

<b>Program</b>	<b>GLG 1</b> Students will demonstrate advanced knowledge, skills, and values appropriate to the discipline	<b>GLG 2</b> Students will demonstrate the ability to be creative, analytical, and critical thinkers within the scope of the discipline.	<b>GLG 3</b> Students will demonstrate the ability to contribute to the scholarship of their disciplines.	<b>GLG 4</b> Students will demonstrate relevant knowledge of diverse perspectives and broader contexts as appropriate to the discipline.	<b>GLG 5</b> Students will demonstrate knowledge of new and various methods and applications as appropriate to the discipline.	<b>GLG 6</b> Students will be required to demonstrate advanced communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze information from myriad primary, print, and technological sources.
<b>Business Administration (MBA/OMBA)</b>	<b>PLG 1</b> Students will have advanced knowledge of the business disciplines and apply the knowledge in new and unfamiliar circumstances  <b>PLG 6</b> Students will be ethically conscious decision makers	<b>PLG 3</b> Students will think critically by adapting and innovating to solve business problems	<b>PLG 4</b> Students will work collaboratively with others in group projects, and have the capacity to lead in an organizational setting	<b>PLG 5</b> Students will have awareness of global perspectives [LO: Students will analyze management issues from a global perspective]		<b>PLG 2</b> Students will demonstrate advanced oral and written communication skills
<b>Business Administration (EMBA)</b>	<b>PLG 1</b> Students will have the ability to lead in dynamic organizational situations  <b>PLG 2</b> Students will have the ability to identify and analyze complex managerial problems and opportunities in dynamic environments using and interdisciplinary approach  <b>PLG 3</b> Students will have awareness of and a personal philosophy toward ethical business practices	<b>PLG 2</b> Students will have the ability to identify and analyze complex managerial problems and opportunities in dynamic environments using and interdisciplinary approach	<b>PLG 5</b> Students will work collaboratively in teams	<b>PLG 4</b> Students will have the ability to identify and articulate the risks and opportunities for all stakeholders of doing business in a global environment		

<b>Criminal Justice</b>	<b>PLO 1</b> Students will demonstrate advanced knowledge, skills, values, and adherence to standards of professional ethics associated with the discipline of criminal justice and characteristic of learned individuals possessing a master's degree	<b>PLO 2</b> Students will have demonstrated an ability to be analytical and Integrative, capable of critical thought, and creative in the exploration of the discipline of criminal Justice	<b>PLO 3</b> Students will have demonstrated the ability to work as Individual researchers/scholars, but also in collaboration with others In contributing to research in the field of criminal justice	<b>PLO 4</b> Students will have demonstrated an advanced knowledge of the global world and intercultural competence as applied to the criminal justice professions	<b>PLO 5</b> Students will have an advanced understanding of pedagogy for teaching and learning at a community college or university	<b>PLO 6</b> Students will have demonstrated enhanced oral and written communication skills, complemented by the ability to access and analyze information for a myriad of print mediated-technological sources
<b>Ecology and Sustainability</b>	<b>PLO 1.1</b> Students can describe the services provided by ecosystems, both locally and globally, and the anthropogenic stressors that can degrade ecosystem services, biodiversity, and ecological integrity  <b>PLO 1.2</b> Students can compare and contrast different approaches to environmental management including conservation, preservation, restoration, and the economic valuation of ecosystems	<b>PLO 1.3</b> Students can make recommendations for the sustainable management of ecosystems using a holistic framework that considers physical, biological, cultural, political, ethical, and economic contexts of problems, while acknowledging that the available information may be ambiguous or uncertain	<b>PLO 2.1</b> Students can locate, review, and synthesize information to summarize the state of knowledge of a scientific topic  <b>PLO 2.2</b> Students can develop research questions, hypotheses, and study designs that are socially relevant, scientifically rigorous, and methodologically appropriate	<b>PLO 3.2</b> Students can identify and engage with agencies and organizations involved in ecosystem management at local, national, and global levels  <b>PLO 3.3</b> Students can effectively work together and engage in collaborative decision while respecting and understanding cultural and philosophical differences	<b>PLO 2.3</b> Students can demonstrate field, lab, and analytical methods for investigating the condition of ecosystems	<b>PLO 3.1</b> Students can write documents in a scientific format using appropriate and professional style, syntax, and organization
<b>Education</b>	<b>PLO 1a</b> Competent professionals demonstrate subject-specific knowledge, pedagogical, and practical skills	<b>PLO 2a</b> Reflective learners practice data-driven decision making	<b>PLO 3a</b> Engaged professionals engage in collaborative efforts to advance teaching and learning	<b>PLO 1b</b> Competent professionals demonstrate ability to teach in a diverse society	<b>PLO 2b</b> Reflective learners reflect on assessment and instructional practices	
<b>English (LIT)</b>	<b>PLO 1</b> Master the techniques and practices of literary analysis	<b>PLO 1</b> Master the techniques and practices of literary analysis	<b>PLO 3</b> Acquire the abilities necessary to become professionals in the field of literature, whether as teachers or as other professionals	<b>PLO 2</b> Become familiar with the history and current theories of literary interpretation	<b>PLO 2</b> Become familiar with the history and current theories of literary interpretation	<b>PLO 3</b> Acquire the abilities necessary to become professionals in the field of literature, whether as teachers or as other professionals

