expected of university faculty, including: memoranda for different audiences (e.g., colleagues, students, clinical audiologists or SLPs, university administrators), course syllabi, curriculum proposals for new courses or programs; faculty vita; meetings minutes; practicum observation reports; journal articles, book chapters, presentation summary for conference proceedings; newsletters, grants; peer reviews of manuscripts or conference proposals and IRB proposals). * **SLO 4.2**: Apply correct APA formatting-style characteristics to written products. * **SLO 4.3**: Compare and contrast selection criteria for the different professional journals to which faculty in Hearing Speech and Language Sciences are likely to submit manuscripts and describe strategy for deciding which journal to submit a manuscript. * **SLO 4.4**: Submit a variety of manuscripts (e.g., research report; article to inform clinical practice) to a variety of types of publications (e.g., refereed journals newsletters, other publications of professional/parent groups). * **SLO 4.5**: Identify sources of personnel preparation and research grants and strategies for preparing successful grants; and collaboration strategies for grant writing. * **SLO 4.6**: Reflect on one’s strengths and needs in professional writing and presentation skills. * **SLO 4.7**: Submit (individually or with a faculty member) research grant proposals. * **SLO 5.1**: Demonstrate knowledge of foundations of supervising culturally and linguistically diverse graduate and undergraduate students, including those who are D/HH or from U-R groups. * **SLO 5.2**: Describe the multiple responsibilities of clinical supervisors in Audiology or SLP to the clinical practicum student, their clients, their caregivers, and school based service providers; clinic administrator). * **SLO 5.4**: Describe the 1996 Health Insurance Portability and Accountability Act (HIPAA) (PL 104-191). * **SLO 5.5**: Describe the components of effective supervision of clinical audiology or SLP students, including setting expectations, preparing behavioral summaries of observations, sharing results of observations in a constructive manner, beginning with strengths and then needs. * **SLO 5.6**: Construct formative/ summative evaluation forms for the clinical supervisor and clinicians. * **SLO 6.1**: Describe the roles and functions of the AAUP, critical issues currently being addressed by AAUP, AAUP legal services, publications, and procedures for becoming a member. Discuss AAUP’s position on faculty work load, shared governance, tenure, and academic freedom. * **SLO 6.2**: Identify and discuss different positions for critical trends/ issues in higher education. * **SLO 6.3**: Distinguish accreditation and certification in higher education, and describe the functions of the Middle States Association, ASHA, AAA, and NCATE. * **SLO 6.4**: Discuss the construct of mentoring and describe the different types of mentoring in an academic setting. * **SLO 6.5**: Define academic integrity and distinguish ethical-unethical professional behavior in higher education faculty. * **SLO 6.6**: Describe functions and membership of different university committees (Faculty Senate; Faculty Welfare Committee. * **SLO 6.7**: Describe the concept of shared governance in academic settings including the roles of faculty and administration in curriculum development. * **SLO 6.8**: Discuss faculty and administrative roles in faculty evaluation in higher education in general, and criteria typically used for faculty reappointments, promotions, merit increases, and tenure. * **SLO 6.9**: Discuss the concept of tenure, including rights and responsibilities associated with tenure. * **SLO 6.10**: Develop an electronic portfolio that includes as a minimum: (1) a philosophy of teaching (2) a philosophy of clinical supervision, (3) curriculum vitae, (3) sample publications, presentations or other significant written work and (4) samples of feedback related to professional work. * **SLO 6.11**: Obtain a passing score on the Institution Research Certification Test. * **SLO 7.1**: Demonstrate breadth and depth of knowledge of the research and polemic literature in the HSLS cognate area * **SLO 7.2**: Demonstrate growing independence in the design, conduct, analysis, and documentation of independent research projects in Hearing, Speech and/or Language Sciences cognate, culminating in a dissertation that addresses an important question in Hearing, Speech and/or Language Sciences * Specific SLOs will vary based on the specific cognate selected by the student and pre-planned with the student’s advisor during the first semester * **SLO 8.1**: Self-assessment of cultural competence related to providing clinical service to culturally and linguistically diverse (CLD) populations, including those who are Deaf/HH (ASHA (2008) * **SLO 8.2**: Knowledge of cultural characteristics of the various major racial-ethnic groups in terms of how those characteristics impact on effective direct service delivery to CLD individuals across the life span * **SLO 8.3**: Knowledge of cultural characteristics of individuals who are Deaf or hard of hearing, including those who are congenitally deaf and/or culturally deaf – in terms of how those characteristics impact on effective direct service delivery to CLD individuals across the life span. * **SLO 8.4**: Knowledge of visual language and communication options for individuals who are Deaf or hard of hearing, including: sign languages and spoken, signed or cued languages. Be able to describe research related to each and discuss relative advantages and disadvantages of each * **SLO 8.5**: Knowledge of NIH's inclusion criteria for minorities and under-represented groups in inclusion criteria or explanation as to why they are excluded * **SLO 8.6**: Knowledge of IRB modifications for those who use ASL. |
