

**BARUCH COLLEGE**  
**Weissman School of Arts and Sciences**  
**Academic Program Learning Goals**  
Undergraduate Programs / Graduate Programs

Reviewed and confirmed or updated as of January 2020

Programs are listed first by undergraduate learning goals and then by graduate.

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## Part I:

### Undergraduate Program Learning Goals

- COM** – Major in Corporate Communication
- Major in Communication Studies
- ENG** – Major in English
- FPA** – Major in Music
- HIS** – Major in History
- JOU** – Major in Journalism
- MLCL** – Major in Spanish
- MTH** – Major in Mathematics
- Major in Actuarial Mathematics
- Major in Financial Mathematics
- NAT** – Major in Biology
- PHI** – Major in Philosophy
- POL** – Major in Political Science
- PSY** – Major in Psychology
- SOC/ANT** – Major in Sociology

## Department of Communication Studies (COM)

### Undergraduate Program Learning Goals

- **Major in Corporate Communication** (Departmental Review: 4-23-2018)
- **Major in Communication Studies** (Departmental Review: 4-23-2018)

### Upon completion of a major in Corporate Communication, students will be able to:

1. Demonstrate empirical knowledge of the history, development, and contributions of the communication disciplines.
2. Identify, analyze, and apply major theoretical approaches in the communication disciplines for use in business and professional venues.
3. Interpret communication texts, artifacts, and performances.
4. Demonstrate ethical awareness of issues related to the communication disciplines.
5. Demonstrate competency in research strategies and methods common to the communication disciplines.
6. Exhibit proficiency in communication technology.
7. Comprehend and apply the theory and practice of intercultural and global communication.
8. Construct and communicate logically sound, effectively evidenced, well-organized, stylistically felicitous arguments that are appropriately tailored to a given audience.

**Upon completion of a major in Communication Studies, students will be able to:**

1. Explain why it is important to study human communication.
2. Define the subdisciplines within communication studies, including interpersonal, group, organizational, intercultural, public, and digital communication.
3. Articulate what makes a communicator competent.
4. Appraise the role of ethics and diversity in contemporary communication.
5. Apply concepts of communication studies to personal, academic, and professional contexts.
6. Discuss local, national, and global trends in communication and assess their impact on individual or collective decision-making.
7. Construct effective messages about communication using the terminology of the discipline.
8. Explain major models, theories, and methods of communication studies.
9. Explain the role of perception in communication.
10. Describe the functions and components of verbal and nonverbal communication, including effective listening.
11. Construct and communicate persuasive, ethical, logically sound, effectively evidenced, well organized, stylistically felicitous messages that are appropriately tailored to a given audience.

## Department of English (ENG)

### Undergraduate Program Learning Goals

- **Major in English** (Departmental Review: 4-4-2018)

#### Upon completion of a major in English, students will be able to:

1. Read closely works in the major literary genres (narrative, poetry, drama, essay) and comprehend individual works' themes, formal organization, and stylistic features.
2. Write cogent essays developing a persuasive interpretation of a literary work and arguing for that interpretation through commentary on the text; formal, thematic, or stylistic analysis; and contextualization in terms of literary, cultural, political, or intellectual history.
3. Comprehend the broad historical outlines of British, American, and global literatures in English, including concepts of periodization (like Medieval, Elizabethan, Restoration, Romantic, American Renaissance, Modernism) and some major events corresponding to those periods.
4. Find critical works on specific texts or topics through library and internet research and make salient comparisons between competing interpretations and contrasting critical approaches.
5. Make connections between literary studies and related fields of inquiry such as aesthetics, cultural studies, film, gender, linguistics, philosophy, psychology, and queer theory.

## Department of Fine and Performing Arts (FPA)

### Undergraduate Program Learning Goals

- **Major in Music** (Departmental Review: 4-1-2018)

#### Upon completion of a major in Music, students will be able to:

1. Articulate objective descriptions of many different types of music and distinguish sub-styles and genres.
2. Understand the structure and content of music.
3. Perform scholarly music research in a staged writing assignment involving planning, critical thinking, decision-making, and problem solving.
4. Assess source material relating to music using appropriate technologies and print sources.
5. Student is able to appreciate the broad creative process involved in different genres and cultural traditions, and to explore diverse tastes and styles.
6. Make complex objective judgments about his/her own music criticism and the expression of musical opinions by others.
7. Understand the importance of flexibility and innovation as preparation for a future in the music industry.
8. Communicate clearly to music business professionals within the desired area of employment utilizing appropriate technology.

## Department of History (HIS)

### Undergraduate Program Learning Goals

- **Major in History** (Departmental Review: 5-1-2018)

#### Upon completion of a major in History, students will be able to:

1. Identify and explain significant issues and trends in parts of the globe.
2. Place people and events within their historical contexts and relationships and with regard for race, gender, and other diverse experiences and identities.
3. Explain change over time.
4. Describe the factors that caused the major transformations in any epoch, be they social, economic, political, or cultural.
5. Identify and explain the theses, major arguments, strengths, and weaknesses of scholarly books and journal articles.
6. Locate primary and secondary sources and explain their evidentiary merit.
7. Use primary and secondary evidence to support observations and claims.
8. Produce a written work of historical research that demonstrates proficiency in the other goals.

## Department of Journalism (JOU)

### Undergraduate Program Learning Goals

- **Major in Journalism** (Departmental Review: 4-19-2018)

#### Upon completion of a major in Journalism, students will be able to:

1. Write clear and well-organized prose that includes grammatically correct sentences in a variety of styles and, where appropriate, employs narratives that *show* the reader what happened in contrast to *telling* the reader.
2. Employ journalistic concepts such as the lead (the opening paragraph), the “nut graph” (an explanatory paragraph that follows the lead), and background information, including quotes, that provides context.
3. Demonstrate journalistic reporting and research proficiency, including identifying quality sources and obtaining information from them through interviews, and locating and evaluating data, scholarly material and previously published material and verifying all source material.
4. (Business journalism major): analyze and incorporate into articles data from economic reports; track financial markets; evaluate corporate earnings.
5. (Creative writing major): develop a voice; become familiar with a range of writing forms; identify and employ symbolism, subtext, and selective omission.
6. Understand the value of independent journalism and the role of the press in a free society; recognize journalism-related legal risks in news-gathering; understand rights of access to government institutions; critically evaluate news accounts for credibility, quality, and accuracy.
7. Report on issues, institutions, ideas, and trends in society, and do so in a manner understandable to a lay readership.
8. Practice multimedia journalism including audio and video reporting; retain the essential values of accuracy and balance with the tools and priorities of new media.
9. Embrace the core ethical values of journalism, avoiding plagiarism and fabrication and understand why they are unacceptable.

