<table>
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<tr>
<th>Programs, by Department</th>
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<th>PLOs Developed?</th>
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</table>

The University of Scranton has student learning outcomes in place for all degree-granting programs. Like many other institutions, the University also offers a number of interdisciplinary minors, concentrations, academic tracks, and other programming that does not lead to degree. For these offerings, some do have have distinct "program" learning outcomes; for others, learning outcomes are achieved and assessed via the course level outcomes and related program level outcomes for the cumulative coursework that comprises these programs.

In CAS, departments often have multiple programs. In almost every case, each program has its own LOs. The exception to this practice are the Electrical Engineering and Computer Engineering programs, both of which are housed in the Physics/EE department. These two programs have the same LOs, both drawn directly from their programmatic accrediting body (ABET).
University of Scranton: Academic Degree Program Student Learning Outcomes:
Listing by College, Program

College of Arts and Sciences (CAS)

Department: Biology
Biology
1. Demonstrate mastery of content across the broad field of modern biology.
2. Critically evaluate biological data.
3. Demonstrate mastery of the scientific method.
4. Effectively communicate biological information in writing.
5. Effectively communicate biological information orally.
6. Apply their knowledge to contemporary global issues.
7. Apply their degrees to their career paths.

Department: Chemistry
Biochemistry
1. Demonstrate comprehensive knowledge of the key principles of biochemistry; using a strong foundation in the disciplines of chemistry.
2. Apply critical thinking to solve biochemical and chemical problems and to designing experiments.
3. Proficiently record, analyze, and disseminate data utilizing chemical instrumentation and software.
4. Utilize chemical information resources in oral and written presentations of biochemistry-related information.
5. Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.
6. Demonstrate the safe practice of chemistry.
7. Prepare to succeed in employment and higher education in chemistry and related fields.

Chemistry
1. Have a comprehensive knowledge of the major disciplines in the chemical sciences: physical, organic, inorganic, biochemistry, and analytical.
2. Know how to apply critical thinking to solving chemical problems and the design of experiments.
3. Be proficient in the recording, analysis, and dissemination of data utilizing modern chemical instrumentation and software.
4. Be proficient in utilizing chemical information resources and in oral and written presentation of chemistry-related information.
5. Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.
6. Be proficient in the safe practice of chemistry.
7. Be well prepared to succeed in employment and higher education in chemistry and related fields.
Chemistry/Business
1. Demonstrate comprehensive knowledge of the major disciplines in the chemical sciences: analytical, industrial, and organic chemistry.
2. Record, analyze, and disseminate data utilizing chemical instrumentation and software.
3. Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.
4. Demonstrate the safe practice of chemistry.
5. Prepare to succeed in employment.
6. Prepare for and higher education in chemistry and related fields.
7. Demonstrate proficiency in fundamentals of business.

Chemistry/Computers
1. Demonstrate comprehensive knowledge of the major disciplines in the chemical sciences: analytical, biochemistry, inorganic, organic, and physical chemistry.
2. Apply critical thinking to solving chemical problems and to designing experiments.
3. Proficiently record, analyze, and disseminate data utilizing chemical instrumentation and software.
4. Utilize chemical information resources in oral and written presentations of chemistry-related information.
5. Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.
6. Demonstrate the safe practice of chemistry.
7. Prepare to succeed in employment and higher education in chemistry and related fields.

Forensic Chemistry
1. Demonstrate comprehensive knowledge of the major disciplines in the chemical sciences: analytical, biochemistry, inorganic, organic, and physical chemistry.
2. Apply critical thinking to solving chemical problems and to designing experiments.
3. Proficiently record, analyze, and disseminate data utilizing chemical instrumentation and software.
4. Utilize chemical information resources in oral and written presentations of Chemistry-related information.
5. Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.
6. Demonstrate the safe practice of chemistry.
7. Prepare to succeed in employment and higher education in chemistry and related fields.

Chemistry/Medical Technology
1. Demonstrate comprehensive knowledge of the key principles of biochemistry; using a strong foundation in the disciplines of chemistry.
2. Proficiently record, analyze, and disseminate data utilizing chemical instrumentation and software.
3. Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.
4. Demonstrate the safe practice of chemistry.
5. Demonstrate proficiency in hospital laboratory sciences.
**Department: Communications**

Communications

1. Readiness for entry-level employment in a communication-related field.
2. Subject matter competency, including advertising, broadcasting, journalism, and/or public relations.
3. Ability to communicate effectively in written form and orally.
4. Critical-thinking skills.

**Department: Computing Sciences**

Computer Information Systems

1. Graduates can apply the principles of the software process throughout their professional career as developers or administrators, and are prepared to apply their knowledge of a modern business environment in the software process.
2. Graduates are prepared for continued professional growth as a computing professional.
3. Graduates are prepared to respond as a computing professional when addressing social and ethical issues.
4. Graduates are prepared to work in a collaborative (team) environment.
5. Graduates are capable of preparing and presenting oral presentations.
6. Graduates are capable of constructing various types of written documentation during the various phases of the software process.

