

Accounting, MAcc

Completed

2017-18 AY

Mission

The Department of Business and Entrepreneurship teaches students the fundamentals of business practice through learning and applying academic content, practicing business skills, and evaluating the context of business decision-making. The Department integrates material and programming incorporating the University's mission in global understanding and environmental responsibility and prepares students to work as leaders in professional and civic arenas. Through student-centered curricular and co-curricular offerings, the Department assists students to reach their full potential in the business world.

Goal

1 MAcc Programmatic Student Learning Outcomes

In master's level programs, knowledge of the key content areas of business is assumed. Students without previous business courses take the Prerequisite Courses. Graduates of master's level programs should acquire a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates of the MAcc program should be able to demonstrate that they possess business-specific content outcomes and business-related professional skills outcomes. Intended Student Learning Outcomes for Master of Accounting (MAcc): 1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines 2. Formulate and execute analytical solutions to business problems using appropriate accounting techniques 3. Analyze ethical implications of business practices using advanced levels of ethical reasoning 4. Prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting

The Action Plan for the year being assessed (2017-2018): 1) In 2016-2017, due to a miscommunication between the B&E Dept. staff and the Master of Accounting Capstone adjunct instructor, direct measures were not performed on any of the SLOs in 2016-2017, and few students completed the surveys that constitute the indirect

measures of SLOs. Direct and indirect measures of SLOs must be collected in the course that is serving as the Master of Accounting capstone. a) The importance of assessment needs to be more clearly emphasized to the instructor of the Capstone course. b) The B&E Dept. must more closely manage this piece of the course, through syllabus review, Moodle page review, calendar reminders, emails, and phone calls. c) It would be ideal for a full-time faculty member to teach the course, so they are more in tune with the necessity of the assessment being administered. 2) A direct measure for communication must be developed and implemented in AY 2017-2018. 2017-2018 Analysis and Action Plan for next academic year (2018-2019): 1) In Spring 2018, a full-time faculty member was assigned to ACT699 Forensic Accounting, which serves as the course where assessment data is collected for the MAcc program. This resulted in a much higher rate of completion for the assessment instruments (ie., Peregrine exam and MAcc student degree assessment). It would be beneficial to continue having a full-time faculty member assigned to the course. That being said, programs assessment is being more actively managed by the B&E Dept. through reminders, syllabus and Moodle page review, etc. which may have also factored into the improved rate of completion for the assessment instruments. 2) A direct measure for communication still has not been

developed for the MAcc. This must happen in time for the SP19 course/assessment cycle. 3) A Faculty Evaluation of a “Capstone” Project should be developed that would include direct measure for all the PSLOs, but especially for professional communication, as well as an additional direct measure for this PSLO: Formulate and execute analytical solutions to business problems using appropriate accounting techniques. 4) MAcc students did not meet the target for the Ethics-related PSLO. Although new IACBE Key Learning Outcomes (FA17) no longer include Ethics among its listed PSLOs, rather than removing ethics from our PSLOs, B&E faculty should strategize ways to improve students’ performance on this measure. B&E’s ASSESSMENT PLAN and CURRICULUM MATRIX are attached.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines

Description

1.2 Formulate and Execute Analytical Solutions

Description

Formulate and execute analytical solutions to business problems using appropriate accounting techniques.

1.3 Analyze Ethical Implications

Description

Analyze ethical implications of business practices using advanced levels of ethical reasoning.

1.4 Prepare professional analysis which demonstrates theoretical and technical competency in the professional field of accounting

Description

Goal

2 Operational Goals and Program Objectives

Operational goals towards overall improvement of the B&E Dept. programs that are not specifically aligned to learning outcomes.

Programmatic Student Learning Outcomes or Program Objectives

- 2.1 The Department of Business and Entrepreneurship will utilize Chatham resources, such as the Center for Women's Entrepreneurship (CWE), to achieve student learning outcomes.

Description

The B&E Department regularly hosts guest speakers, panels, networking mixers, and outside professional associations' chapter meetings on Chatham's campuses.

Chatham students, faculty, and alumni, as well as outside professionals are invited to these events. Chatham B&E students are encouraged to participate in the on-campus events, such as CWE's Breakfast Series, and the department's networking mixers.

Faculty incentivize attendance and participation through class assignments and extra credit. Also, the department removes obstacles to attendance to off-campus events by accompanying students and often providing transportation.

2.2 The Department of Business and Entrepreneurship will integrate Chatham University mission themes of global understanding, environmental responsibility and public leadership into Departmental offerings.