## Department of Modern Languages and Comparative Literature (MLCL)

### Undergraduate Program Learning Goals

- **Major in Spanish** (Departmental Review: 4-9-2018)

### Upon completion of a major in Spanish, students will be able to:

#### ***Knowledge of the field***

1. Read, discuss, present, and write in the language at the level appropriate for advanced students.
2. Identify phonetic, semantic, grammatical, syntactical, socio-political and/or cultural differences between Spanish and English and varieties of Spanish.
3. Understand the nature of cultural, literary and/or filmic texts within particular historical and socio-political contexts.
4. Analyze individual literary and/or filmic texts within the cultural, historical, and aesthetic traditions from which they arise.
5. Identify and situate major aesthetic movements, currents and tendencies in Hispanic literature and/or film over time.
6. Differentiate the formal conventions of major literary genres (essay, poetry, novel, short story, theater).
7. Understand and articulate the strategies and structures that constitute literary and/or filmic texts.

#### ***Critical Thinking and Research Skills***

1. Master the fundamental aspects of critical analysis, including evidence substantiation through research and bibliographical references, and application of the appropriate terminology.
2. Communicate effectively, both orally and in writing, the results of his/her own research and the research of others.
3. Write thesis-driven and descriptive essays on sophisticated themes that are pertinent to the study of literature and/or film in the context of the cultures in which the texts are produced.
4. Demonstrate critical and close reading skills and the ability to make cross-cultural and interdisciplinary connections.

#### ***Civic Engagement***

1. Establish connections between the formal study of cultural, literary, and critical texts and social-historical and cultural issues pertinent to Hispanic communities both locally and abroad.
2. Participate in activities in the local community that complement or require implementation of the knowledge and skills gained through the course work.

## Department of Mathematics (MTH)

### Undergraduate Program Learning Goals

- **Major in Mathematics** (Departmental Review: 4-8-2018)
- **Major in Actuarial Mathematics** (Departmental Review: 4-8-2018)
- **Major in Financial Mathematics** (Departmental Review: 4-8-2018)

### I. Major in Mathematics

#### Upon completion of the two-year sequence in calculus, students will be able to:

1. Differentiate and integrate a wide variety of algebraic and transcendental functions;
2. Apply such knowledge to a variety of verbal problems in economics, physics, and related rates;
3. Develop the Taylor series expansion for functions and compute the error terms occasioned by truncation of the series to a finite number of terms;
4. Use geometric vectors to prove theorems;
5. Deal with functions and surfaces (areas, volumes) in 3-dimensional space;
6. Use other (than Cartesian) coordinate systems, especially polar coordinates, in the study of graphs and, by change of variable, to facilitate certain integrations;
7. Follow subtle lines of reasoning, detect breaches of logic and validity, write sustained logical arguments;
8. List several approaches to the real number system, such as Dedekind cuts, the Bolzano–Weierstrass property, the nested-interval property, the existence of suprema and infima of bounded sets, the convergence of Cauchy sequences.

#### Upon completion of our courses in analysis beyond calculus, students will be able to:

1. Point out the analogies—the interplay and interconnections—between corresponding real-valued functions of a real variable and complex-valued functions of a complex variable;
2. Highlight some of the properties that follow from analyticity of functions on various domains;
3. Perform computations with complex numbers, evaluate contour integrals, evolve Laurent series of functions;
4. Show how metric spaces endowed with Euclidean and non-Euclidean metrics are particular examples of topological spaces;
5. Present properties of metrizable and nonmetrizable topological spaces as generalizations of properties that originate in the set of real numbers;
6. Explicate properties of connectedness and compactness in topological spaces.

**Upon completion of our courses in algebra, students will be able to:**

1. Trace the construction of the integral domain of rational integers and the fields of rational and complex numbers by successive refinements of, and additions to, the properties of a set;
2. Show how abstract initial conditions can be used to derive facts and features of a variety of algebraic structures;
3. Apply abstract algebra, which had its origins and motivation in number theory, back to number theory, to elucidate number-theoretic properties by placing them in a general (abstract) setting;
4. Prove theorems about groups, rings, fields, and other algebraic structures;
5. Account for the advantages of abstract formulations in mathematics;
6. Define the dimension of a vector space in terms of the (unique) number of vectors in a basis, accomplish basis-to-basis transformations, compute characteristic values and vectors, and enumerate some of the profound connections among the invertibility of matrices, systems of linear equations, determinants, linear independence, spanning sets and bases, rank, orthogonality.

**Upon completion of our courses in geometry, students will be able to:**

1. Discourse with authority on the impact and role of initial assumptions (postulates) on the structure of a geometrical system, mainly with reference to Lobachevskian and Riemannian geometry;
2. Cite facts (theorems) of Euclidean geometry that depend on the parallel postulate and hence are absent in neutral geometry;
3. Provide examples of finite and infinite incidence geometries and their isomorphisms;
4. Trace some of the history of geometry, especially as it concerns attempts to prove Euclid's parallel axiom as a consequence of the other axioms;
5. Speak on difficulties encountered in endeavoring to establish the physical validity of a geometric theory – which the actual geometry of the universe is, given the homogeneity of space with respect to the parallel postulate; and of course
6. Compose mathematically correct proofs of geometric statements.