| Interpretation, BA | * **SLO 1**: Apply academic, professional and world knowledge to the choices and decisions they make while interpreting. * **SLO 2**: Demonstrate an understanding of multi-cultural approaches to the work of interpretation, and are able to demonstrate effective bi-lingual and bi-cultural practice within their work. * **SLO 3**: Assess and analyze their own competencies for interpreting in relation to a variety of interpreting settings and in relation to a variety of participants in interpreted interactions. * **SLO 4**: Effectively interpret face-to-face encounters in dialogic/one-on-one and small group settings with a variety of participants. * **SLO 5**: Apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work. |
| Interpretation, MA | * **SLO 1**: Effectively interpret face-to-face encounters in dialogic/one-on-one and small group settings with a variety of participants. * **SLO 2**: Effectively interpret face-to-face encounters in monologic settings with a variety of participants. * **SLO 3**: Apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work. * **SLO 4**: Demonstrate an understanding of multi-cultural approaches to the work of interpretation by demonstrating effective bi-lingual and bi-cultural practice within their work. * **SLO 5**: Apply academic, professional and world knowledge to the choices and decisions they make while interpreting. * **SLO 6**: Assess and analyze their own competencies for interpreting in relation to a variety of interpreting settings and in relation to a variety of participants in interpreted interactions. * **SLO 7**: Apply theoretical knowledge of interpretation studies to their interpreting practice, analyses, and research questions. * **SLO 8**: Effectively design and carry out all phases of original research. |
| Interpretation, PhD | n/a |
| International Dvlp, MA | * **SLO 1**: Engage in critical analysis of research studies, development theories, and development approaches in order to evaluate development policies and programs. * **SLO 2**: Evaluate policies prescribed for solving the problems posed by underdevelopment, analyze the critical dimensions of the problem, and conduct a situation analysis to identify the factors that influence the design and implementation of a project, and develop a plan for an evaluation. * **SLO 3**: Demonstrate their understanding of how international relations and foreign development assistance impact the social, cultural, political, and economic conditions of regions, countries, and local communities. * **SLO 4**: Demonstrate the inclusion of people with disabilities within development assistance organizations domestically and overseas, as well as in the development assistance projects they support. |
| PE-Rec | * **SLO 1**: Aspire to attain and maintain physical fitness and overall wellness. * **SLO 2**: Apply professional discipline concepts related to promoting recreation activity, physical activity, fitness, sport, and wellness for healthy lifestyles. * **SLO 3**: Demonstrate the ability to assess physical fitness and movement. * **SLO 4**: Demonstrate the application of principles, analytic methods, and best practices for designing, implementing, and evaluating a recreation or PE related activity/program in a variety of professional settings. * **SLO 5**: Demonstrate personal behaviors that exemplify professionalism. |
| Public Affairs, MPA | * **SLO 1**: Demonstrate the ability to lead and manage in public governance. * **SLO 2**: Demonstrate the ability to participate in and contribute to the policy process. * **SLO 3**: Demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions. * **SLO 4**: Demonstrate the ability to articulate and apply a public service perspective. * **SLO 5**: Demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry. |
| Social Work, BA | * **SLO 1**: Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1). * **SLO 2**: Apply social work ethical principles to guide professional practice (EP 2.1.2). * **SLO 3**: Apply critical thinking to inform and communicate professional judgments (EP 2.1.3) * **SLO 4**: Engage diversity and difference in practice (EP 2.1.4). * **SLO 5**: Advance human rights and social and economic justice (EP 2.1.5). * **SLO 6**: Engage in research-informed practice and practice-informed research (EP 2.1.6). * **SLO 7**: Apply knowledge of human behavior and the social environment (EP 2.1.7). * **SLO 8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8). * **SLO 9**: Respond to contexts that shape practice (EP 2.1.9). * **SLO 10**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EP 2.1.10).   (a): Educational Policy 2.1.10(a)—Engagement  (b): Educational Policy 2.1.10(b)—Assessment  (c): Educational Policy 2.1.10(c)—Intervention  (d): Educational Policy 2.1.10(d)—Evaluation |