Description

At least one course in each major/degree includes a mission theme

2.3 The Department of Business and Entrepreneurship will develop an outstanding faculty (both full-time and adjunct).

Description

2.4 The Department of Business and Entrepreneurship will monitor curriculum to reflect needs of business community and workforce development.

Description

The Business & Entrepreneurship Department founded an advisory board in 2014. The board reflects diverse business disciplines, industries, gender, and ethnic groups and informs the Program Chair/Director and faculty about emerging trends in the

workforce. The B&E Dept. consults with the board about curricular needs to meet the trends.

2.5 The Department of Business and Entrepreneurship will provide student-centered, innovative pedagogy with an emphasis on practice .

Description

2.6 The Department of Business and Entrepreneurship will develop students to their full-potential through advising and individualized curriculum.

Description

All Undergraduate Business Majors, BA

2017-18 AY

Completed

Mission

The Department of Business and Entrepreneurship teaches students the fundamentals of business practice through learning and applying academic content, practicing business skills, and evaluating the context of business decision-making. The Department integrates material and programming incorporating the University's mission in global understanding and environmental responsibility and prepares students to work as leaders in professional and civic arenas. Through student-centered curricular and co-curricular offerings, the Department assists students to reach their full potential in the business world.

Goal

1 Core Business Programmatic Student Outcomes

The Business and Entrepreneurship Department provides specific core learning outcomes that are the foundation to all of the business majors. Student Learning Information for Undergraduate Business Majors: Accounting, Economics, International Business, Management, Management Information Systems, and Marketing. Intended Student Learning Outcomes: Students will be able to 1. Demonstrate an ability to obtain

and process information in order to make decisions and solve problems. 2. Apply legal, ethical, and economic standards of business within a global environment. 3. Contribute to the development of a high performing team and collaborative environment. 4. Deliver effective and professional communications using a variety of delivery venues. 5. Use quantitative reasoning skills in statistical analysis and research design. 6. Apply the functional areas of accounting, economics, finance, management, and marketing. 7. Advanced knowledge in major field. 8. Apply decision-support tools to business decision making. New from IACBE 9. Apply strategic planning skills to effect a change initiative in a business scenario. New from IACBE

The Action Plan for 2017-2018: 1) Business programs accrediting body, IACBE, revised their Key Learning Outcomes in FA17. This KLO was added to B&E SLOs for “global”: Apply legal, ethical, and economic standards of business within a global environment. 2) B&E students continue to struggle in quantitative areas. In 2016-2017, the ETS target was not met in Economics, but the ETS target was met in Finance. The B&E Dept. has placed more emphasis on analytics, programming, databases, Excel, etc. and student competitions in STEAM, project management, Accounting and Finance. This emphasis should result in improved scores in these quantitative areas soon. The Action Plan for next academic year (2018-2019): 1)

IACBE revised their Key Learning Outcomes in FA17. These KLOs will be added to B&E SLOs beginning 2018-2019: a. Apply decision-support tools to business decision making. b. Apply strategic planning skills to effect a change initiative in a business scenario. 2) B&E students continue to struggle in quantitative areas. In 2017-2018, the target was reached in Econ but missed in Finance. The B&E Dept. has placed more emphasis on analytics, programming, databases, Excel, etc. and student competitions in STEAM, project management, Accounting and Finance. This emphasis should result in improved scores in these quantitative areas soon. B&E's ASSESSMENT PLAN and CURRICULUM MATRIX are attached.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Demonstrate an ability to obtain and process information in order to make decisions and solve problems.

Description

Analyze situations and solve problems in business settings and make appropriate business decisions.

1.2 Apply legal, ethical, and economic standards of business within a global environment.

Description

1.3 Contribute to the development of a high performing team and collaborative environment.

Description

1.4 Deliver effective and professional communications using a variety of delivery venues.

Description

1.5 Use quantitative reasoning skills in statistical analysis and research design.

Description

1.6 Apply the functional areas of accounting, economics, finance, management, and marketing.

Description

Understand the functional areas of accounting, economics, finance, management, and marketing.

Goal

2 Advanced Knowledge in major field

Demonstrate advanced knowledge in business major areas: Accounting Economics International Business Management Management Information Systems Marketing

Programmatic Student Learning Outcomes or Program Objectives

2.1 Accounting

Description

2.2 Economics

Description

2.3 International Business

Description

2.4 Management

Description

2.5 Management Information Systems

Description

2.6 Marketing

Description

Goal

3 Operational Goals and Program Objectives

Operational goals towards overall improvement of the B&E Dept. programs that are not specifically aligned to learning outcomes.

Programmatic Student Learning Outcomes or Program Objectives

3.1 The Department of Business and Entrepreneurship will utilize Chatham resources, such as the Center for Women's Entrepreneurship (CWE), to achieve student learning outcomes.