**Upon completion of our other classes, students will be able to:**

1. Solve differential equations using series expansions, Laplace transforms, and other standard techniques [differential equations];
2. Enunciate properties and applications of Eulerian, Hamiltonian, connected, cyclic, acyclic, planar, traversable, and other types of graphs [graph theory];
3. Approach combinatorics problems from two points of view which, when united, lead to solutions of problems in combinatorics using permutations, combinations, partitions, mathematical induction [combinatorics];
4. Trace the historical development of mathematics from antiquity to the present, including contributions to that cumulative subject from various cultures and countries [history of mathematics];

5. Stipulate properties and characteristics of whole numbers – divisibility, the division algorithm, Diophantine equations, unique factorization, the integers modulo  $n$ , Fermat's theorem, Euler's theorem, representation in different bases [theory of numbers];
6. Write computer programs in a high-level programming language to solve mathematical problems and verify their correctness, and invoke techniques of object-oriented programming to represent objects and their behaviors in code [algorithms, computers, and programming class].

## II. Actuarial Mathematics

**Upon completion of the required core courses in actuarial mathematics, students will be able to:**

1. Examine and solve problems dealing with discrete and continuous probability distributions.
2. Recognize when a specific probability distribution is applicable.
3. Determine an appropriate distribution to model a specific scenario in a risk-management context.
4. Compute equivalent interest and discount rates (both nominal and effective).
5. Write an equation of value for a set of cash flows. Estimate effective compound yield rates for the set of cash flows using a simple interest approximation.
6. Calculate present and future values for various types of annuities and perpetuities such as annuities-due, perpetuities-due, annuities-immediate, perpetuities-immediate, arithmetic or geometric annuities, and non-level annuities.
7. Determine the payment amount for a loan with a specific repayment structure.
8. Find the outstanding balance immediately after a payment on a loan.
9. Calculate the amount of principal and amount of interest in a payment for an amortized loan.
10. Perform an amortization on a coupon bond.
11. Compute yield rates for a callable bond at each of the call dates.
12. Calculate values, duration, and convexity for both zero-coupon bonds and coupon bonds.
13. Use first-order approximation methods based on duration to estimate the change in present value of a portfolio based on changes in interest rates.
14. Construct an investment portfolio to immunize a set of liability cash flows.
15. Calculate minimal variance portfolios with and without constraints.
16. Perform pricing and hedging of European and American type derivative securities in the context of one- and multi-period binomial models.
17. Construct arguments based on the no-arbitrage principle, and devise arbitrage strategies when this principle is violated.
18. Price European derivative securities in the context of the Black-Scholes model.
19. Derive a put-call parity relation, and use it for pricing and hedging.

**Upon completion of elective courses in actuarial mathematics, students will be able to:**

1. Find closed-form solutions to ordinary and partial differential equations derived from financial models.
2. Derive the celebrated Black-Scholes formula by solving the Black-Scholes PDE.
3. Compute values of European, American, and exotic options using finite difference numerical methods.
4. Download options market data and use it as input for codes generating implied volatility surfaces.
5. Describe and classify different kinds of short-term insurance coverage.
6. Explain the role of rating factors and exposure in pricing short-term insurance.
7. Create new families of distributions by applying the technique of multiplication by a constant, raising to a power, exponentiation, or mixing.
8. Calculate various measures of tail weight and interpret the results to compare tail weights.
9. Calculate risk measures, including Value at Risk and Tail Value at Risk, and explain their properties, uses, and limitations.
10. Calculate premiums using the pure premium and loss ratio methods.
11. Use Maximum Likelihood Estimation and Bayesian Estimation to estimate parameters for severity, frequency, and aggregate distributions for individual, grouped, truncated, or censored data.
12. Use hypothesis tests (e.g., Chi-square goodness-of-fit, Kolmogorov-Smirnov, and likelihood ratio tests) and score-based approaches (e.g., the Schwarz-Bayesian Criterion, the Bayesian Information Criterion, and the Akaike Information Criterion) to perform model selection on a collection of data.
13. Apply credibility models such as the Buhlmann and Buhlmann-Straub models, and explicate the relationship between these models and Bayesian models.
14. Explain the concepts of random sampling, statistical inference and sampling distribution.
15. State and use basic sampling distributions.
16. Describe and apply the main methods of estimation including matching moments, percentile matching, and maximum likelihood.
17. Describe and apply the main properties of estimators including bias, variance, mean squared error, consistency, efficiency, and UMVUE.
18. Construct confidence intervals for unknown parameters, including the mean, differences of two means, variances, and proportions.
19. Analyze data using basic statistical inference tools like confidence intervals and hypothesis testing for the population mean.
20. Apply tools such as analysis of variance, tests of significance, residual analysis, model selection, and predication in both the simple and multiple regression models.
21. Demonstrate proficiency in some basic programming skills in SAS and the time-series Forecasting interactive system. Perform time-series analysis using these tools.
22. Identify patterns in data such as trend or seasonality. Incorporate these patterns into the time-series analysis of the data, and perform error analysis of the data.
23. Explain K-means and hierarchical clustering, and interpret the results of a cluster analysis.

### III. Financial Mathematics

**Upon completion of the major in Financial Mathematics, students will be able to:**

1. Perform linear algebraic calculations such as matrix multiplication and inversion, solving systems of linear equations, Gram-Schmidt orthogonalization, Cholesky decomposition, computation of eigenvalues and eigenvectors.
2. Obtain exact and numerical solutions to differential equations arising in finance such as the Black-Scholes model and its corresponding partial differential equation.
3. Compute implied asset price volatilities for European and American options from options market data.
4. Compute empirical volatilities from asset price time series using GARCH-type models.
5. Apply the fundamental notions of probability theory – including continuous and discrete random variables, expected value and variance, conditional expectation, multivariate distributions, the law of large numbers, the central limit theorem, and moment-generating functions – to settings in finance where randomness arises, such as in the modelling of asset prices and interest rates.
6. Apply the basic properties of martingales.
7. Calculate minimum variance portfolios in a Markowitz and CAPM setting.
8. Calculate call and put stock option values using a binomial model.
9. Calculate call and put option values using the Black-Scholes model.
10. Compute expectation for random variables and probabilities of events pertaining to Brownian motion.
11. Compute expectations of functions of Ito processes using the Ito formula.
12. Apply stochastic calculus to financial situations.
13. Apply the theory of Markov chains to appropriate settings. Examples include: the computation of invariant distributions, the implementation of the Hastings-Metropolis algorithm, and Gibbs sampling.
14. Apply the theory of arrival processes to settings such as corporate default models.
15. Apply the theory of Brownian motion and related continuous-time stochastic processes such as the Ornstein-Uhlenbeck process to model the evolution of correlated asset values over time as well as the evolution of the Treasury yield curve over time.
16. Use tools of statistical inference in the context of financial data. These tools include Bayesian estimation, maximum likelihood estimation, multiple regression analysis, confidence intervals, the t- and F-distributions for determining statistical significance, and analysis of variance.
17. Implement Black-Karasinski and Hull-White and related lattice-based interest rate models to value fixed-income derivative securities like options on bonds, interest rate swaps, caps, floors, and swaptions.
18. Build simulative interest-rate models based on continuous-time stochastic processes to value fixed-income derivative securities.
19. Build elementary computer programs in Python and C++ to simulate stochastic processes.
20. Use these models to calculate a fixed-income security's duration, convexity, and key-rate duration for hedging purposes.