Computer Science

1. Know the formal mathematical tools and methods used in software engineering and apply/use them in software requirements specification and verification and programming.
2. Know current terminologies, classifications, paradigms, and methodologies in software development and be able to choose appropriate paradigms and methodologies for given software projects.
3. Be able to effectively communicate with varied stakeholder audiences in technical concepts and requirements gathering and validation in a complete, concise, and correct manner.
4. Be able to determine user needs, identify and reconcile conflicts and use appropriate modeling languages to specify requirements.
5. Understand software design principles, techniques, and methods and apply them in the design of software systems in multiple domains.
6. Know the fundamentals of software project management including budget and human factors.
7. As an effective member of the development team, participate in developing large and complex software systems spanning all the phases of software life cycle using the appropriate theories principles, tools and processes.
8. Function effectively, as a member or as a leader, in team environments and be conscious of individual professional and ethical responsibilities.
9. Have knowledge of current ethical, social and legal issues in software development and conduct themselves in an ethical and professional manner.
10. Recognize the value of and practice continuing professional development.
**Department: English & Theatre**

**English**
1. Gain a basic familiarity with the English and American literary traditions from Beowulf to the present day.
2. Study a variety of works in each of the three primary modes of printed literature (prose, poetry, playscripts).
3. Gain a basic familiarity with a variety of interpretive strategies.
4. Demonstrate an independent ability to evaluate and interpret literary texts.

**Theatre**
1. **Knowledge**
   a. Awareness of the complex nature of the human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.
   b. Knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized.
   c. Knowledge of plays that are representative of the development of theatre and drama.
   d. Knowledge of theatre history, including its cultural context and its modes of production.
2. **Skills**
   a. The ability to analyze and interpret plays and other theatrical events paying special attention to the skills involved in acting and performance, directing, design and production, and playwriting.
   b. The ability to reach an audience effectively through at least one of the aforementioned theatrical skills.
   c. The ability to express in performance, in writing, in speaking and through other modes of communication, the results of research, critical analysis and other findings and discoveries.
   d. The ability to respond as a critically informed member of a theatre audience.
3. **Attitudes**
   a. Development of a creative imagination
   b. Development of an inquiring mind
   c. Development of a sense of social responsibility.
   d. Development of professional discipline
   e. Development of a collaborative attitude
   f. Development of artistic standards and judgment
   g. Development of respect for the art form

**Department: History**

**History**
1. Demonstrate an understanding of the development of human society and culture through the study of the past, specifically the history of Europe (from the Renaissance through the 20th Century) and the US (from its beginnings through the 20th Century). To accomplish this, the student will:
   a. Identify and describe the major individuals, groups, institutions, ideas and events that have helped to shape political, social, and economic developments over time.
   b. Identify and describe major historical eras or periods that have led to the present.
   c. Identify and describe the principle of cause and effect and relate historical examples.
2. Apply the procedures used by historians to find and document sources, collect evidence and draw conclusions in completing original research.

3. Write and speak effectively about historical issues.

**International Studies**

1. International Studies majors are able to conduct research regarding contemporary global issues, including the formulation of research questions and the ability to locate source materials.
2. International Studies majors understand the role of credible sources in the field of world politics.
3. International Studies majors understand the role of the United States in world affairs and have insight into the lives, cultures, economics and politics of other regions of the world.
4. International Studies majors are able to communicate effectively in writing and orally regarding global and contemporary issues, results of research, and analyses.
5. International Studies majors will have basic reading skills in a foreign language.

**Interdisciplinary Majors:**

**Biochemistry, Cell & Molecular Biology**

1. Demonstrate mastery of the key principles of Biochemistry and Molecular Biology; developing familiarity with the molecular components of cells, their interactions in metabolism, the flow of genetic information resulting in their synthesis and in the synthesis of cell structures, and their function in cellular and organismal processes.
2. Acquire laboratory skills, including safety skills, in both basic and advanced experimental techniques. This will include use of the scientific method in the design of experiments and development of critical thinking skills in the analysis of the results and the overall significance of those results to the experiments and research undertaken.
3. Identify and analyze critically major topics at the forefront of Biochemistry and Molecular Biology.
5. Develop required collaboration, interpersonal, and team-building skills required for their post-graduate endeavors.
6. Apply their degrees to their careers.

**Environmental Science**

1. Environmental Science majors will have a sound knowledge of both chemistry and biology, and the biological and chemical aspects of environmental science.
2. Environmental Science majors will know how to apply critical thinking to the analysis and devising of possible solutions to conservation problems, sustainability issues, and environmental problems.
3. Environmental Science majors will have an appreciation of the social and economic implications of environmental science.
4. Environmental Science majors have a sounds knowledge of sustainability and how science can contribute to sustainable development.
5. Environmental Science majors will be proficient in the recording, analysis, and dissemination of data utilizing modern techniques, instrumentation and software.
6. Environmental Science majors will be well prepared to succeed in employment in the public and private sector, to continue their education in environmental science, related fields, environmental education, and environmental law.

**Media & Information Technology**

1. Students will have a strong background in digital technology and its application.
2. Students will be prepared to implement solutions to real-life problems.
3. Students will be prepared to communicate effectively regarding technical matters.
4. Students will be prepared to enter an appropriate graduate program.
5. Students will be cognizant of ethical and societal issues related to digital technology.

**Neuroscience**

1. Demonstrate basic competence in the fields of biology, chemistry, and psychology.
2. Demonstrate mastery of advanced topics in the field of neuroscience.
3. Critically evaluate empirical data.
4. Demonstrate mastery of the scientific method.
5. Effectively communicate neuroscience information in writing.
6. Effectively communicate neuroscience information orally.
7. Promote the field of neuroscience to the local community and targeting K-12.
8. Apply their degrees to their career paths.

