Graduate School Camden (GSC) Learning Goals
Chemistry (M.S.) Learning Goals

Learning Goals:

1. Demonstrate knowledge of the fundamentals of chemistry and an increased understanding in their area of specialization.

2. Be able to apply critical analysis in the use of the scientific method.

3. Be able to obtain scientific information from the literature, evaluate scholarly publications and properly reference technical information.

4. Be fluent in the language of chemistry including communication of chemical knowledge (both oral and written communication).

Childhood Studies (M.A., Ph.D) Learning Goals

General Learning Goals for the Childhood Studies Graduate Programs:

• Students will be able to demonstrate learning (knowledge, skills, awareness) in the multidisciplinary field of Childhood Studies through broad reading, sustained writing, in-depth research and critical analysis in topics related to understanding children and childhood today and in the past, both locally and globally. In addition, graduates will create new knowledge in the field of childhood studies demonstrated by extensive research projects (the MA paper and doctoral dissertation).

Specific Learning Goals for the M.A. program

• Students will exhibit knowledge of the cultural and historical particularities of childhood.
• Students will be able to discuss and analyze childhood in relation to relevant global and transnational contexts and structures as these differentially inform the lives and experiences of children.
• Students will be able to evaluate child identities in relation to constructs of race, class, ethnicity, sexuality and gender.
• Students will demonstrate familiarity in at least two major research methods, and competence in one, appropriate to the study of children and childhoods.
• Students will demonstrate the ability to think critically, apply research knowledge, argue persuasively and in an organized manner, and to write fluently and well.
• Students will demonstrate a capacity for independent research.

Specific Learning Goals for the Ph.D. Level

• Students will exhibit knowledge of the cultural and historical particularities of childhood.
• Students will exhibit knowledge of the various theories, paradigms, debates and perspective of childhood studies.
• Students will be able to discuss and analyze childhood in relation to relevant global and transnational contexts and structures, as these differentially inform the lives and experiences of children.
• Students will be able to evaluate child identities in relation to constructs of race, class, ethnicity, sexuality and gender.
• Students will demonstrate familiarity with at least three major research methods, and competence in one, appropriate to the study of children and childhoods.
• Students will develop expertise in at least three fields of study relevant to research on children and childhood.
• Students will demonstrate the ability to think critically, apply research knowledge, argue persuasively and contribute to the creation of new knowledge.

Computational and Integrative Biology (M.A.) Learning Goals

1. Students will acquire a productive understanding of the five scientific fields (Biology, Chemistry, Computer Science, Mathematics, Physics) that comprise CCIB, sufficient to engage in interdisciplinary research.

2. Students (research) will develop a sufficient skills in a specific area of computational biology, so to be able to perform research in that area of study.

3. Student (non-research) will be able to gain sufficient skills to communicate and deliver information to scientists from different disciplines, as specified on Goal 1.

4. Students will experience a research activity or study in a specific area of computational and integrative biology.

Creative Writing (M.F.A.) Learning Goals
Goal 1: Students will become better readers, writers, and editors of their own and others’ fiction, poetry, and creative nonfiction, and be conversant with the work of major writers in American and international literature.

Goal 2: Students will aim to produce a publishable work in fiction, poetry, or creative nonfiction, and be prepared to submit it for publication.

Goal 3: Students will be prepared for a professional life in writing, teaching, publishing, editing, or related fields, and will have gained experience in these arenas through their workshops, literary journal internships, teaching opportunities, and other preprofessional activities.

Criminal Justice (M.A.) Learning Goals

The graduate program in criminal justice offers a Master of Arts degree that draws on criminal justice, public administration, and other disciplines including law, history, liberal studies, and social work. It is designed for those seeking career opportunities or advancement in criminal justice fields as well as for those interested in research or study beyond the M.A. level. We expect graduates of this program to:

1. Acquire an understanding of the methods and statistical techniques of social science research, and to be able to apply these skills in the context of public policy and criminal justice.

2. Demonstrate an understanding of public policy and be able to apply principles to the development, monitoring, and evaluation of criminal justice policies.

3. Possess a broad range of knowledge about public policy and criminal justice and be able to apply this knowledge, humanely and competently, in criminal justice agencies or other contexts.

English (M.A.) Learning Goals

1. Students will demonstrate fluency in literary analysis and criticism, with capacity to argue persuasively and use prose effectively.

2. Students will demonstrate methodological rigor and precision in original research.

3. Students will demonstrate ability to perceive and critique the specific value system operating in a text and its language.

