

**10/6/20 Edit in Response to AASHE: programs lacking clear articulation of social \*and\* ecological dimensions have been removed from the current STAR submission. We will use this feedback to consult with the departments affected to work on clearer articulation that includes both of these dimensions, as appropriate.**

### **Fresno State Institution Learning Outcomes ([weblink](#))**

*They get more sustainable-relevant the further down you go...*

- Developing a foundational, broad and integrative knowledge - graduate students will articulate the implications of challenges within their field in a societal and global context.
  - Improving intellectual skills - ...skills to everyday problems and complex challenges. Graduate students will hone skills...to address local, regional, and global issues in their respective fields of study.
  - Applying Knowledge - by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches.
  - Exemplifying equity, ethics, and engagement - students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address **social, environmental and economic challenges**, apply knowledge of diversity and cultural competencies to promote equity and social justice in the classroom and community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.
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### Divisional-College Level Learning Outcomes

- CAH
- CHHS
- CSM
- ~~CSS – “central to the mission of the College of Social Sciences, “...to seek and impart knowledge of human social experience in all its diversity in order to educate students and train leaders to benefit humanity.”~~
- CSB
- JCA
- KSOE
- LCOE

### Program-Level Learning Outcomes (from [SOAPs](#), courses relating to SLO's are [here](#))

- CAH ([website](#))
  - ~~[Art and Design](#) – identify, evaluate and apply critical societal issues in designing graphic design.~~

- ~~English~~ – students will demonstrate an understanding of the themes, concepts, and values associated with national, ethnic, and minority literatures.
- ~~Philosophy~~ – students should be able to openly and tolerantly explore ideas concerning religious belief, ethical commitment, and worldviews. Students should be able to contribute an act of service that involves engaged dialogue, and practice tolerance.
- ~~Theatre Arts/Dance~~ – not really one SLO, but combined departmental vision that “sees an opportunity to help people of various cultures find and share their voices through artistic expression. It can also provide opportunities for diverse groups of students to come together and learn to succeed as teams. In this way the Department can help to shape the future of its unique and richly diverse region.
- CHHS
  - ~~Kinesiology~~ - students will demonstrate knowledge, skill, and practice in physical activity, health, wellness, and quality of life; identify factors that influence physical activity choices for diverse populations. The department’s mission is to “create, foster and perpetuate an academic environment and community which transcends social and economic disparity, and focuses upon improving the human condition through education, research, and practical applications related to physical activity, fitness, and wellness, and through the biological, psychological, philosophical, social, economic and personal benefits intimately associated with physical learning, development and achievement.”
  - ~~Nursing~~ – Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates. The program goal of “exemplify[ing] ethics and engagement to promote equity and social justice to facilitate the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.”
  - ~~Physical Therapy~~ – SLOs combine to “develop future leaders of the profession engaged in the community who will enhance the economic vitality and quality of life for all.”
  - ~~PMHNP Nursing~~ - SLOs combine to help graduates “deliver holistic health care to diverse populations across health care settings.” Students develop treatment plans based on biopsychosocial theories, evidence-based standards of care, and practice guidelines which minimize the development of complications and promote function and quality of life; collaborate effectively as a member of an interdisciplinary mental health team, consult as needed, and make appropriate referrals to other health care professionals and community resources for patients and families; participate in community and population focused programs that promote mental health and prevent or reduce risk of psychiatric disorders; and provide culturally competent care with respect to cultural and spiritual beliefs.
  - ~~Public Health~~ BA and MPH - the mission is to promote, preserve, and restore health, with graduates able to demonstrate ability to solve problems, conduct

needs assessments, manage public health programs, communicate professionally, engage in research activities of their choice, and be aware of professional ethics pertaining to public health. Masters students are able to apply the basic public health sciences (including, but not limited to, biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs.