**Department: Latin American & Women’s Studies**

**Latin American Studies**

1. Explain the historical, political, cultural, or economic development of Latin America.
2. Describe how Latin Americans have contemplated the human condition and the need for self-transcendence.
3. Demonstrate how Latin America’s natural history has had a tremendous influence on the development of the cultures of the people who live there, and how humans have adapted to and altered their environment.
4. Discuss how literary works in Latin America represent cultural, social, and political issues such as the articulation and negotiation of class, racial and sexual identities.
5. Communicate with proficiency in the target language.

**Women’s Studies**

1. Demonstrate an understanding of women’s experiences in history, society, and culture and be able to critically analyze those experiences.
2. Articulate an understanding of the complexity of power structures and modes of authority, especially as they pertain to structural and institutional modes of power.
3. Have a sophisticated understanding of feminist perspectives, including points of commonality as well as debates among feminists.
**Department: Mathematics**

**Biomathematics**

The goal of a biomathematics education should be to provide the students with the competency to employ quantitative reasoning to make informed judgments in a real-life situation and to utilize logical and critical thinking to make contributions to the society by advancing the knowledge of biology in light of mathematical reasoning.” The goals as listed in the curriculum matrix for skills assessment are:

3. Competency in analytical and critical reasoning (Linear Algebra and Topics in Biomathematics)

**Mathematics**

1. Gain college-level knowledge in pure mathematics and applied mathematics. The learning should impart quantitative reasoning, analytical formal and communication skills to students so that they are able to understand a broad spectrum of mathematical sciences.
   a. The outcomes are demonstrated in their knowledge of calculus, algebra/geometry, applied mathematics, and analysis.
2. Be empowered to be able to select and apply appropriate methods of mathematics. Such knowledge is demonstrated in the student’s ability to solve real-world problems by constructing, analyzing and formulating a suitable model.
3. Develop intellectually as an independent thinker. The knowledge is demonstrated in the student’s ability to deal with new and unfamiliar problems and the student’s ability to understand the thesis, the drive and the conclusion of a logical argument. The curriculum as a whole provides the means for the student to develop as an independent thinker.
4. Read, write and communicate mathematics effectively. The curriculum should empower the student to see the relevance of mathematics to human development and the rise of civilization.
5. Prepare students to pursue further mathematical education to enter the academic field to teach/conduct research or to practice mathematics. The student need to demonstrate a sufficiently high level of knowledge of mathematics to enter a graduate school or to obtain a position that requires a BS in mathematics. The outcomes are demonstrated in their overall knowledge of the core courses of the mathematics curriculum. The Department offers additional courses to prepare the students for these goals.

**Department: Philosophy**

**Philosophy**

1. Develop a critical understanding of major traditions and contemporary ideas in the field of philosophy:
   a. Students will read and critically assess the work of central thinkers in the history of philosophy.
   b. Students will explore and understand the historical development of major philosophical ideas.
   c. Students will develop a critical understanding of various key concepts in philosophy such as “truth”, “meaning”, “reality”, “mind”, “the good”, “beauty”, and “political authority”.
2. Learn to understand and apply concepts and theories of moral philosophy:
a. Students will learn to identify and evaluate ethical principles, values and traditions of moral reasoning.
b. Students will learn to identify and evaluate critically the ethical foundations of key social institutions and professions with a view toward social justice.
3. Acquire the skills to write and speak effectively about philosophy and other subjects:  
a. Students will learn to recognize what constitutes relevant material and support for ideas.
b. Students will learn to organize and to develop material in a well-reasoned manner.
c. Students will learn to communicate ideas clearly with adequate definition and illustration both in writing and in speech.
4. Acquire the abilities to read, evaluate and respond critically to intellectual material from any discipline:  
a. Students will learn to give fair treatment to views and values present in intellectual materials from other disciplines.
b. Student will learn to identify the main thesis in any discourse and to evaluate its supporting evidence.
c. Students will learn to detect presuppositions, value judgments and generalizations, and to evaluate their implications.

Department: Physics

Biophysics

1. Graduates will have demonstrated a breadth and depth of understanding in physics, chemistry and biology sufficient to do advanced undergraduate course work in each of these fields
2. Graduates will have completed at least fifteen credits of advanced course work (at the third and fourth year level) in a combination of physics and/or chemistry and/or biology.
3. Graduates will have gained admission to graduate studies in secondary education science, biophysics or bioengineering; or medical, dental or optometry studies; or employment in a medical or scientific field.

Computer Engineering

1. An Ability to apply knowledge of mathematics, science and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to design a system, component, or process to meet desired needs.
4. An ability to function on multidisciplinary teams.
5. An ability to identify, formulate and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
9. A recognition of the need for, and an ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
Electrical Engineering

1. An Ability to apply knowledge of mathematics, science and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to design a system, component, or process to meet desired needs.
4. An ability to function on multidisciplinary teams.
5. An ability to identify, formulate and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
9. A recognition of the need for, and an ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Engineering Management

1. An ability to apply knowledge of mathematics, science, and engineering to solve technical and business problems.
2. An ability to design and conduct experiments as well as to analyze and interpret data.
3. An ability to plan and design a system, component, or process to meet desired needs.
4. An ability to work effectively on multi-disciplinary teams to accomplish an objective, and make significant contribution to its outcome.
5. An ability to communicate effectively both verbally and in writing.
6. The broad education necessary to understand the impact of technical and business solutions in a global, economic, environmental, ethical and societal context.
7. A recognition of the need for, and an ability to engage in life-long learning.
8. A knowledge of contemporary issues.
9. An ability to use the techniques, skills, and modern engineering tools necessary to solve technical and business problems.