4. Students will demonstrate knowledge of major literary periods and genres of literature, with increased understanding in area(s) of specialization.

5. Students will prepare for and succeed in desired and field appropriate careers.

6. Students will derive the benefits of an advanced degree program.

Liberal Studies (M.A.) Learning Goals
By the time MALS students received their degrees, they will have improved their ability to:

- write in a variety of academic genres, including expository essays, critical analysis, research papers
- analyze and interpret texts in a variety of academic and literary genres
- think critically about a social and cultural issues using perspectives derived from more than one academic discipline.
- demonstrate effective written and oral communication
- be familiar with the central issues and methods of analysis in a variety of disciplines.
- conceptualize, research, and prepare a substantive capstone project

**Mathematics (M.S.) Learning Goals**

- Analyze patterns and identify whether the pattern continues and is consistent.
- Use the symbols of logical analysis to determine whether an argument based upon given premises is valid.
- Have the ability to apply basic geometric insights relative to distance, area, surface area and volume.
- Use critical thinking skills comfortably with all operations with real numbers.
- Understand the properties of algebra and be able to solve real world applications.
- Enhance reasoning skills by the study of proofs in geometry.
- Develop proficiency in the interpretation of information using set analysis applied to data distribution.
- Mathematically model and then analyze phenomena using techniques from logic, number theory, algebra, and/or calculus.
- Use group theory and numeration systems to understand the properties that apply to everyday events.

**Psychology (M.A.) Learning Goals**

Courses in Rutgers-Camden's MA program in Psychology:

- Emphasize state-of-the-art, up-to-date empirical research in psychology (i.e., experiments and studies published in peer-reviewed journals).
- Provide students with a solid grounding in statistics and research design.
- Thoroughly review content areas such as developmental, cognitive, and social psychology.
- Stress critical thinking and academic skills
By the time students graduate from Rutgers-Camden’s MA program in Psychology, they will have mastered the following skills:

- Think critically about research in psychological science, both in terms of content and methodology.
- Design and carry out both experimental and quasi-experimental research.
- Conduct statistical analyses (descriptive and inferential) of diverse types of data.
- Write review and empirical papers using the standard form of writing in psychology (APA format).
- Learn about current research in psychology more broadly and pass a comprehensive exam (Content track) or write and defend an original thesis project (Thesis track).
- Have opportunities to help teach undergraduates and gain experience in the classroom.
- Have opportunities to present original research at conferences and improve upon presentation skills.

Public Administration (M.P.A.) Learning Goals

Competencies Instilled by the MPA Program

Universal Core Competencies established by NASPAA:

- Lead and manage in public governance;
- Participate in and contribute to the policy process;
- Analyze, synthesize, think critically, solve problems, and make decisions;
- Articulate and apply a public service perspective;
- Communicate and interact productively with a diverse and changing workforce and citizenry.

Professional Competencies:

- Apply education through experiential exercises;
- Interact with practitioners.

Science Teaching (M.S.T.) Learning Goals

1. Students will acquire the abilities necessary to succeed as teachers of science, including skills for curriculum organization, classroom management, and effective communication.
2. Students will learn to synthesize educational theory, research and policy with classroom practice.
3. Students will become knowledgeable about professional practice, including state regulations concerning teaching and expectations for interactions with students, colleagues, administrators, and parents.

Scientific Computing Learning Goals

1. Upon completion of the MS program in Scientific Computing, students will:

2. Have a strong foundation in numerical, combinatorial and parallel/distributed algorithms and an understanding of their broad application to multi-disciplinary science and technology

3. Develop competencies in analysis and design of software for diverse computational problems

4. Be able to apply analytical and problem-solving skills towards multi-disciplinary research and development

5. Demonstrate learning skills that can sustain further study which is self-directed or autonomous

Teaching Spanish (M.A.T.) Learning Goals

Upon completion of Rutgers Camden MAT in Spanish, students should be able to:

1. Show proficiency in the Spanish language at the Advanced-Low ACTFL OPI level. MAT Graduates will be able to understand and produce complex critical and analytical statements in the target language.

2. Demonstrate a profound knowledge and understanding of language acquisition theories and effective pedagogical practices for the Spanish classroom.

3. Develop instructional goals and materials that support learners’ diversity and foster an engaging learning environment in the classroom.

4. Recognize and apply literary, linguistic, and cultural texts and digital tools to their instructional practices to enhance student performance and improve learning outcomes.

