CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

University Learning Outcomes for Graduate Programs

RES 1213015

AAC

RESOLVED: that the Academic Senate recommend to the President approval of the University Learning Outcomes for Graduate Programs

Rationale:

The AAC reviewed the proposed University Learning Outcomes for Graduate Programs and found that these are appropriate for the University because they reflect the type of learning that our graduates are achieving, although these outcomes may present challenges in terms of assessment. The Academic Affairs Committee also confirmed proper faculty consultation on these outcomes.

Distribution List: President, Provost, AVP Academic Programs, Graduate Programs Director

Approved by the Academic Senate on January 31, 2013
Sent to the President for approval on February 12, 2013
Approved by the President on April 4, 2013

University Learning Outcomes for Graduate Programs

Program faculty is expected to develop learning objectives for each goal appropriate for the degree offered. Adaptation may also need to address objectives for the introduction and development phases of learning as the examples primarily address learning at the mastery level. Programs also may have objectives or standards that focus on civic learning, professional standards, integrity, and ethical behavior that are not specifically identified below.

I. Students will demonstrate broad, integrative knowledge.

Examples include:

- Articulates how the field has developed in relation to other major domains of inquiry or practice.
- Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties.
- Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context.

II. Students will develop specialized knowledge.

Examples include:

- Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.
- Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.
- Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge, ethics, and practice.
- Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries.

III. Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.

Examples include:

- Disaggregates, adapts, reformulates and employs in an essay or project principal ideas, techniques or methods at the forefront of the field. (Analytic inquiry)
- Provides adequate evidence through papers, projects, notebooks, computer files or catalogues of expanding, assessing or refining either a recognized information resource or an information base within the field. (Use of information resources)
- Addresses in a project, paper or performance a core issue in the field from the perspective of a different point in time or a different culture, political order or technological context, and elucidates how the perspective contributes to results that depart from current norms, dominant cultural assumptions or technologies. (Engaging diverse perspectives)
- Not seeking a degree in a quantitative field employs and applies mathematical, logical or statistical tools to problems within the field in a project, paper or performance, while the student seeking a degree in a quantitative field articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories. (Quantitative fluency)
- Creates sustained, coherent explanations and reflections on the student's own work in two or more media or languages to both general and specialized audiences. (Communication fluency)

IV. Students will conduct applied learning.

Examples include:

- Creates a discrete project, paper, exhibit, performance or other appropriate task reflecting integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills from at least two disciplines representing different segments of the curriculum (e.g., computer science and anthropology); documents the sources of the knowledge and skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the primary field(s).
- Creates, designs and implements a performance or project in an out-of-class setting requiring application of advanced knowledge to a practical challenge; articulates insights gained from the field experience; assesses, with appropriate citations, selected approaches or scholarly debates applicable to the problem; articulates a reasoned judgment on selected issues in the field; and assesses standards for professional performance and continuing development with specific reference to the experience.
- Assesses and develops a position on a significant public policy question in the student's field, taking into account scholarly and community perspectives.