### **Common Objectives – Actuarial *and* Financial Mathematics**

**Upon completion of the required finance courses for the actuarial science and financial mathematics majors, students will be able to:**

1. Expound on the governance of corporations.
2. Outline the operation of financial markets and institutions.
3. Measure corporate performance.
4. Analyze risk and return. Determine the opportunity cost of capital.
5. Perform capital budgeting using various techniques.
6. Compute the present and future values of investments with multiple cash flows.
7. Describe the mechanisms that cause fluctuation of bond yields.
8. Calculate internal rate of return.
9. Perform and interpret scenario analysis for a proposed investment.
10. Calculate financial break-even points.
11. Determine relevant cash flows for a proposed project.
12. Determine a firm's overall cost of capital.

## Department of Natural Sciences (NAT)

### Undergraduate Program Learning Goals

- **Major in Biology** (Departmental Review: 4-9-2018)

#### Upon completion of a major in Biology, students will be able to:

1. Design and carry out a laboratory and/or field experiment or theoretical project.
2. Analyze data and explain appropriateness of the analytical method to the particular study;
3. Read and critically evaluate primary literature.
4. Give an oral presentation.
5. Write a report based on an experiment or theoretical project, following the standard composition guidelines for scientific articles.
6. State fundamental scientific theories and explain the observations and experimental evidence on which they are based.
7. Explain the inter-relationships within and among organisms in the context of basic chemical and physical laws.
8. Describe the ethical implications of biological research for test organisms, the environment, and society in general.
9. Develop the skills and experience required to pursue a career that includes graduate programs in health care or biological research.

## Department of Philosophy (PHI)

### Undergraduate Program Learning Goals

- **Major in Philosophy** (Departmental Review: 4-9-2018)

**Upon completion of a major in Philosophy, students will be able to:**

#### ***Logical Reasoning***

1. Understand the notions of 'truth', 'soundness', and 'validity.'
2. Identify and understand various forms of logical fallacy.
3. Identify, understand, and construct logically well-formed arguments.

#### ***Philosophical Argumentation***

1. Understand what constitutes a philosophical (e.g., metaphysical, epistemic, ethical) position or argument.
2. Distinguishes pre-philosophical from philosophical positions or arguments.
3. Describe and evaluate, orally and in writing, philosophical positions and arguments.
4. Express and develop, orally and in writing, philosophical positions and arguments.
5. Exhibit dialectical complexity in their reasoning in support of or in countering philosophical positions or arguments.

#### ***Key Philosophers and Key Positions***

1. Identify, understand, and express, orally and in writing, key philosophical positions in a variety of philosophical genres and traditions.
2. Identify, attribute, understand, and express, orally and in writing, salient arguments of key philosophers (such as: Aquinas, Aristotle, Avicenna, Confucius, Darwin, Hume, Hypatia, Kant, Lao Tzu, Marx, Mill, Plato, Sartre, Socrates, Taylor-Mill, Wollstonecraft).

#### ***Self-Critical Thinking***

1. Reflect self-critically and empathetically on matters such as their own and others' personal, racial, gender, ethnic, and cultural identity.
2. Reflect self-critically and empathetically on matters such as their own and others' moral, political, and epistemic agency.

## Department of Political Science (POL)

### Undergraduate Program Goals

- **Major in Political Science** (Departmental Review: 3-1-2018)

### Upon Completion of a Major in Political Science, students will be able to:

#### ***Political Science Concepts***

1. Gain a broad exposure to central issues of political science, which include:
  - the ethical problems attendant to the exercise of power;
  - the history of important political ideas, such as "liberty," "justice," "community," and "equality";
2. "equality";
  - the impact of historical, economic, and social forces on the operation of politics;
  - the functioning and distinctive features of the US political system;
  - the diversity of political systems found among nations and the significance of these differences;
3. differences;
  - the interaction among international actors and the causes of war and peace.
4. Employ a key concept, theory, or method of political science.

#### ***Critical Thinking Skills***

1. Articulate a thesis regarding a political question.
2. Consider alternative perspectives regarding a political question.
3. Evaluate evidence regarding a political question.

#### ***Research Skills***

1. Gather appropriate evidence pertinent to a political question, including:
  - primary evidence (quantitative data, court cases, interviews, etc.);
  - secondary evidence (political science literature).

#### ***Written and Oral Expression***

1. Craft a well-structured written or oral argument regarding a political question.

#### ***Civic Engagement***

1. Develop a greater sense of civic duty to participate in public affairs.

## Department of Psychology (PSY)

### Undergraduate Program Learning Goals

- **Major in Psychology** (Departmental Review: 5-1-2018)

### Upon completion of a major in Psychology, students will be able to:

1. Demonstrate knowledge of the major theories and methodological approaches associated with at least 4 of the following 6 fundamental subareas of psychology (i.e., abnormal, developmental, social, personality, cognitive, physiological).
  - a. Define and apply the major theories and methodological approaches associated with these subareas of psychology
  - b. Compare and contrast in written and/or oral form the major theories and methodological approaches within and across these subareas of psychology
2. Design and interpret the results of a psychology study
  - a. Explain statistical methods of organizing and analyzing quantitative and qualitative data
  - b. Conduct statistical analyses and accurately interpret the findings
  - c. Conduct and apply psychological research in a manner consistent with ethical standards used in the field
3. Demonstrate the ways in which psychology is affected by social and historical contexts
  - a. Explain how issues of gender, race, ethnicity, sexual identity/orientation, culture, religion and other aspects of human diversity affect psychological processes
  - b. Evaluate the historical development of the different theories of psychology and how the field has evolved over time.