- [Recreation Administration](#) - Apply understanding of the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, behaviors, and use of resources; discuss the economic, cultural, and environmental impacts of the leisure service industry on society; interpret the differences in leisure opportunity and involvement for individuals based upon race, ethnicity, gender, age, income and disability; Engage in a variety of leadership techniques and strategies to enhance the individual's leisure experiences for all populations, including those with special needs; Accept the responsibility of the leisure service professional to make available opportunities for inclusive leisure experiences for all populations, including those with special needs and disabilities; articulate the influence of the natural environment on one's leisure behavior; articulate the importance of environmental ethics; apply the concepts of sustainability to recreation programming and facility management.
- ~~○ [Social Work](#) - students graduate with the skills to work from a generalist perspective with individuals, families, groups, and communities in a variety of public, nonprofit and private settings in this socially and culturally diverse region with a focus on diversity, empowerment, and social justice. Learning objectives include applying strategies of ethical reasoning and existing social work ethical code to arrive at principled decisions; recognize and understand how diverse factors intersect and assist in understanding experiences of oppression, marginalization, alienation, or creation or enhancement of privilege and power; understand the forms and mechanisms of oppression and discrimination at all system levels.~~
- CSM
  - ~~○ [Applied Behavior Analysis](#) and [Psychology](#) - students can demonstrate knowledge of behavior theory and research in..organizations and systems, human operant research... ..education and training... ..[and] health. Students can show understanding... ..of those of other ages, abilities, gender, or ethnicities.~~
  - [Biology](#) - students will demonstrate an understanding that living systems are interconnected and interacting; students will explain the basic components of models and explain the advantages and limitations of modeling and systems approaches to study biological systems; students will communicate and apply biological principles and global perspectives in an ethical manner to current issues in human society; students will evaluate the impact of scientific discoveries on society and the ethical implications of that research.

- [Computer Science](#) - while there is no explicit relevant SLO, the department mission “includes supporting the university mission by offering valuable service and General Education courses that bring the ideas and methodology of computer science to non-majors and teaching service-learning courses to engage with local non-profits and businesses.”
- [Environmental Science](#) and [Geology](#) - while there is no explicit relevant SLO, environmental and geological courses are interdisciplinary, integrating principles of physics, chemistry, biology, and mathematics, as well as quantitative and critical thinking skills, to address geological and environmental issues related to the solid earth, the oceans, and the atmosphere. Sustainability and sustainability-related SLOs are available in individual EES course syllabi.
- [Physics](#) - the mission states their goal is to “provide students with a rigorous and thorough understanding of the ideas and methods of physics, as well as the crucial role of the findings of physics as they relate to society in terms of technology, engineering, medicine, energy policy, and our collective understanding of the fundamental nature of the universe.”
- CSS
  - [Africana Studies](#) - students can identify socio-cultural origins of racism, sexism, prejudice and discrimination in relation to African peoples and identify key concepts related to recognizing discrimination, i.e. institutional discrimination, overt discrimination, covert discrimination, inter-group and intra-group discrimination; students will promote awareness and understanding of local and international issues related to race, race relations and tolerance and serve as advocates in the community to provide resources related to Africana Studies in the greater Fresno area.
  - [Anthropology](#) - together, learning objectives “provide our students with the intellectual tools that can help them think critically about social issues, while impressing them with the vital role that their opinions and decisions play a role in a democratic society. We pursue this mission in the multicultural context of characteristics of the Central Valley, working together with students of diverse backgrounds and career goals, as well as business people, service providers, and other constituencies in the local community.
  - [Geography](#) - “prepares and motivates students to apply the spatially-based analytical tools of Geography to the study of social and environmental problems that range in scale from local concerns to global issues. We feel this is in keeping with the commitment of the larger university community by embracing a culture of diversity and internationalization, producing transformative scholarly research and creative works that target regional issues with global significance and exemplifying the ethical stewardship of capital and human resources.” Students are able to explain and critically evaluate how human activities modify physical and biotic environments and vice versa; explain and interpret the interrelationships between lithosphere, atmosphere and hydrosphere and

biosphere; explain and interpret the distribution, processes and linkages between culture, economy, urbanization, agriculture, politics and language.