Physics

1. Will have a first-rate, broad-based education grounded in fundamental science designed to prepare them for productive engineering careers that will meet the technological challenges of the future.
   a. An ability to apply knowledge of mathematics, science and engineering.
   b. An ability to design and conduct experiments, as well as to analyze and interpret data.
   c. An ability to design a system, component, or process to meet desired needs.
   d. An ability to function on multi-disciplinary teams
   e. An ability to identify, formulate, and solve engineering problems.
   f. An understanding of professional and ethical responsibility.
   g. An ability to communicate effectively.
   h. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
   i. A recognition of the need for, and an ability to engage in life-long learning.
   j. A knowledge of contemporary issues.
   k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
2. Have excellent skills in oral and written presentations, engineering design and real-time problem solving.
   a. An ability to apply knowledge of mathematics, science and engineering.
   b. An ability to design and conduct experiments, as well as to analyze and interpret data.
   c. An ability to design a system, component, or process to meet desired needs.
   d. An ability to identify, formulate, and solve engineering problems.
   e. An ability to communicate effectively.
   f. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

3. Have a sense of ethical awareness concerning the uses of technology in modern society.
   a. An ability to identify, formulate, and solve engineering problems.
   b. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
   c. A knowledge of contemporary issues.
   d. An understanding of the values of the Jesuit humanistic tradition, including ethical considerations, concern for society and environment and service to the professional and civic communities.

4. Have a sense of leadership and community service.
   a. An ability to function on multi-disciplinary teams
   b. An understanding of professional and ethical responsibility.
   c. An ability to communicate effectively.
   d. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
   e. A knowledge of contemporary issues.
   f. An understanding of the values of the Jesuit humanistic tradition, including ethical considerations, concern for society and environment and service to the professional and civic communities.

5. Have a desire for life-long learning and scholarship that will assist them to lead both fulfilling lives and to advance in their chosen careers.
   a. An ability to identify, formulate, and solve engineering problems.
   b. An understanding of professional and ethical responsibility.
   c. An ability to communicate effectively.
   d. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
   e. A recognition of the need for, and an ability to engage in life-long learning.
   f. A knowledge of contemporary issues.
   g. An understanding of the values of the Jesuit humanistic tradition, including ethical considerations, concern for society and environment and service to the professional and civic communities.

6. Have an understanding of the values of the Jesuit humanistic tradition, including ethical considerations, concern for society and environment and service to the professional and civic communities.
   a. An ability to function on multi-disciplinary teams
   b. An understanding of professional and ethical responsibility.
   c. An ability to communicate effectively.
   d. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
   e. A recognition of the need for, and an ability to engage in life-long learning.
f. A knowledge of contemporary issues.
g. An understanding of the values of the Jesuit humanistic tradition, including ethical considerations, concern for society and environment and service to the professional and civic communities.

Department: Political Science

Political Science
1. Be able to demonstrate proficiency in the core body of knowledge contained in the four basic sub-fields of the discipline: American National Government and Politics, Comparative Government and Politics, International Relations, and Political Theory.
2. Be able to identify issues related to the creation of injustices and the pursuit of social justice within each of the sub-fields of the discipline.
3. Be able to demonstrate an awareness of the politics and cultures of the United States and demonstrate an ability to compare and contrast these with the politics and cultures of other peoples.
4. Be able to articulate a research question, and derive testable hypotheses from this question. They will identify appropriate methods for testing the hypotheses. Examples include historical case-study research, survey research, and analysis of aggregate data.
5. Be able to differentiate empirical from normative questions about politics, and be aware of the major Western and non-Western schools of thought regarding the latter.
6. Be able to critique arguments made in defense of or in opposition to public policy positions.
7. Be able to articulate and defend orally a public policy position, including supporting that position with quantitative and/or qualitative evidence.
8. Be able to articulate and defend in writing a public policy position, including supporting that position with quantitative and/or qualitative evidence.
9. Will leave the program with an expanded interest in, and excitement for, politics.
10. Will become engaged members of their civic communities.

Department: Psychology

Psychology
1. Knowledge based) Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. (Research Methods) Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. (Information and Technological Literacy) Demonstrate information competence and the ability to use computers and other technology for many purposes beyond that secured in the GE Computer Literacy course.
4. (Career Planning & Development) Students will know how to pursue their psychological knowledge, skills, and values in various occupations and graduate programs.

Department: Sociology, Criminal Justice & Criminology

Criminal Justice
1. Gain criminal justice system knowledge:
   a. Describe the philosophy, theory, processes, and current trends of the American police agencies at the local, state, and federal levels.
b. Describe the philosophy, theory, process and current trends of the American courts at the local, state, and federal levels.
c. Describe the philosophy, theory, processes, and current trends of American corrections at the local, state and federal levels.

2. Learn criminology theory:
   a. Display knowledge of major theoretical perspectives related to the etiology of juvenile and adult crime.
   b. Display knowledge of the methods of measuring crime and the historical and current trends of crime in the US.
   c. Apply criminological theory to the development of research and social/crime policy.

3. Learn research methods and statistics
   a. Explain the research process.
   b. Evaluate the research writing of others.
   c. Utilize research to answer questions and to evaluate social/CJ programs and policy.
   d. Explain how to use statistics to find patterns and to evaluate criminal justice/social programs and policies.

4. Develop social justice skills that will enable students to evaluate the social justice implications related to the criminal justice system.