## Department of Sociology and Anthropology (SOC/ANT)

### Undergraduate Program Learning Goals

- **Major in Sociology** (Departmental Review: 4-9-2018)

### Upon completion of a major in Sociology, students will be able to:

1. Demonstrate familiarity with and ability to apply major paradigms of classical and/or contemporary sociological theory.
2. Apply sociological approaches to analyze patterns of inequality, including stratification of gender, race, class, nationality, disability, age, religion and sexual orientation.
3. Deploy the sociological imagination to examine and analyze the effects of social structure on individual life chances.
4. Analyze contemporary US society within the global context.
5. Describe and apply sociological research methodologies.

## Part II:

### Graduate Program Learning Goals

- COM – *MA in Corporate Communication*
- FPA – *MA in Arts Administration*
- MTH – *MS in Financial Engineering*
- PSY – *MS in Industrial/Organizational Psychology*
- PSY – *MA in Mental Health Counseling*
- **Appendix A:** MPCAC Standards

**Department of Communication Studies (COM)**

**Graduate Program Learning Goals**

- [MA in Corporate Communication](#) (Departmental Review: 4-9-2018)

**Upon completion of an MA in Corporate Communication, students will be able to:**

1. Demonstrate intellectual competency in the field.
2. Exhibit ethical understanding and awareness.
3. Apply effective and appropriate research tools and techniques.
4. Display competence in the strategic integration of knowledge.
5. Demonstrate knowledge of, and competency in, effective leadership.
6. Display media and technology literacy and expertise.
7. Comprehend and apply the theory and practice of strategic intercultural and global communication.
8. Analyze, evaluate, and synthesize information to facilitate effective decision-making.
9. Demonstrate appropriate and effective advocacy competence.

**Department of Fine and Performing Arts (FPA)**

**Graduate Program Learning Goals**

- [MA in Arts Administration](#) (Departmental Review: 5-4-2018)

Upon completion of an MA in Arts Administration, students will be able to:

1. Identify and analyze the political, social, technological and economic contexts and structures in the field of arts administration.
2. Understand, evaluate, and address the unique opportunities, challenges and threats facing artists and cultural organizations currently, with particular focus in areas of innovative leadership, diversity, inclusion, and cultural competency.
3. Communicate clearly in written and spoken word, applying business, management, and leadership skills in regards to the field of arts administration.
4. Assess government policy and its application for arts organizations within the context of current and innovative trends in the field, and appraise the modes of advocacy best applicable to different types of arts organizations and professionals.
5. Support the artist's practice and cultural organizations through relationship building, resource development, marketing and audience development, strategic planning, community engagement, and research methodology.

**Department of Mathematics (MTH)**

**Graduate Program Learning Goals**

- [MS in Financial Engineering](#) (Departmental Review: 4-18-2018)

**Upon completion of the MS in Financial Engineering, students will be able to:**

1. Exhibit broad and deep knowledge of financial markets and instruments.
2. Apply mathematical models to the study of financial instruments across markets.
3. Demonstrate excellent presentation and communication skills.
4. Display high proficiency in C++ and VBA programming for financial applications.
5. Quantify and estimate the risk associated with financial instruments.
6. Develop pricing tools that interface with financial data providers such as Bloomberg and Reuters.
7. Implement numerical methods for pricing and hedging financial instruments in various financial markets.

**Department of Psychology (PSY)**

**Graduate Program Learning Goals**

- [MS in Industrial/Organizational Psychology](#) (Departmental Review: 4-9-2018)

**Upon completion of an MS in Industrial/Organizational Psychology, students will be able to:**

1. Demonstrate a working knowledge of the primary individual, group, and organizational level factors that influence human functioning in the work place.
2. Describe the relationships between individuals and the larger organizational systems in which they operate.
3. Develop viable research questions regarding the effect of human capital on critical organizational outcomes.
4. Design quantitative and qualitative research studies involving the collection and analysis of data to answer research questions regarding human functioning in work organizations.
5. Create psychometrically sound measurement instruments of critical individual and organizational variables and constructs.
6. Statistically analyze the relationships between key variables studied in industrial and organizational psychology.
7. Apply research findings and principles from the scientific study of industrial and organizational psychology to the world of work.
8. Translate findings from the field so they can be understood by both management and employees of work organizations.

**Department of Psychology (PSY)**

**Graduate Program Learning Goals**

- [MA in Mental Health Counseling](#) (Departmental Review: 4-18-2018)

**The MA in Mental Health Counseling adopted the MPCAC (Master in Psychology and Counseling Accreditation Council) standards. (see Appendix A).**

**Appendix A**  
**MPCAC Standards**

**CURRICULUM STANDARDS AND RELEVANT COMPETENCIES**

**MPCAC 2017 Curriculum Standards with Operational Definitions**

The 2017 MPCAC Standards provide increased specificity in curricular criteria for accreditation, particularly emphasizing student competence as the expected outcome. This document provides examples of operational definitions for each curriculum standard. Programs seeking accreditation or reaccreditation may provide evidence that each standard is met in ways that are appropriate for the applicant program; generally, these will include yearly student reviews, practicum/internship evaluations (by faculty and supervisors), skills ratings, projects that reflect skills applications, comprehensive examinations (written or oral), and the like. An important MPCAC principle is program flexibility in meeting MPCAC standards and it is in that spirit that these operational definitions are offered. The question will be whether programmatic efforts reflect the overall meaning of each standard.

