

Examples of Degree Program-Level Student Learning Outcomes at GSU

Office of Academic Assessment

Andrew Young School of Policy Studies

Undergraduate: Economics BA/BS/BBA

Students will demonstrate knowledge of basic theories, concepts, and analytical methods of microeconomics and macroeconomics.

Students will apply theories, concepts, and analytical methods of microeconomics and macroeconomics to specific fields of economics.

Students will identify the relevant benefits and costs to consider when comparing policy choices.

Students will communicate, using appropriate writing and oral conventions, basic economic theories, concepts, analytical methods, and policy choices.

Graduate: Social Work MSW

Students will evaluate and integrate multiple sources of knowledge, including research-based knowledge and practice-generated knowledge.

Students will engage in community partnerships that are responsive to diversity and difference.

Students will analyze how differential power and privilege shape communities and society

Students will provide leadership skills in promoting changes to improve community wellbeing.

Students will develop, monitor, and/or strengthen collaborative relationships that focus on building healthy communities.

College of Arts and Sciences (Humanities)

Undergraduate: English Literature BA

Students will be able to interpret figurative language, to identify literary and thematic patterns, to read for multiple meanings, to apply knowledge of conventions from different periods and genres, to read and use scholarly and theoretical works, and to evaluate critical arguments and construct alternative positions when necessary.

Students will demonstrate an ability to use basic elements of writing (such as grammar, punctuation, diction, syntax, and organization).

Students will demonstrate an awareness of the history, biographical, and/or literary context of a literary text.

Graduate: Religious Studies MA

Students will understand the role religion has played historically in both popular and elite culture, to extrapolate a general working knowledge of at least four religious traditions and to synthesize an in depth knowledge of two traditions, e.g., Judaism, Christianity, Islam, Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, Shinto.

Students will explain, critique, and apply principles of at least three theorists or thinkers in the academic study of religion, and demonstrate competence in major disciplinary concepts.

Students will understand and apply at least two critical and methodological approaches to the study of religion.

Students will read scholarly texts critically and with comprehension.

College of Education and Human Development

Undergraduate: Early Childhood Education BSED

Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Teacher candidates plan instruction and assessment based upon knowledge of subject matter, students, the community, and curriculum goals.

Teacher candidates apply content and pedagogy for successful clinical practice.

Teacher candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Teacher candidates value and display professional and ethical dispositions to meet the needs of all learners.

Graduate: Science Education MAT (TEEMS)

Candidates will possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.

Candidates will use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.

Candidates will coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.

Candidates will exhibit ethically-appropriate behavior towards students, colleagues, administrators, and community members and will be able to commit to continuing personal and professional development.

Candidates will be able to design and utilize a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners and support learners in engaging in the process of self-assessment.

Robinson College of Business

Undergraduate: Bachelors of Business Administration

Students will exhibit a positive attitude toward continual learning upon completion of the BBA program.

Students will function as effective members of a team.

Students will demonstrate effective oral and written communication skills.

Students will demonstrate analytical skills in solving business problems.

Students will demonstrate a basic understanding of the core disciplines within business.

Students will incorporate dimensions of ethics and social responsibility in their decision making.

Graduate: Master of Actuarial Science

MAS graduates will have the basic technical actuarial expertise necessary to pass Society of Actuaries professional examinations through the associate level.

The MAS graduate will be able to build models suited for calculating reserves and assessing the risk associated with insurance exposures.

MAS graduates will be able to build financial models suited for pricing and managing the risks associated with equity/unit-linked insurance exposures.

MAS graduates will be able to integrate advanced financial models (stochastic interest rate models, equity models, credit risk models) within actuarial reserving and risk measurements models.

MAS graduates will be able to explain technical concepts to non-actuarial associates or clients as well as experts.

Note: Student learning outcomes for all educational programs at GSU can be found at sloap.gsu.edu, under the "Report List" tab (for year, select "All")