5. Regarding communication, writing and speaking:
   a. Express the ability to write effectively using standard English and the writing skills appropriate to the field of social sciences through the completion of written assignments.
   b. Express the ability to effectively express in a verbal manner one’s ideas in a variety of formal and informal settings through the completion of in-class oral reports.

6. Regarding critical thinking and problem solving:
   a. Develop the skills to look at an issue and analyze it as to causes, process, and consequences, and then apply appropriate knowledge for constructing a positive solution.
   b. Distinguish between a subjective approach and an objective approach to solving any issue.
   c. Evaluate and analyze theoretical and practical explanations for social issues related to criminal justice.

7. Develop information literacy skills necessary to be competent in the use of modern technology in educational and professional settings.
Sociology
1. Explain the role of culture and subcultures in society.
2. Students will recognize micro and macro social processes, its effect on people, and how it relates to social change.
3. Students will identify and understand the process of social stratification.
4. Students will be able to explain the historical and social influences on classical and contemporary sociological theory.
5. Students will be able to demonstrate a critical understanding of major classical and contemporary theories.
6. Students will be able to apply sociological theory to the development and evaluation of social research and policy.
7. Students will be able to explain the research process.
8. Students will develop the research skills necessary to look at an issue and analyze it as to causes, process, and consequences, and then apply appropriate knowledge for constructing a positive solution.
9. Explain how to use statistics to find patterns and to evaluate criminal justice/social programs and policies.
10. Evaluate the research writing of others.
11. Students will develop the skills necessary to be competent in the use of modern technology in educational and professional settings.
12. Students will effectively express the ability to write using standard English and the writing skills appropriate to the field of social sciences through the completion of written assignments.
13. Students will effectively express in a verbal manner one’s ideas in a variety of formal and informal settings through the completion of in-class oral reports.

Department: Theology & Religious Studies

Theology & Religious Studies
1. Demonstrate knowledge of content, historical background and literary characteristics of the Bible.
2. Interpret a biblical text using various critical methodologies.
3. Locate central events of Jewish/Christian history within its major eras.
4. Track the historical development of a Christian doctrine from the Bible through the current era.
5. Examine a significant theological topic using primary and secondary texts – including scripture, early Christian writings, medieval theology, recent magisterial teachings (e.g., papal encyclicals, Vatican II, pastoral letters) and/or contemporary theological discussion.
6. Use scripture and tradition in moral reflection on issues including sin and evil, virtue, conscience, discipline, law, contemporary moral debates and moral teachings of scripture as well as the contributions to moral theology of such critical figures as Augustine and Thomas Aquinas.
7. Demonstrate the ability to use standard bibliographic and research tools in theology and religious studies provide educational opportunities that promote the mission of the University.
**Department: World Languages and Cultures**: Classical Languages & Modern Languages

1. Students will demonstrate proficiency in a language other than English
   A. Language proficiency: Oral/Speaking
   B. Language proficiency: Listening
   C. Language proficiency: Reading
   D. Language proficiency: Writing

2. Students will demonstrate proficiency in a literature other than literature written in English.
3. Students will demonstrate proficiency in a culture other than the cultures of societies where English is the primary language.

**Panuska College of Professional Studies (PCPS)**

Community Health Education, BS

Within the program’s learning objectives students are expected to develop the following:

1. Student Learning Outcomes for Program Goal 1: By graduation, students will demonstrate proficiency in the seven areas of responsibility for entry-level health education practice:
   a. Assess needs, assets and capacity for health education
   b. Plan health education
   c. Implement health education
   d. Conduct evaluation and research related to health education
   e. Administer and manage health education
   f. Serve as health education resource person
   g. Communicate and advocate for health and health education

2. Student Learning Outcomes for Program Goal 2: Students will develop skills in writing, speaking and critical thinking and be able to apply these skills in health education practice.

3. Student Learning Outcomes for Program Goal 3: Students will reflect upon their personal and professional values concerning diversity, social justice, cultural competency and commitment to community and discipline and be able to apply these values to the field of health education.

Counseling and Human Services, BS

Within the program’s learning objectives students are expected to develop the following:

1. An awareness and an understanding of the developmental needs of individuals, families, groups, communities and other supported human services organizations and functions at all developmental levels of care;

2. An awareness of cultural diversity, disabilities, socio-economic trends, changing roles and lifestyle patterns of persons and the impact of these changes on clients;

3. An understanding of the impact of the relationship between themselves and their clients through fostering trust, empathy, authenticity and competence;

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There are several majors of study within the program: French and Francophone Studies, Italian and Italian Studies, German Cultural Studies, Hispanic Cultural Studies, and Classical Studies: Greek, and Latin. The department also offers a degree in International Business – Language in partnership with the Kania School of Management. LOs for the language portion of that degree are those of the LOs for the respective language major program; LOs for the business portion of the degree are housed in the respective business program.
4. Knowledge and skills in applying theoretical frameworks to social service and counseling practice;
5. Knowledge and skills in group dynamics and developmental decision-making processes as applied to specific human services settings;
6. Knowledge and skills in rehabilitation services to facilitate advocacy through local, state, national and international organizations;
7. Knowledge and skills to implement social justice into human services systems of care;
8. Knowledge and skill in the utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling in human services settings;
9. Knowledge and skills to provide program development in non-profit human services settings;
10. Knowledge of the contemporary legal and ethical issues impacting the work of human services professionals in all settings;
11. An accurate realization and perception of the multiple roles of the human service professional in community settings;
12. Knowledge and skills to apply for graduate training in the areas of counseling, social work, allied health, human resources, education and a myriad of other professional degree programs requiring students to have a solid foundation and training in human services;
13. An accurate realization and perception of the multiple roles of the human services professional in community setting.