<b>Standards</b>	<b>Operational definitions of standards</b>
	B.5. The program must demonstrate evidence of students’ professional competence, in the standards described A to K below. Competence must be gained by completion of the program through academic and applied experiences.
	<b>A. Professional identity, and ethical and professional standards</b>
	1. <i>Ethical/Legal Standards and Policy</i> : Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations

<p>a. Knowledge of ethical, legal and professional standards and guidelines: Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent</li> <li>• Identifies key documents/policies that guide the practice of psychology and counseling (e.g., ACA Ethical Code, APA Guidelines)</li> <li>• Discusses ethical implications of professional work</li> <li>• Recognizes and discusses limits of own ethical and legal knowledge</li> </ul>
<p>b. Awareness and application of ethical decision making: Recognizes situations that challenge adherence to professional values and applies an ethical decision-making model to ethical dilemmas</p>	<ul style="list-style-type: none"> <li>• Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, informed consent, confidentiality, multiple relationships, and competence)</li> <li>• Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or questions</li> <li>• Discusses ethical dilemmas and uses ethical decision-making models in supervision, staff meetings, presentations, applied settings</li> </ul>
<p>c. Ethical Conduct: Integrates ethical values into professional conduct</p>	<ul style="list-style-type: none"> <li>• Demonstrates honesty and integrity; values ethical behavior</li> <li>• Demonstrates appropriate boundary management</li> <li>• Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues</li> </ul>
<p>2. <i>Professional Values and Attitudes</i>: Exhibits behavior and comporment that reflect the values and attitudes of counseling and psychology</p>	

<p>a. Evidences adherence to professional values throughout professional work</p>	<ul style="list-style-type: none"> <li>• Applies honesty and integrity across multiple situations</li> <li>• Demonstrates ability to discuss failures and lapses in adherence to professional values with supervisors/faculty as appropriate</li> </ul>
<p>b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of core scientific conceptualizations of human behavior</li> <li>• Cites scientific literature to support an argument when appropriate</li> <li>• Evaluates scholarly literature on a topic as needed</li> <li>• Consults literature relevant to client care</li> </ul>
<p>c. Maintains professionally appropriate communication and conduct across different settings</p>	<ul style="list-style-type: none"> <li>• Utilizes appropriate language and demeanor in professional communications</li> <li>• Demonstrates professionally appropriate personal hygiene and attire</li> <li>• Demonstrates awareness of the impact of one's own behavior has on others (e.g., peers, faculty, clients, public, the profession)</li> <li>• Follows policies and procedures of institution</li> </ul>
<p>d. Assesses personal accountability and accepts responsibility for own actions</p>	<ul style="list-style-type: none"> <li>• Takes responsibility for own actions</li> <li>• Turns in assignments in accordance with established deadlines</li> <li>• Demonstrates personal organization skills</li> <li>• Plans and organizes own workload</li> <li>• Follows policies and procedures of institution</li> <li>• Follows through on commitments</li> <li>• Appropriately seeks consultation when needed</li> </ul>

<p>e. Demonstrates concern for the welfare of others</p>	<ul style="list-style-type: none"> <li>• Displays initiative to help others</li> <li>• Articulates importance of concepts of confidentiality, privacy, and informed consent</li> <li>• Demonstrates compassion (awareness of suffering and the wish to relieve it) for others</li> <li>• Determines when response to client needs takes precedence over personal needs</li> </ul>
<p>f. Displays an appropriately defined professional identity</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the program and profession (training model, core competencies)</li> <li>• Demonstrates knowledge about practicing within one's competence</li> <li>• Has membership in professional organizations</li> <li>• Attends relevant training opportunities (e.g., colloquia, workshops, conferences)</li> </ul>
<p><b>B. Evidence-based theories and practice of counseling and psychotherapy</b></p>	
<p>1. <i>Knowledge</i>: Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals</p>	<ul style="list-style-type: none"> <li>• Understands the development of evidence-based practice in interventions</li> <li>• Cites scientific literature to support arguments</li> <li>• Evaluates scholarly literature on practice-related topics</li> <li>• Demonstrates appropriate knowledge of counseling and psychotherapy theories in case reports and case conceptualization</li> </ul>
<p>2. <i>Relationships</i>: Relates effectively with individuals, groups, and communities</p>	
<p>a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines</p>	<ul style="list-style-type: none"> <li>• Forms effective working alliances with clients</li> <li>• Works with supervisors effectively</li> <li>• Demonstrates appropriate judgment about when to consult a supervisor</li> <li>• Collaborates effectively with others (e.g., in peer, departmental, institutional, and professional activities)</li> </ul>

<p>b. Negotiates differences and handles conflict satisfactorily</p>	<ul style="list-style-type: none"> <li>• Demonstrates respectful and collegial interactions with those who have different professional models or perspectives</li> <li>• Acknowledges own role in difficult interactions</li> <li>• Initiates respectful discussion regarding disagreements with colleagues or supervisors</li> </ul>
<p>c. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately</p>	<ul style="list-style-type: none"> <li>• Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand</li> <li>• Acknowledges feedback received from supervisors in a professional manner</li> <li>• Is an active participant in any remediation plan involving academic, therapeutic, and/or interpersonal competencies</li> </ul>
<p>d. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</p>	<ul style="list-style-type: none"> <li>• Understands terms and concepts used in professional texts and in others' case reports</li> <li>• Uses professional terms and concepts appropriately and clearly (e.g., in discussions, case reports)</li> <li>• Communicates clearly across expressive modalities</li> <li>• Prepares clearly written assessment reports</li> <li>• Presents clinical process to supervisor in a succinct, organized, well-summarized way</li> </ul>
<p>3. <i>Intervention</i>: Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions)</p>	