<p><b>English (RTW)</b></p>	<p><b>PLO 1</b> Understand the historical development and major theories of rhetoric and composition</p> <p><b>PLO 3</b> Acquire the abilities necessary to become professionals in the field of composition and rhetoric, whether as teachers or as other professionals</p>	<p><b>PLO 1</b> Understand the historical development and major theories of rhetoric and composition</p>	<p><b>PLO 2</b> Master and apply the techniques and practices of rhetorical analysis</p> <p><b>PLO3</b> Acquire the abilities necessary to become professionals in the field of composition and rhetoric, whether as teachers or as other professionals</p>	<p><b>PLO 1</b> Understand the historical development and major theories of rhetoric and composition</p>	<p><b>PLO 2</b> Master and apply the techniques and practices of rhetorical analysis</p>	<p><b>PLO 3</b> Acquire the abilities necessary to become professionals in the field of composition and rhetoric, whether as teachers or as other professionals</p>
<p><b>English (TESOL)</b></p>	<p><b>PLO 1</b> Gain knowledge and understanding of relevant concepts from the areas of linguistics, applied linguistics, sociolinguistics, psycholinguistics, and language</p>	<p><b>PLO 2</b> Acquire in-depth knowledge and understanding of the interaction between second language acquisition theory and second language teaching and learning</p>	<p><b>PLO 3</b> Demonstrate expertise in curriculum design, assessment, teaching methods, and classroom management in various TESOL settings</p>	<p><b>PLO 1</b> Gain knowledge and understanding of relevant concepts from the areas of linguistics, applied linguistics, sociolinguistics, psycholinguistics, and language</p>	<p><b>PLO 3</b> Demonstrate expertise in curriculum design, assessment, teaching methods, and classroom management in various TESOL settings</p>	<p><b>PLO 3</b> Demonstrate expertise in curriculum design, assessment, teaching methods, and classroom management in various TESOL settings</p>

<p><b>Genetic Counseling</b></p>	<p><b>PLO 1</b> Understand and apply <b>theories, concepts, and research findings</b> regarding genetic diseases and the practice of genetic counseling</p> <p><b>PLO 5</b> Develop an understanding of how individuals and families process distressing information, cope with the presence of or threat of genetic disease, and make decisions under circumstances of ambiguity, ambivalence, and uncertainty</p>	<p><b>PLO 3</b> <b>Plan, diagnose and assess</b> the needs for genetic services, including screening, and prevention programs.</p> <p><b>PLO 4</b> Understand and apply relevant individual and group psychosocial theories and counseling principles when interacting with counselees</p>	<p><b>PLO 9</b> Demonstrate <b>ability, objectivity, and flexibility</b> in working on a genetic services <b>team</b>, integrating relevant ethical issues involved in genetic services and in the application of genetic technology</p>	<p><b>PLO 8</b> Understand the <b>impact of cultural differences</b> on counselees' responses to genetic counseling services and methods for providing culturally sensitive genetic counseling</p>	<p><b>PLO 2</b> Understand <b>techniques and methods</b> used to detect, prevent, and treat genetic disorders, including knowledge of: (a) biochemistry of gene function and dysfunction; (b) human anatomy, embryology, and physiology relevant to genetic and congenital disorders; (c) genetic diseases, their various modes of transmission, recurrence risk calculations; (d) diagnostic techniques involving cytogenetics, biochemistry and DNA technology</p> <p><b>PLO 7</b> Provide direct services in the areas of counseling, consultation, and education</p> <p><b>PLO 10</b></p>	<p><b>PLO 6</b> Assess accurately the <b>emotional and intellectual needs of counselees</b>, <b>communicate</b> appropriate information, make effective psychological interventions, and make appropriate referrals</p> <p><b>PLO 11</b> Demonstrate effective written and oral communication and presentation skills</p>
<p><b>History</b></p>	<p><b>PLO 3</b> The ability to analyze primary sources with an understanding of the importance of historical context</p> <p><b>PLO 5</b> The ability to cite sources properly</p>	<p><b>PLO 1</b> Advanced skills in critical thinking and analysis</p> <p><b>PLO 6</b> The ability to perceive historical events from more than one cultural viewpoint</p>	<p><b>PLO 2</b> The ability to locate secondary and primary historical sources in all forms</p> <p><b>PLO 3</b> The ability to analyze primary sources with an understanding of the importance of historical context</p>	<p><b>PLO 6</b> The ability to perceive historical events from more than one cultural viewpoint</p>		<p><b>PLO 2</b> The ability to locate secondary and primary historical sources in all forms</p> <p><b>PLO 4</b> Effective written and oral communication skills</p>