Physical Therapy, DPT

Within the program’s learning objectives students are expected to develop the following:

1. Practice in a manner that adheres to legal regulations and professional ethical standards.
2. Provide evidence-based, safe, and effective, care for individuals of various backgrounds in varied settings throughout the lifespan spectrum.
3. Address the unique physical and psychosocial characteristics of patients/clients.

Education, BS

Within the program’s learning objectives students are expected to develop the following:

1. Outcomes For Scholarship
   a. Planning: Students in our program will be able to plan instructional units, lessons and models that use the major concepts, principles, theories and research related to learning.
   b. Instruction: Students in our program will be able to implement the central concepts, tools of inquiry and structures of content for meeting the individual and developmental needs of students.
   c. Learning Environment: Students in our program will be able to create and sustain positive learning environments based on knowledge of developmental, learning and classroom management theories.
   d. Professional Growth: Students in our program will be able to use data gathering techniques, including research, analytical processes, assessment and professional collaboration.
   e. “MAGIS”: Students in our program will be able to practice reflect discernment and pursue the “magis” (the restless pursuit of excellence in all things).
2. Outcomes For Decision-Making
a. Planning: Students in our program will be able to plan and adjust curriculum (lessons and unit plans) based on identified needs of students.
b. Instruction: Students in our program will be able to use and adjust a variety of teaching strategies based on identified needs of students.
c. Learning Environment: Students in our program will be able to use and adjust a variety of approaches to establishing a positive learning environment for students and/or faculty, staff and the public.
d. Professional Growth: Students in our program will be able to demonstrate a commitment to lifelong learning through professional development choices.
e. CURA PERSONALIS: Students in our program will be able to consider the care of the “whole person” and to consider each situation, the options available and the best interest of the individual being served when making decisions,

3. Service
a. Care and Commitment: Students in our program will demonstrate a caring attitude toward students, colleagues and parents in academic and extra-curricular activities.
b. Making a Difference: Students in our program will demonstrate an effort to contribute to the quality of students’ learning and well-being, as well as the quality of the school and the larger educational community.
c. Men and Women for Others: Students will be able to intellectually mesh the concept of “Magis” and “Cura Personalis” and will demonstrate caring in all actions.

Education, MS/MA

Within the program’s learning objectives students are expected to develop the following:

1. Students will demonstrate proficiency in planning instructional units/lessons and/or organization structures/models that use the major related concepts, principles, theories and research.
2. Students will implement the central concepts, tools of inquiry and structures of content for meeting the needs of all students and/or all stakeholders in the school community.
3. Students will plan and adjust curriculum or organizational structures to meet the needs of students and/or staff in the classroom or school community.
4. Students will use a variety of teaching and/or leadership strategies to meet the needs of students and staff in the school community.
5. Student will use data gathering techniques, including research, analytical processes, assessment and professional collaboration.
6. Students will develop a commitment to life-long learning through professional development choices.
7. Students will use and adjust a variety of teaching and communication strategies designed to meet the needs of students and/or staff in the school community.
8. Students will use a variety of approaches with communication to establish and maintain a positive learning environment for students and staff in the school community.
9. Students will implement the central concepts, tools of inquiry and structures of content for meeting the individual and developmental needs of students and adults in the school community.
10. Students will demonstrate a commitment to lifelong learning through professional development choices.
11. Students will implement the central concepts, tools of inquiry and structures of content for meeting the individual and developmental needs of students and adults in the school community.
12. Students will practice reflective discernment and pursue the “magis” (the restless pursuit of excellence in all things).
13. Students will consider the care of the “whole person” and consider each situation, the options available and the best interest of the individual being served when making decisions.

Exercise Science, BS

Within the program’s learning objectives students are expected to develop the following:

1. By graduation, students will demonstrate proficiency in:
   a. Functional anatomy and biomechanics of the human body
   b. Physiological basis of exercise and physical activity as related to fitness both health and performance related
   c. Assessment of health status, fitness testing and prescription and administration of exercise programs
   d. Principles of nutrition and the role of diet and exercise on performance, body composition, and weight control
   e. Understanding health, wellness, and chronic disease as related to designing, implementing, and evaluation an exercise program.

2. Students will develop skills in writing and oral communication, critical thinking and problem solving and use these skills in an exercise and health science setting.

3. Students will show personal and professionalism growth and be able to apply these skills to the field of exercise and health science.

Health Administration, BS

Within the program’s learning objectives students are expected to develop the following:

1. Graduates can demonstrate that they are prepared for an entry-level position in the field of health administration. This entry-level position can be at the management level and cross over into industries in the both the public and private sector to include hospitals, insurance companies, pharmaceutical firms, community health and rehabilitation facilities.
2. Graduates are capable of preparing and presenting professional oral presentations.
3. Graduates can analyze and self-evaluate their knowledge, skills, and abilities.
4. Graduates can demonstrate their ability to work in the business environment of healthcare.