<p>a. Formulates and conceptualizes cases; plans and implements interventions utilizing at least one consistent theoretical orientation</p>	<ul style="list-style-type: none"> <li>• Articulates a theory of change and identifies interventions to implement change</li> <li>• Demonstrates the ability to select interventions for different problems and diverse populations related to the practice setting</li> <li>• Writes case conceptualization reports and collaborative treatment plans incorporating evidence-based practices taking into account clients' social locations cultural context</li> <li>• Engages in effective evidence-based therapeutic strategies with clients by applying compelling research findings to clinical practice</li> <li>• Integrating knowledge of human development into treatment planning and tailoring (e.g., selecting developmentally appropriate interventions and adapting interventions as necessary to meet clients' developmental needs)</li> </ul>
<p>b. Displays skills in developing the therapeutic alliance</p>	<ul style="list-style-type: none"> <li>• Displays appropriate active listening skills</li> <li>• Helps client explore stated concerns with appropriate questions</li> <li>• Displays warmth and a caring attitude in a therapeutic context</li> </ul>
<p>c. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback</p>	<ul style="list-style-type: none"> <li>• Describes instances of lack of progress and actions taken in response</li> <li>• Utilizes systematic assessment strategies to track client progress</li> <li>• Demonstrates ability to evaluate treatment progress in context of evidence-based interventions</li> <li>• Describes modifications to intervention strategies based on integration of evaluation efforts</li> </ul>
<p><b>C. Multiculturalism and diversity</b>  Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics</p>	

1. *Knowledge and Self-Awareness:*

a.

a.  
Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.

- Demonstrates basic knowledge of literatures on individual and cultural differences as it applies to self
- Articulates how group values and norms influence who one is and how one relates to other people
- Articulates the range and complexity of one's sociopolitical variables (e.g., of race, of gender, of sexual orientation) on the basis of historical contexts
- Uses knowledge and awareness of self as a cultural being to monitor one's effectiveness as a professional
- Recognizes own biases and handles them appropriately
- Knows when to initiate supervision about diversity issues as they pertain to oneself
- Demonstrates knowledge and awareness of the systemic and pervasive effects of oppression and privilege on self

<p>b.                    b. Demonstrates knowledge and awareness of <u>others</u>, as shaped by individual and cultural diversity and context.</p>	<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of literatures on individual and cultural differences as it applies to others</li> <li>• Articulates how group values and norms influence who others are and how they relate to other people</li> <li>• Articulates the range and complexity of others’ sociopolitical variables (e.g., of race, of gender, of sexual orientation) on the basis of historical contexts</li> <li>• Uses knowledge and awareness of others as cultural beings to monitor effectiveness as a professional</li> <li>• Knows when to initiate supervision about diversity issues as they pertain to others</li> <li>• Demonstrates knowledge and awareness of the systemic and pervasive effects of oppression and privilege on others</li> </ul>
<p>2. <i>Skills</i>: Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.</p>	<ul style="list-style-type: none"> <li>• Seeks out literature on individual and cultural differences to inform interactions with others</li> <li>• Applies cultural tailoring effectively to evidence-based assessment practices, interventions, consultations, and all other professional activities</li> <li>• Engages in respectful interactions that reflect knowledge of individual and cultural differences</li> <li>• Able to discuss power differential related to sociopolitical variables as it pertains to the therapeutic relationship</li> <li>• Initiates supervision about diversity issues</li> <li>• Advocates for clients to mitigate or diminish the effects of oppression</li> </ul>
<p><b>D. Theories of psychopathology and relevant classification systems</b></p>	
<p>1. <i>Knowledge</i>:</p>	

<p>a. Demonstrates knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories</p>	<ul style="list-style-type: none"> <li>• Understands contemporary theories of psychopathology and relates them to current treatment practices</li> <li>• Articulates the biological, cognitive, behavioral, emotional, and sociocultural underpinnings of psychopathology</li> <li>• Synthesizes the complex underpinnings of psychopathology to explain the etiology of psychological disorders</li> </ul>
<p>b. Demonstrates knowledge of classification systems of behavior and evaluates limitations of those systems</p>	<ul style="list-style-type: none"> <li>• Recognizes the prominent symptoms in diagnosing the most common forms of psychopathology</li> <li>• Understands the status of our diagnostic system in the context of research and treatment</li> <li>• Understands the difference between a categorical and dimensional diagnostic system and articulates the advantages and disadvantages to both approaches to diagnosis</li> <li>• Understands transdiagnostic factors related to psychopathology diagnosis</li> <li>• Recognizes cultural bias in the diagnosis of psychopathology and understands the importance of using this awareness to engage in culturally competent practices</li> </ul>
<p>2. <i>Skills</i>: Applies concepts of normal/ abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity</p>	<ul style="list-style-type: none"> <li>• Demonstrates proficiency in the use of the most recent DSM and/or ICD as diagnostic tools</li> <li>• Demonstrates ability to identify overlapping symptoms and to use concepts of differential diagnosis</li> <li>• Synthesizes etiological factors and current symptoms to formulate comprehensive case conceptualizations</li> <li>• Critically evaluates empirical research in the area of psychopathology and uses it effectively in treatment practices</li> <li>• Applies knowledge of human development (e.g., theories, milestones, and major research findings) to diagnosis and case conceptualization</li> <li>• Demonstrates ability to assess cultural factors and biases in the context of psychopathology, and refine both diagnosis and conceptualization accordingly</li> </ul>

<b>E. Tests, measurements, and other assessments of behavior</b>	
1. <i>Knowledge:</i>	
a. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners.	<ul style="list-style-type: none"> <li>• Demonstrates ability to match presenting concerns with relevant measures</li> <li>• Demonstrates knowledge of scoring and metrics of common measures</li> </ul>
b. Evaluates strengths and limitations (including cultural limitations) of administration, scoring, and interpretation of assessment measures.	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of norms for common measures</li> <li>• Demonstrates understanding of cultural biases impacting the applicability of common measures to diverse populations</li> <li>• Demonstrates understanding of procedures to collect assessment data (e.g., from structured and semi-structured interviews)</li> </ul>
2. <i>Skills:</i> Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.	<ul style="list-style-type: none"> <li>• Identifies appropriate assessment measures for cases seen at practice site</li> <li>• Consults with supervisor regarding selection of assessment measures</li> <li>• Collects accurate and relevant assessment data (e.g., from structured and semi-structured interviews)</li> <li>• Utilizes measures consistently for progress monitoring</li> <li>• Accurately scores and interprets assessment measures</li> <li>• Uses measures only as designed.</li> </ul>
<b>F. Research methods and program evaluation</b>	
1. <i>Knowledge:</i>	