Description

The B&E Department regularly hosts guest speakers, panels, networking mixers, and outside professional associations' chapter meetings on Chatham's campuses.

Chatham students, faculty, and alumni, as well as outside professionals are invited to these events. Chatham B&E students are encouraged to participate in the on-campus events, such as CWE's Breakfast Series, and the department's networking mixers.

Faculty incentivize attendance and participation through class assignments and extra credit. Also, the department removes obstacles to attendance to off-campus events

by accompanying students and often providing transportation.

3.2 The Department of Business and Entrepreneurship will integrate Chatham University mission themes of global understanding, environmental responsibility and public leadership into Departmental offerings.

Description

At least one course in each major/degree includes a mission theme

3.3 The Department of Business and Entrepreneurship will develop an outstanding faculty (both full-time and adjunct).

Description

3.4 The Department of Business and Entrepreneurship will monitor curriculum to reflect needs of business community and workforce development.

Description

The Business & Entrepreneurship Department founded an advisory board in 2014. The board reflects diverse business disciplines, industries, gender, and ethnic groups and

informs the Program Chair/Director and faculty about emerging trends in the workforce. The B&E Dept. consults with the board about curricular needs to meet the trends.

3.5 The Department of Business and Entrepreneurship will provide student-centered, innovative pedagogy with an emphasis on practice .

Description

3.6 The Department of Business and Entrepreneurship will develop students to their full-potential through advising and individualized curriculum.

Description

Arts Management, BA

In Progress

Mission

2017-18 AY

The arts management major is an interdisciplinary program, combining courses from business and the arts. The major is designed specifically to prepare students for leadership roles through expertise in strategic planning, management, marketing and artistic planning. Students will ascribe meaning to the artistic elements, in all their combinations, recognize historic styles, and the cultural forces that shaped them. Students will also identify business opportunities within the art world and focus on planning, organizing, leading, and controlling the use of resources to accomplish performance goals in art organizations. The Arts Management major has four concentrations: dance, media arts, music, and visual arts.

Goal

1 CONTENT 2014-15

Programmatic Student Learning Outcomes or Program Objectives

1.1 Content

Description

a. Ascribe meaning to the visual elements, in all their guises and combinations. b. Describe the inherent properties of the principal artistic media. c. Recognize historic styles, their sequence, and the cultural forces that shaped them. d. Identify business opportunities within the art world. e. Plan, organize, lead, and control the use of resources to accomplish performance goals in organizations. f. Apply principles of group and individual dynamics through effective membership in a team + Leadership. g. Identify issues and problems in human resource management and develop a human resource management plan.

Goal

2 CRITICAL THINKING 2015-16

Programmatic Student Learning Outcomes or Program Objectives

2.1 Critical Thinking

Description

a. Students must critically analyze works of art or written materials within the contemporary discourse of the sub-disciplines: studio art, art history, music, media arts and management. b. Students must develop a personal conceptual framework for evaluating the relevance of a work, whether visual, aural or verbal, to its larger cultural, social, or historic context. c. Students must conduct research by selecting and managing both traditional and non-traditional resources to inform decisions. d. Students must identify business problems, frameworks for their solution and use appropriate problem solving techniques for business problems.

Goal

3 COMMUNICATION 2016-17

Programmatic Student Learning Outcomes or Program Objectives

3.1 Communication

Description

a. Students must convey a complex idea effectively through visual means. b. Students must verbally communicate a complex idea in spoken or written form. c. Students must employ professional communication conventions, when it is appropriate to do so. d. Students must communicate effectively in writing, create and deliver effective oral presentations, and contribute effectively to group discussions.

Goal

4 INTEGRITY/VALUES 2017-18

Programmatic Student Learning Outcomes or Program Objectives

4.1 Integrity/ Values

Description

a. Students must treat shared tools, work areas, exhibit spaces, and other resources with respect. b. Students must evaluate the work and opinions of fellow students with

honesty and respect. c. Students must exercise academic integrity in all forms. d. Students must articulate ethical issues that occur in business, evaluate alternative courses of action, and evaluate the implications of those actions.

Goal

5 PROGRAM MANAGEMENT 2018-19

Programmatic Student Learning Outcomes or Program Objectives

5.1 Program Management

Description

a. Students must produce a cohesive body of work built upon sound professional practices in the field of choice: studio art, music, media arts, art history, and business management. b. Students must develop and execute projects that take into account resources and timetables. c. Students must collaborate with peers or professionals, whenever required for the successful completion of a project. d. Students must plan

projects, work in team settings, and deliver project outcomes on time. e. Students must add diversity and understand the global context of Arts Management.