Health Administration, MHA

Within the program’s learning objectives students are expected to develop the following:

1. Domain #1: Communication and Relationship Management
   a. Apply principles of communication and demonstrate specific applications
   b. Present results of data analysis to decision makers
   c. Use factual data to produce and deliver credible and understandable results
   d. Facilitate group dynamics, process, meetings, and discussion
   e. Utilize effective interpersonal skills

2. Domain #2: Leadership
a. Explain potential impacts and consequences of decision making in situations both internal and external
b. Encourage a high level of commitment to the mission, and values of the organization
c. Gain physician buy-in to accept risk and support new business ventures
d. Accurately assess individual strengths and weaknesses

3. Domain # 3: Professionalism
   a. Understand professional standards and codes of ethical behavior
   b. Uphold and act upon ethical and professional standards
   c. Demonstrate professional norms and behaviors
   d. Engage in continued professional development including reflection and self-directed learning

4. Domain # 4: Knowledge of the Healthcare Environment
   a. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
   b. Prepare projects that are credible to governmental, regulatory, professional, and accreditation agencies
   c. Use marketing and needs assessment techniques in support of healthcare program development and implementation
   d. Apply principles and methods of health policy analysis
   e. Analyze and apply funding and payment mechanisms of the healthcare system

5. Domain # 5: Business Skills and Knowledge
   a. Integrate information from various sources to make decisions and recommendations
   b. Demonstrate critical thinking, analysis, and problem solving
   c. Apply basic financial management and analysis principles
   d. Apply reimbursement principles, ramifications and techniques including rate setting and contracts
   e. Apply principles of operating, project, and capital budgeting
   f. Use project management techniques
   g. Use statistical and analytic tools to measure and improve performance

**Human Resources Studies, BS**

Within the program’s learning objectives students are expected to develop the following:

1. Graduates can demonstrate that they are prepared for an entry-level position in the HR field.
2. Graduates are capable of creating various types of written documents related to the HR field (e.g., job descriptions, training programs, performance appraisal documents, etc.).
3. Graduates are capable of preparing and presenting professional oral presentations.
4. Graduates can analyze and self-evaluate their knowledge, skills, and abilities.
5. Graduates can demonstrate their business acumen.

**Human Resources Online, MS**

Within the program’s learning objectives students are expected to develop the following:

1. Knowledge of Functional Areas and Content Topics related to the field of Human Resources – Devise ways to apply knowledge of HR-related topics gained through the thirteen (13) HR courses included in the program.
2. Critical Thinking Skills - Formulate and defend solutions to routine and complex problems.
3. Communication Skills - Create written works consisting of clear and logical progression of points and conclusions (content is well organized), exploration of new and different perspectives, and correct usage of grammar, spelling, vocabulary, syntax, and style.
5. Professional & Ethical Standards - Develop and choose courses of action in accordance with ethical standards of the human resources and related disciplines.

Nursing, BS

Within the program’s learning objectives students are expected to develop the following:

1. Integrate a personal philosophy for nursing practice and service to others, based on the uniqueness, worth, dignity and diversity of human beings.
2. Synthesize leadership concepts, quality improvement and patient safety in the provision of safe, evidence-based, patient-centered care.
3. Integrate scientific evidence into the planning, implementation and evaluation of professional nursing practice.
4. Utilize information management and apply patient care technologies effectively in the delivery of safe, high-quality nursing care.
5. Articulate an understanding of healthcare systems, regulations, policies, scope of practice and patient’s rights.
6. Apply inter-professional communication and collaboration to deliver safe, evidence-based, patient-centered care.
7. Synthesize evidence-based practices to promote health and prevent disease in individuals, families, communities and populations across the lifespan.
8. Demonstrate responsible and accountable professional behavior that reflects standards of nursing practice.
9. Engage in critical thinking, ethical reasoning and lifelong learning to support excellence in professional nursing practice.

Nursing, MSN

Within the program’s learning objectives students are expected to develop the following:

1. Integrate knowledge from nursing and other disciplines to provide evidence-based care to diverse populations at an advanced practice level.
2. Apply leadership skills that emphasize ethical principles and critical-decision making to promote quality and safety in master’s level nursing practice.
3. Articulate the process of quality improvement and apply quality and safety principles within an organization.
4. Incorporate research outcomes within the clinical setting to resolve practice problems and disseminate results.
5. Utilize informatics and patient-care technologies to deliver nursing care at an advanced practice level.
6. Employ advocacy strategies to promote health and improve health care.
7. Establish inter-professional relationships to mobilize resources and coordinate quality health care.
8. Engage in master’s level nursing practice in accordance with applicable specialty nursing standards, integrating concepts of patient-centered and culturally appropriate clinical prevention and population health activities.

9. Demonstrate master’s level knowledge and competencies in nursing and relevant sciences to influence healthcare outcomes for individuals and populations.

10. Articulate a commitment for continuous professional development and service to others based on Jesuit values.

**Counseling, MS**

Within the program’s learning objectives students are expected to develop the following:

1. Students will demonstrate a master’s level professional counseling disposition.
2. Students will demonstrate a master’s level theoretical knowledge and competency.
3. Students will demonstrate, apply, and evaluate master’s level theoretical knowledge and competencies in clinical practice with respect to counseling models.
4. Students will formulate, conduct, and evaluate master’s level research procedures and assess processes.