<p>a. Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates understanding of relevant research designs (e.g., experimental, longitudinal, cross-sectional, single-case, qualitative)</li> <li>▪ Demonstrates knowledge of the advantages and disadvantages of relevant research designs, including threats to internal and external validity</li> <li>▪ Demonstrates understanding of the relationship between reliability and validity</li> <li>▪ Demonstrates understanding of statistical hypotheses testing and basic knowledge of statistical methods</li> </ul>
<p>b. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates knowledge of how different types of research have contributed to understanding of human development (including career development) and human behavior (biological, social, affective, cognitive)</li> <li>▪ Demonstrates understanding of how research informs evidence-based and multicultural practice in counseling</li> </ul>
<p>c. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates understanding of how to evaluate research to determine its value in informing clinical practice</li> <li>▪ Demonstrates knowledge of how to incorporate scientific principles into clinical practice (i.e., assessment, conceptualization, and intervention)</li> <li>▪ Demonstrates basic knowledge of how to evaluate the efficacy of interventions and programs</li> <li>▪ Uses scholarly literature to support clinical decision-making</li> </ul>
<p>2. <i>Skills</i>: Critiques published research effectively</p>	<ul style="list-style-type: none"> <li>• Evaluates research to determine its usefulness in informing clinical practice, designing interventions, and evaluating programs</li> <li>• Cites scientific literature to develop informed arguments</li> </ul>
<p><b>G. Career development and/or the role of work in peoples' lives</b></p>	

<p>1. Demonstrates knowledge of the role of work in peoples' lives</p>	<ul style="list-style-type: none"> <li>• Demonstrates the importance of exploring clients' current work situations, past employment history, and vocational aspirations, and how those contribute to behavioral health (and ways behavioral health contribute to work outcomes)</li> <li>• Demonstrates awareness of role of work as a source of social support and ways to bolster resilience</li> <li>• Demonstrates understanding of how an individual's multiple roles (including worker role) intersect</li> </ul>
<p>2. Demonstrates understanding of the development of work and career choices across the life span</p>	<ul style="list-style-type: none"> <li>• Demonstrates a developmental perspective in helping clients develop career decision-making skills and the ability to appropriately navigate work transitions through the life span</li> <li>• Demonstrates understanding of how contextual factors (intersections of individual and cultural differences) influence the pursuit and experience of work</li> </ul>
<p><b>H. Biological basis of behavior</b> Demonstrates knowledge and understanding of the relationship between biological factors and human functioning</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the basic structure and function of the nervous system</li> <li>• Demonstrate knowledge of normative neurological development (including emotion regulation and stress reactions) as well as the biological functions implicated in common diagnoses</li> <li>• Describe the mechanisms by which common psychotropic medications affect the nervous system and behavior</li> </ul>

<p><b>I. Developmental basis of behavior</b></p> <p>Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of key developmental theories of human behavior and related processes</li> <li>• Demonstrate understanding of the reciprocal and interactive influence of human biology and the environment (i.e., nature and nurture) on behavioral development</li> <li>• Demonstrate knowledge of normative milestones and common critical and sensitive periods throughout the lifespan</li> <li>• Demonstrate knowledge of key risk, protective, and resiliency factors that influence behavioral development</li> </ul>
<p><b>J. Social/organizational/community basis of behavior</b></p>	
<p>1. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning.</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the interactive nature of the person and environment</li> <li>• Demonstrates understanding of the role of cultural factors and social norms on individuals (e.g., attitudes, stereotypes, prejudice, the mechanisms of attitude change)</li> <li>• Demonstrates knowledge of self and how the self contributes to cognitive processes in social interaction (e.g., situational influences of self-perception, impact of self and other schemas on performance)</li> <li>• Demonstrates understanding of the dynamics of intergroup relationships, social influence, conflict, and cooperation.</li> <li>• Demonstrates understanding of the role of prevention in working with clients</li> </ul>

<p>2. Demonstrates understanding of the use of systems changes (whether by prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of pre- and post-intervention programs to address systemic issues in a variety of settings</li> <li>• Demonstrates understanding that social agencies and institutions can target specific issues</li> <li>• Demonstrates understanding of the impact of environmental context, including an exploration of possible system changes, relevant to the client</li> </ul>
<p><b>K. Understanding and use of supervision during applied experiences</b></p>	
<p>1. <i>Knowledge:</i> Demonstrates understanding of the role and practice of supervision.</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the importance of openly exploring clinical material and receiving feedback</li> <li>• Demonstrates understanding that supervision differs from other professional relationships (e.g., therapeutic)</li> <li>• Demonstrates understanding that supervisors may have differing viewpoints</li> <li>• Demonstrates understanding that supervision is in the service of maximizing treatment effectiveness and clients' well-being</li> <li>• Seeks supervisor's perspective in a timely manner</li> </ul>
<p>2. <i>Skills:</i></p>	
<p>a. Responds appropriately to supervision</p>	<ul style="list-style-type: none"> <li>• Presents clinical information in effective ways</li> <li>• Is able to articulate attitudes, values, and beliefs toward diverse others</li> <li>• Demonstrates the ability to openly explore clinical material and accept feedback</li> <li>• Uses supervision to improve performance by applying feedback</li> <li>• Engages in discussion with supervisor about one's own reaction to clients</li> </ul>

<p>b. Engages in reflective practices by synthesizing supervisor feedback and experience in applied work</p>	<ul style="list-style-type: none"> <li>• Recognizes impact of self on others</li> <li>• Understands multiple individual and cultural identities as they impact clinical work</li> <li>• Generalizes supervision feedback to new clinical situations</li> <li>• Ability to critique one's own performance (e.g., on video, audiotape)</li> <li>• Displays ability to adjust performance as situations require</li> <li>• Uses supervision to improve performance</li> </ul>
<p>c. Engages in appropriate self-care strategies</p>	<ul style="list-style-type: none"> <li>• Takes actions recommended by supervisor for self-care</li> <li>• Builds self-care into daily and weekly routines</li> </ul>