5. Demonstrate a foundational knowledge of educational linguistics as well as Peninsular and Latin American Literature and Cultures.

Physical Therapy (D.P.T.) Learning Goals

The program has elected to utilize the School of Health Related Professions (SHRP) Graduate Outcomes.

Professional Competencies: Graduates achieve professional competencies as currently defined by their respective profession.
Professionalism: Graduates exhibit professional behaviors such as integrity, respect, compassion, and altruism.

Communication: Graduates effectively communicate in oral, written, and technical formats.

Collaboration: Graduates communicate and collaborate with health care team members and other stakeholders to facilitate the attainment of common goals.

Leadership: Graduates lead individuals and/or groups toward attainment of shared goals in organizational or professional settings.

Cultural Sensitivity: Graduates are aware, respectful of, and sensitive to diversity in the performance of their roles.

Ethics and Jurisprudence: Graduates identify, critically evaluate, and practice professional, ethical and legal decision-making.

Education: Graduates incorporate educational strategies into their roles.

Scholarship: Graduates disseminate findings based on original or synthesized research.

Problem Solving: Graduates identify, critically analyze, and solve a variety of scientific, clinical, cultural, psychosocial, and/or managerial problems.

Information Utilization: Graduates effectively access, store, evaluate and use scientific, health care and/or patient/client information while respecting the ownership and privacy of sources.

Technology Utilization: Graduates use, evaluate, and adapt to technology advances in their field.

Quality Improvement: Graduates strive to optimize overall quality outcomes in health care.

Safety: Graduates utilize safe work practices by following established guidelines.

Emergency Management: Graduates recognize their roles and are skilled in responses to emergencies and crisis situations.
Graduate Degree Program Learning Goals - publicly posted

** Biology (M.S.) - none posted

Chemistry (M.S.) - [http://chemistry.camden.rutgers.edu/graduate/learning-goals/](http://chemistry.camden.rutgers.edu/graduate/learning-goals/)

Childhood Studies (M.A., Ph.D.) - [http://childhood.camden.rutgers.edu/graduate-program/learning-goals/](http://childhood.camden.rutgers.edu/graduate-program/learning-goals/)

Computational and Integrative Biology (M.A.) - [http://ccib.camden.rutgers.edu/graduate-program/masters/](http://ccib.camden.rutgers.edu/graduate-program/masters/)

Computational and Integrative Biology (Ph.D.) - [http://ccib.camden.rutgers.edu/graduate-program/doctoral/](http://ccib.camden.rutgers.edu/graduate-program/doctoral/)

Creative Writing (M.F.A.) - [http://mfa.camden.rutgers.edu/learning-goals/](http://mfa.camden.rutgers.edu/learning-goals/)

Criminal Justice (M.A.) - [http://sociology.camden.rutgers.edu/graduate-program-criminal-justice/learning-objectives/](http://sociology.camden.rutgers.edu/graduate-program-criminal-justice/learning-objectives/)

English (M.A.) - [http://english.camden.rutgers.edu/graduate/learning-goals/](http://english.camden.rutgers.edu/graduate/learning-goals/)

Liberal Studies (M.A.) - [http://mals.camden.rutgers.edu/learning-goals/](http://mals.camden.rutgers.edu/learning-goals/)

** Mathematics (Pure Mathematics, Industrial/Applied Mathematics, Mathematical Computer Science and Teaching in Mathematical Sciences - all M.S.) - not publicly posted, but see below

Psychology (M.A.) - [http://psychology.camden.rutgers.edu/graduate/](http://psychology.camden.rutgers.edu/graduate/)

** Public Affairs-Community Development (Ph.D.) - none posted

Public Administration (M.P.A.) - [http://dppa.camden.rutgers.edu/degrees/mpa/](http://dppa.camden.rutgers.edu/degrees/mpa/)

Science Teaching (M.S.T.) - [http://ice.camden.rutgers.edu/master-of-science-teaching-mst-program/](http://ice.camden.rutgers.edu/master-of-science-teaching-mst-program/)

Scientific Computing (M.S.) - [http://cs.camden.rutgers.edu/graduate/](http://cs.camden.rutgers.edu/graduate/)


Physical Therapy (D.P.T.) - [shrp.rutgers.edu/faculty/research/documents/graduateoutcomes_5_11.docx](http://shrp.rutgers.edu/faculty/research/documents/graduateoutcomes_5_11.docx)