**Occupational Therapy, MS**

Within the program’s learning objectives students are expected to develop the following:

1. By the end of their experience in the Department of Occupational Therapy at The University of Scranton, graduates will demonstrate:
2. An understanding of and appreciation for the core values and philosophical base that comprise occupational therapy’s heritage, and a recognition of the relevance of these foundational beliefs to current and future practice.
3. A principled respect for the dignity of each human being as reflected in the graduate’s recognition and facilitation of the individual’s inherent motivation, personal uniqueness, values and beliefs, roles and interests, and capabilities for self-direction within the therapeutic relationship through the use of a person-centered approach.
4. An understanding and responsiveness to the individual and family across the lifespan with consideration of all contexts (i.e. personal, spiritual, political, economic, physical, social, virtual and temporal) to facilitate mastery.
5. Effective, ethical decision-making within the complexities of daily experience that is guided by principles rooted in the Jesuit tradition and Occupational Therapy’s Code of Ethics.
6. Responsibility for active learning and a commitment to purposeful self-reflection to facilitate personal and professional growth. This includes an awareness of the impact of one’s values, beliefs, opinions and behaviors upon others.
7. Independent critical thinking and effective clinical and professional reasoning, founded in a mastery of current knowledge, as demonstrated by competent entry-level practice throughout the occupational therapy process within a variety of service delivery models.
8. Proficiency in oral and written communication for varied audiences, diverse stakeholders, and multiple purposes.
9. The ability to integrate occupational therapy’s foundation in the arts and sciences as reflected in practice that is creative, individualized, and evidence informed.
10. A commitment to promoting self-determination, and engagement in meaningful occupations to promote wellness and quality of life across the lifespan.
11. Knowledge and skills required to assume managerial positions/leadership roles in medical, educational, and community-based systems of care.
12. Recognition of the need to collaborate with inter-professional teams to provide quality care respectful of professional scopes of practice.
13. A commitment to social justice and advocacy for individuals, families and the profession.
14. Research skills required to provide evidence-informed services and contribute to the field’s growing body of knowledge.
15. A passion for life-long learning that promotes personal and professional growth while at the same time demonstrating a commitment to a life of service to others.

**Kania School of Management (KSOM)**

There are two sets of learning outcomes with the KSOM. Individual programs and course map to these learning outcomes.

**Undergraduate Business Program**

1. Students will demonstrate effective oral and written communication skills.
   A. Students will create professionally written documents on a business topic.
   B. Students will deliver an effective oral presentation on a business topic.
   C. Students will use appropriate technologies to enhance the effectiveness of their written and oral projects.
2. Students will demonstrate critical thinking skills.
   A. Students will weigh the significance of key assumptions used in making business decisions.
   B. Students will solve business problems using appropriate quantitative and analytical tools and techniques.
   C. Students will defend reasoned solutions to business problems.
3. Students will be sensitive to the ethical, social justice, and environmental implications of business activities.
   A. Students will reference frameworks for examining ethical, social justice, and environmental sustainability issues in specific business cases.
   B. Students will demonstrate an ability to defend their position on ethical actions in business.
   C. Students will demonstrate an ability to defend their position on social justice actions in business.
   D. Students will demonstrate an ability to defend their position on environmental sustainability actions in business.
4. Students will appreciate the importance of integrating business processes across functional areas.
   A. Students will explain how one functional area impacts another.
   B. Students will demonstrate an understanding of how the global environment affects business.
5. Students will apply functional area concepts and theories appropriately.
   A. Students will demonstrate the ability to apply basic business facts, concepts, theories, and analytical methods.
   B. Students will demonstrate advanced skills appropriate to their academic major.
MBA Program

1. Each student will be skilled in recognizing (dealing with) the implications of integrated business processes in managing the enterprise.
   A. Students will analyze ineffective business practices that result from poorly integrated business processes.
   B. Students will formulate sound proposals for improving integrated business processes.
2. Each student will be ethical, socially responsible, and just when making business decisions.
   A. Students will evaluate business decisions within an ethical framework.
   B. Students will critique business decisions on the basis of social responsibility.
   C. Students will evaluate business decisions with regard to their impacts on environmental sustainability.
3. Each student will be capable of synthesizing/analyzing information as to make sound business decisions.
   A. Students will apply a systematic approach to solving business problems.
   B. Students will evaluate financial statements and documents to support business decisions.
   C. Students will use appropriate technologies in gathering and analyzing data relevant to managerial decision-making.
4. Each student will be a gatekeeper, trained to scan the global environment of business, identify current trends in the industry, and disseminate information throughout the firm.
   A. Students will analyze the impact of global business issues on specific management situations.
   B. Students will relate current global events to emerging business opportunities.
5. Each student will be a leader and/or manager who understands group dynamics and is capable of influencing others to achieve organizational goals.
   A. Students will demonstrate appropriate group techniques to lead a team task that results in effective performance.
   B. Students will demonstrate effective leadership skills in a group project.

College of Graduate and Continuing Education (CGCE): Graduate Student Learning Outcomes (LOs)

The College of Graduate and Continuing Education works with each graduate program director to assess the following core graduate learning outcomes at the University of Scranton. These global outcomes map directly to individual programmatic outcomes developed within the home department/program.

1. Mastered degree requirements, including theories, concepts, principles, and practice, and developed a coherent understanding of the subject matter through synthesis across courses and experiences.
2. Applied subject matter knowledge in a range of contexts to solve problems and make decisions.
3. Used a variety of sources and evaluated multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.

4. Communicated effectively (written, oral, visual).

5. Used appropriate technologies to communicate, collaborate, conduct research, and solve problems.

6. Developed clear research plans and conducted valid, data-supported, theoretically consistent, and institutionally appropriate research.

7. Chose ethical courses of action in research and practice utilizing Ignatian principles.