| Social Work, MA | * **SLO 1**: Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1). * **SLO 2**: Apply social work ethical principles to guide professional practice (EP 2.1.2). * **SLO 3**: Apply critical thinking to inform and communicate professional judgments (EP 2.1.3) * **SLO 4**: Engage diversity and difference in practice (EP 2.1.4). * **SLO 5**: Advance human rights and social and economic justice (EP 2.1.5). * **SLO 6**: Engage in research-informed practice and practice-informed research (EP 2.1.6). * **SLO 7**: Apply knowledge of human behavior and the social environment (EP 2.1.7). * **SLO 8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8). * **SLO 9**: Respond to contexts that shape practice (EP 2.1.9). * **SLO 10**: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EP 2.1.10).   (a): Educational Policy 2.1.10(a)—Engagement  (b): Educational Policy 2.1.10(b)—Assessment  (c): Educational Policy 2.1.10(c)—Intervention  (d): Educational Policy 2.1.10(d)—Evaluation |

|  |  |  |
| --- | --- | --- |
|  | **PROGRAM** | **STUDENT LEARNING OUTCOMES (SLOs)** |
| STUDENT AFFAIRS | Academic Advising | * **SLO 1**: Identify educational and career goals. * **SLO 2**: List appropriate courses that would be applied to their intended major and General Studies Requirements. * **SLO 3**: Use on-line computerized registration system accurately. * **SLO 4**: Identify appropriate campus resources to address their issues. * **SLO 5**: Analyze their earned credits and remaining courses to ensure their timely graduation. |
| Alcohol and Other Drugs Programs | * **SLO 1**: Learn the differences between social drinking (user) and drug abuse, abusing alcohol and drug (abuser), and alcoholism and drug addiction. * **SLO 2**: Understand the consequences of alcohol and other drug behavior. * **SLO 3**: Learn the effects and risks of alcohol and other drugs. * **SLO 4**: Know what options they have in addressing risky alcohol and other drug behavior. |
| Athletics | * **SLO 1:** Understand the importance of being responsible. * **SLO 2:** Demonstrate the skills to work effectively as a team * **SLO 3:** Demonstrate responsible health behavior and fitness * **SLO 4:** Learn to be prepared to the real world after college. |
| Campus Activities | * **SLO 1**: Exhibit enhanced self-efficacy as leaders and understand how they can make a difference as positional leaders or active participants in a group or community process. * **SLO 2**: Exhibit increased awareness of self and understanding of others, values and diverse perspectives, and organizations and change. * **SLO 3**: Exhibit competencies in establishing purpose, working   collaboratively and maintaining conflict. |
| Career Center | * **SLO 1**: Assess their interests, values, and skills to explore occupations/careers that might be a good fit * **SLO 2**: Create an effective resume and cover letter that markets key accomplishments * **SLO 3**: Conduct career research through online resources and people through networking * **SLO 4**: Understand/demonstrate how to prepare, practice for and interview effectively * **SLO 5**: Identify the skills, qualifications, and work expectations that employers look for today * **SLO 6**: Define how internship learning objectives and activities connect to major or future careers |
| Community Services Programs | * **SLO 1**: Promote a greater sense of civic responsibility among Deaf/Hard of Hearing undergraduate students:  1. Show a measurable improvement in his/her ability to articulate a specific societal problem or community need and identify several consequences resulting from the problem or need. 2. Demonstrate a continued commitment to engagement in their community through charitable service.  * **SLO 2**: Collaborate with university faculty to provide service-learning projects that allow students to apply   classroom knowledge to address a societal problem or benefit a community in need.   1. Produce a tangible work product (for classroom credit), which demonstrates the use of analytical skills and team work, as a consequence of his/her involvement with a non-profit organization.  * **SLO 3**: Raise students’ confidence and abilities with regard to interacting with people who are unfamiliar with American Sign Language (ASL) and other aspects of deaf culture.  1. Identify successful communication strategies s/he utilized with non-signers as well as report on occasions when the student educated others at the project site regarding Deaf/Hard of Hearing culture.  * **SLO 4**: Increase students’ knowledge about their major course of study or other area of academic interest as well as increase students’ job skills, such as critical thinking, writing, flexibility, and marketability.  1. Demonstrate acquisition of specific knowledge and skills by measuring what the students knew prior to their involvement with the project and their knowledge subsequently. 2. Demonstrate an ability to assess their personal/professional goals, values, self-concept and/or world view.  * **SLO 5**: Create bridges between non-profit organizations and the university:  1. Develop a database of placement sites where students can complete service learning projects related to their major course of study or other area of academic interest. |
| Commuter Programs | * **SLO 1**: Adapt to living off campus through participation in programs that address their living “outside Gallaudet” experience. * **SLO 2**: Feel more connected to the surrounding community and neighbors outside Gallaudet through periodic updates from Commuter Programs. Updates for the commuter will help them learn and understand what it takes to “be a good neighbor,” learn about resources on how to save money on utilities, and receive information about programs and events in DC, for example. |