<b>Interdisciplinary Studies</b>	<b>PLG 1</b> Advanced knowledge of the disciplinary knowledge, skills and values of their interdisciplinary study, the relationships among these disciplinary courses, and the ways in which these disciplinary perspectives are integrated and transformed through interdisciplinary studies	<b>PLG 2</b> Ability to analyze complex issues, draw reasoned conclusions, and evaluate effectiveness of proposed solutions to problems	<b>PLG 8</b> Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of interdisciplinary studies	<b>PLG 3</b> Understanding of global perspectives appropriate to the disciplines	<b>PLG 7 (?)</b> Advanced knowledge of research and scholarship appropriate to the interdisciplinary study	<b>PLG 4</b> Ability to write effectively in a variety of written and quantitative formats appropriate to the disciplines and the differing audiences and contexts  <b>PLG 5</b> Ability to express ideas orally, with attention to audience and effectiveness of delivery  <b>PLG 6</b> Advanced oral and written communication skills, complemented by ability to access and analyze information from a myriad of primary, print, and technological sources
<b>Interdisciplinary Studies (Child Development)</b>		<b>(Not currently offered)</b>				
<b>Marine Science</b>	<b>(Not included)</b>	<b>(Not examined by SAGE – jointly administered by several campuses)</b>				
<b>Nursing</b>	<b>PLO 6</b> Demonstrate the knowledge and skills necessary to continue their education through doctoral study	<b>PLO 1</b> Employ critical thinking and clinical reasoning in providing evidence-based nursing care to diverse individuals, families, and communities	<b>PLO 3</b> Participate in the organization, management, and leadership of clinical, educational, or societal environments	<b>PLO 5</b> Provide culturally appropriate health care to a diverse community	<b>PLO 2</b> Contribute to the development and application of nursing knowledge through the use of theory and the scientific process	<b>PLO 4</b> Practice skilled oral, written, and electronic communication that demonstrates the ability to express ideas in a variety of situations

<p><b>Nursing (Education concentration)</b></p>	<p><b>PLO 6</b> Demonstrate the knowledge and skills necessary to continue their education through doctoral study</p>	<p><b>PLO 1</b> Employ critical thinking and clinical reasoning in providing evidence-based nursing care to diverse individuals, families, and communities</p> <p><b>Edu PLO 1</b> Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curricula in the development of nursing education programs</p>	<p><b>PLO 3</b> Participate in the organization, management, and leadership of clinical, educational, or societal environments</p>	<p><b>PLO 5</b> Provide culturally appropriate health care to a diverse community</p>	<p><b>PLO 2</b> Contribute to the development and application of nursing knowledge through the use of theory and the scientific process</p> <p><b>Edu PLO 2</b> Apply principles of measurement and evaluation in the development and implementation of strategies for assessing student learning</p> <p><b>Edu PLO 3</b> Utilize evidence-based teaching strategies to facilitate learning in settings where nurses function as educators for nurses, students, patients, families, and communities</p>	<p><b>PLO 4</b> Practice skilled oral, written, and electronic communication that demonstrates the ability to express ideas in a variety of situations</p>
<p><b>Nursing (Gerontological concentration)</b></p>	<p><b>PLO 6</b> Demonstrate the knowledge and skills necessary to continue their education through doctoral study</p> <p><b>Ger PLO 2</b> Utilize an understanding of the nature and scope of social, economic, physical, educational, and behavioral issues of aging in the development and implementation of programs for older persons</p>	<p><b>PLO 1</b> Employ critical thinking and clinical reasoning in providing evidence-based nursing care to diverse individuals, families, and communities</p> <p><b>Ger PLO 1</b> Critique, evaluate, and utilize concepts and theories of aging to design and implement effective intervention strategies to enhance independence and autonomy of older persons</p>	<p><b>PLO 3</b> Participate in the organization, management, and leadership of clinical, educational, or societal environments</p> <p><b>Ger PLO 3</b> Work effectively within an interdisciplinary setting and with diverse professionals, patients, families, and communities</p>	<p><b>PLO 5</b> Provide culturally appropriate health care to a diverse community</p> <p><b>Ger PLO 3</b> Work effectively within an interdisciplinary setting and with diverse professionals, patients, families, and communities</p>	<p><b>PLO 2</b> Contribute to the development and application of nursing knowledge through the use of theory and the scientific process</p>	<p><b>PLO 4</b> Practice skilled oral, written, and electronic communication that demonstrates the ability to express ideas in a variety of situations</p>