- ~~○ [Sociology](#) – engages students in the community through applied, project-based service-learning and/or internship opportunities. As a result, students will be able to: identify a community problem or need and assess solutions and utilize sociological theories and methods to explain and assess community issues and potential strategies.~~
  - ~~○ [Women's Studies](#) – The primary mission of Women's Studies is to analyze how gender is constructed through a variety of social institutions and cultural processes so that gender inequality can be dismantled. Students will demonstrate an awareness of intersectionality as well as comprehension of anti-oppression and social justice principles from within the Women's Studies perspective at the local and global levels.~~
- CSB
  - ~~○ [Business](#) – BA Graduates will demonstrate awareness of global business environments and cultural diversity in addressing business problems. BA Graduates will apply often conflicting ethical theories to manage their behavior in business situations.~~
  - ~~○ [Economics](#) – Students will identify the economic causes and consequences of social stratification and describe the policy decisions/processes used to address these. Students will examine the risks and rewards of globalized economic activity from multiple perspectives.~~
- JCA
  - [Enology](#) - provide students with education in modern, scientifically based, economically sound, and environmentally wise wine production. Understand the financial and environmental aspects associated with modern wine production. Identify current issues of ethics and social responsibility associated with wine production and management.
  - [Animal Science](#) - SLO's together emphasize critical thinking and communicative skills to solve production, processing, environmental and ethical problems and to prepare students for admission to programs of further scientific study. Students can identify environmental conditions that enhance or are detrimental to animal production and welfare.
  - ~~○ [Child, Family, and Consumer Sciences](#) – students engage in professional work with children and families that is culturally competent with regard to race, culture, gender, religion, sexual orientation and family structure. They are also able to practice civic engagement through community and professional service, including advocacy on behalf of children and families.~~
  - ~~○ [Fashion Merchandising](#) – students can outline and describe the structure, operation, and social, economic and political environment of the fashion industry. They can also evaluate core values and ethics embraced by the fashion industry in light of their own values and ethics, and practice civic engagement through community and professional service.~~

- ~~[Family Science Option, CFCS](#)~~ – students evaluate core values and ethics embraced by the family science field in light of their own values and ethics. They also practice civic engagement through community and professional service, as well as advocacy to improve public policies regarding family issues.
- KSOE
  - ~~[Marriage, Family, and Child Counseling AND Clinical Rehabilitation, and Mental Health Counseling](#)~~ (graduate, JOINT SOAPS) – Identify the needs of people in a changing society related to human development, cultural identity, social justice, and human sexuality over the life span. Implement and maintain an active relationship to the broader rehabilitation community and related professional associations through consultation, education, advocacy and leadership activities.
  - ~~[Educational Leadership](#)~~ Doctoral – Graduates of the DPELFS will be able to provide visionary leadership reforming instructional practices and policies, creating healthy school and campus cultures, implementing appropriate curriculum, and in establishing school-community relations and home and school learning environments. Graduates will demonstrate leadership in the application of effective instructional strategies in advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
  - ~~[Liberal Studies BA](#)~~, requires NSCI 115 and proficiency in ~~[Subject Matter Standards](#)~~ including being able to explain basic concepts geography, including maps and globes, places and regions, the earth's physical and human systems, human settlement and migration, spatial relationships, cultural diffusion, and human-environment interactions. Also be able to explain the basic principles of economics, including scarcity, opportunity cost, the operation of supply and demand, the circular flow model of economic exchanges, the business cycle, fiscal and monetary policy, and international trade and economic globalization.
  - ~~[Education: Education Leadership and Administration MA](#)~~ – students will be able to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students. They will also be able to implement equitable practices to ensure the achievement of every student and promote equity, fairness, and respect among all members of the school community.
- LCOE
  - ~~[Civil Engineering](#)~~ - An ability to design a system, component, or process to meet desired needs with realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. Masters SLO: Describe, explain, and employ the scientific principles and modern professional techniques used in the analysis and/or design of: buildings, bridges, and other structures; and/ or transportation systems , transportation planning, and traffic operations; and/ or water supply, flood management, water treatment, and environmental protection/ remediation facilities; and/ or soil engineering, retaining walls,

foundations, tunnels, and other geotechnical structures; and/or measuring and mapping the earth and the built infrastructure.

- [Computer Engineering](#) - An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- [Construction Management](#) - students are able to analyze decisions using ethical principles, apply skills as multi-disciplinary team, and understand basic principles of sustainable construction. Become literate in sustainability and apply the principles to the design and construction process.
- [Electrical Engineering](#) - students have an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- ~~[Geomatics Engineering](#) - The graduates of the GME program shall demonstrate a continuing commitment to serving and protecting the health and welfare of the public; the broad education necessary to understand the impact of engineering solutions in a Global and societal context.~~
- [Mechanical Engineering](#) - students show an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; the broad education necessary to understand the impact of engineering solutions in a Global and societal context.