| First Year Study Tour | n/a |
| Health and Wellness Programs | * **SLO 1**: Increase health-related knowledge, expand personal growth, develop facilitation skills, and improve professionalism through their experience as paraprofessional Peer Health Advocates. This SLO will be assessed through a pre and post-test, along with supervisor reports. * **SLO 2**: Increase knowledge about sexual violence, challenge apathetic perspectives and develop skills for being a positive bystander. This SLO will be addressed through a multi-faceted approach that will include a partnership between the HWP and several other departments. It will be assessed through student evaluations that will occur after each event. This data will also be compared to the number of student reported sexual misconduct cases. * **SLO 3**: Increase knowledge, examine their attitudes, and develop skills with decision making about health related topics through attending a variety of educational programming sponsored by the PHAs through the HWP. This programming will be evaluated by documenting attendance, and formal feedback forms. |
| Mental Health Center | Training Program SLOs:   * **SLO 1**: Develop clinical skills related to individual, family, and group therapy * **SLO 2**: Develop skills in outreach and consultation on campus, in the larger metropolitan D.C. area, and national deaf community * **SLO 3**: Provide culturally affirmative clinical work, by communicating effectively with deaf and hard of hearing clients and increasing knowledge and respect of deaf culture and other cultural groups * **SLO 4**: Develop a professional identity * **SLO 5**: Develop supervisory skills (For pre-doctoral psychology interns and post-doctoral fellows only) |
| New Student Orientation | n/a |
| Office of Student Conduct | n/a |
| Office for Students with Disabilities | * **SLO 1**: Note taker trainees will take notes efficiently. * **SLO 2**: Note taker trainees will write concise and complete outlines of important points. |
| Residence Life and Housing | * **SLO 1**: Develop knowledge of current events and trends through programming, bulletin board and interactions with other students, staff, and faculty.   1. Students will develop and refine skills necessary for academic success: skills such as time management, problem solving, and study skills. * **SLO 2**: Develop a sense of respect for members of their residential communities.   1. Students will develop skills to create and maintain a safe and inclusive community.   2. Students will develop an awareness and knowledge of the differences between and among individuals, groups and cultures.   3. Students will engage in intentional interactions and conversations with people who are different from themselves.   4. Students will learn that their actions and the actions of others have impact on the greater community. * **SLO 3**: The paraprofessional student workers will develop and maintain a sense of community, included care for the hall environment, consideration of individual and community property, individual needs and rights and knowledge of and adherence to University policies.  1. The paraprofessional student workers will promote an educational environment that stresses and reinforces the importance of academic curiosity, studying, learning, and academic success. |
| Student Success | *(tentative)*   * **SLO 1**: Identify and Develop skills for their professional goals * **SLO 2**: Develop and Apply communication and facilitation skills * **SLO 3**: Understand their personal leadership styles and their strengths * **SLO 4**: Strengthen relationships with peers, students, staff and faculty |
| Tutorial & Instructional Programs | * **SLO 1**: Demonstrate study/learning strategies modeled and taught through peer tutoring * **SLO 2**: Evaluate which aspects of the work they want to improve and plan the next steps. * **SLO 3**: Demonstrate the 12 steps of the Tutoring Cycle after training. |
| Keeping the Promise | * **SLO 1**: Understand one’s culture, history and communication * **SLO 2**: Demonstrate advocacy skills necessary to achieve desired goals * **SLO 3**: Utilize campus resources to achieve academic success * **SLO 4**: Appreciate different cultures and work with diverse population |
| Multicultural Student Programs | * **SLO 1**: Demonstrate an appreciation and awareness of diversity * **SLO 2**: Demonstrate effective leadership skills * **SLO 3**: Develop multicultural competence * **SLO 4**: Increase meaningful interpersonal relationship with individuals from varied and different multicultural backgrounds * **SLO 5**: Increase meaningful interpersonal relationship with internal and external communities |
|  | Library | * **SLO 1**: Identify, acquire, and make available in a timely manner deaf resources, particularly new and course-related materials, with consideration for number of copies as an important aspect of “availability.” * **SLO 2**: Improve connections with teaching faculty. * **SLO 3**: Provide copyright information to the campus community in a more systematic manner in accordance with the TEACH Act. * **SLO 4**: Provide more/better electronic tools to support student study/research. * **SLO 5**: Improve acquisitions efficiency and communication. |