<p><b>Psychology (MA)</b></p>	<p><b>PLO 1</b> Demonstrate an understanding of, and commitment to, legal and ethical behavior, especially as it relates to research and the humane treatment of participants</p> <p><b>PLO 5</b> Demonstrate advanced knowledge in the area of Psychology represented in the student's selected program courses</p>	<p><b>PLO 2</b> Demonstrate competency in evaluating, designing, conducting and analyzing research</p> <p><b>PLO 3</b> Exhibit openness to interpersonal feedback and a willingness to learn</p>	<p><b>PLO 4</b> Participate competently as a member of a research team</p>		<p><b>PLO 2</b> Demonstrate competency in evaluating, designing, conducting and analyzing research</p>	
<p><b>Psychology (MS Behavior Analysis)</b></p>	<p><b>PLO 1</b> Demonstrate an understanding of, and commitment to, legal and ethical behavior, especially as it relates to maintaining confidentiality in the provision of psychological services</p> <p><b>PLO 4</b> Understand and foster appropriate professional boundaries</p> <p><b>PLO 5</b> Demonstrate a commitment to the welfare of the client</p>	<p><b>PLO 3</b> Exhibit openness to interpersonal feedback and a willingness to learn</p> <p><b>PLO 7</b> Apply problem-solving skills across multiple contexts</p>	<p><b>PLO 2</b> Engage in effective interpersonal skills as evidenced by positive communication with peers, superiors, and clients</p> <p><b>PLO 6</b> Participate competently as a member of multidisciplinary teams, including understanding one's role in an agency, and the agency's role in the community</p>		<p><b>PLO 8</b> Assess client needs accurately, build on client strengths, and effectively conceptualize client cases</p> <p><b>PLO 9</b> Develop record-keeping skills and show an appreciation for the importance of keeping timely case notes and other critical paperwork</p> <p><b>PLO 10</b> Demonstrate competency in evaluating, designing, and conducting and analyzing research</p>	

<p><b>Psychology (MS Counseling)</b></p>	<p><b>PLO 1</b> Demonstrate an understanding of, and commitment to, legal and ethical behavior, especially as it relates to maintaining confidentiality in the provision of psychological services</p> <p><b>PLO 4</b> Understand and foster appropriate professional boundaries</p> <p><b>PLO 5</b> Demonstrate a commitment to the welfare of the client</p>	<p><b>PLO 3</b> Exhibit openness to interpersonal feedback and a willingness to learn</p> <p><b>PLO 7</b> Apply problem-solving skills across multiple contexts</p>	<p><b>PLO 2</b> Engage in effective interpersonal skills as evidenced by positive communication with peers, superiors, and clients</p> <p><b>PLO 6</b> Participate competently as a member of multidisciplinary teams, including understanding one's role in an agency, and the agency's role in the community</p>		<p><b>PLO 8</b> Assess client needs accurately, build on client strengths, and effectively conceptualize client cases</p> <p><b>PLO 9</b> Develop record-keeping skills and show an appreciation for the importance of keeping timely case notes and other critical paperwork</p> <p><b>PLO 10</b> Demonstrate competency in evaluating, designing, and conducting and analyzing research</p>	
<p><b>Public Administration</b></p>	<p><b>PLO 1</b> Students have sound and appropriately comprehensive knowledge of the problem-context and environment of public administration</p>	<p><b>PLO 2</b> Students have sound and appropriately comprehensive knowledge of organizational decision-making processes</p> <p><b>PLO 3</b> Students have appropriate personal competencies in problem analysis and decision-making</p>		<p><b>PLO 1</b> Students have sound and appropriately comprehensive knowledge of the problem-context and environment of public administration</p>		

<p><b>Social Work</b></p>	<p><b>PG 3</b> Prepare social workers to use an integrative practice framework for multi-system interventions guided by ethics and informed by research</p>	<p><b>PG 2</b> Prepare professional social workers to engage in the struggle to understand and transform their biases</p>	<p><b>PG 3</b> Prepare social workers to use an integrative practice framework for multi-system interventions guided by ethics and informed by research</p>	<p><b>PG 1</b> Prepare professional social workers to engage with diverse populations in a process of critical reflection and action to address oppression and promote social justice</p> <p><b>PG 4</b> Prepare professional social workers to assume leadership roles in meeting the social service needs of the region</p> <p><b>PG 5</b> Create a learning environment based on principles of social justice where faculty and students participate in the development of knowledge that contributes to improving the social conditions of the region</p>	<p><b>PG 3</b> Prepare social workers to use an integrative practice framework for multi-system interventions guided by ethics and informed by research</p>	<p><b>PG 3</b> Prepare social workers to use an integrative practice framework for multi-system interventions guided by ethics and informed by research</p>
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