Biology, MS

In Progress

2017-18 AY

Mission

The Masters of Science in Biology provides all its students with excellent, graduate-level training of the human biology model, facilitating their progress toward meaningful and rewarding careers in the health professions, biomedical sciences, industry, government and NGO sectors.

Goal

- 1 Enhances students' intellectual growth and development of practical and transferable skills.

The central goal of any graduate program is to enhance the knowledge and skills one receives from an undergraduate major. Through in-depth, discipline-specific curricular focus, students graduating with MS degrees in biology should have skills that enhance admission to doctoral or professional programs, including PhD, medical, physicians assistant, dental, and veterinary programs. The MS Biology at Chatham University has a curriculum of required courses in human biology that enhance knowledge and skills for this goal. The MS Biology program recruits students from around the country and around the world, and generally comprises diverse cohorts seeking professional skills and knowledge. The erudite faculty foster an environment where these skills are attained along with a culture of enhanced ethical standards and synergy through collaboration. This goal aligns with the Chatham University Mission to prepare its students to build lives of purpose, value, and fulfilling work, through professional skill development and liberal arts learning, and to recognize and respect diversity of culture, identity, and opinion. With a focus on human biology and health in the MS Biology curriculum, this goal also touches on the Chatham University Mission to live sustainably, by helping students understand the fundamental links between human health and

sustainability.

Programmatic Student Learning Outcomes or Program Objectives

1.1 PSLO 1 Students demonstrate knowledge and skills in human biology.

Description

Students demonstrate knowledge and skills in human biology, as sought for admission to doctoral programs. Human biology is the hallmark of the MS Biology Program and most students in this program seek an MS degree as a bridge to doctoral biomedical programs. The most fundamental goal is to have graduates ready for the next challenge, after attaining a MS degree through our program.

Goal

2 Create a venue for students to gain transferable scientific skills to assist them in their future career endeavors.

As a scientific discipline, an understanding of research principles, the scientific method,

and data analysis are essential components of a sound education and skills in these areas are transferable to many careers within and parallel to the biological sciences. This goal aligns with the Chatham University Mission to prepare its students to build lives of purpose, value, and fulfilling work, through professional skill development and liberal arts learning, and to be informed and engaged citizens in their communities.

Programmatic Student Learning Outcomes or Program Objectives

2.1 PSLO 2 Students demonstrate knowledge and skill in research principles, research ethics, and scientific writing.

Description

Students demonstrate knowledge and skill in research principles, research ethics, and scientific writing, as would be expected of any MS program for any scientific discipline. Fluency in scientific communication is built on foundational knowledge of scientific principles and developed skill in scientific writing. Focusing on human biology, an understanding of research ethics is essential. This goal seeks to graduate students who appreciate the vitality of biological sciences as a large scientific discipline

through experiential learning and are, thus, able to communicate and advocate the importance of biological research to others.

2.2 PSL0 3 Students demonstrate knowledge and skill in analysis of biological data.

Description

Students demonstrate knowledge and skill in analysis of biological data, such that they are capable of critical evaluation of published scientific articles in the biological sciences, can enter careers focused on biological research, and be sufficiently prepared for admission to doctoral programs with research emphasis. This goal seeks to ensure that graduates of the MS Biology program have the relevant and transferable skills to analyze data from biological research, as would be important in any scientific discipline.

Goal

3 Enhance the transferable skills of students along specific intra-discipline lines, including research and biomedical training.

A current goal is to develop the MS Biology program to emphasize either research (thesis track students, mostly seeking PhD program opportunities) or biomedical training (either thesis or non-thesis track students seeking admission to medical, veterinary, dental, physicians assistant, or similar programs). The program director is a member of the Graduate Program Committee (GPC) and is currently working with the SASB Dean, the Registrar, and GPC to best develop these separate tracks. Currently, there are thesis and non-thesis tracks in the MS Biology program, but the thesis track lacks flexibility in terms of appropriate electives for discipline-specific research and the non-thesis track is not fundamentally a biomedical training track. The MS Biology Task Force is also working to develop affiliation agreements with medical programs for MS Biology graduates, and trying to model a biomedical track curriculum to contain the courses that would best prepare students for medical school. This goal would especially enhance the professional skill development of graduates, in line with Chatham's Mission statement.

Programmatic Student Learning Outcomes or Program Objectives

3.1 PSLO 4 Thesis track students demonstrate mastery of the scientific method

Description

Thesis track students demonstrate mastery of the scientific method, as evidenced by measurements pertaining to development of a thesis. The MS Biology program is currently overhauling and standardizing the policies and procedures for thesis track students. Assessment measures were intended to be in place for this PSLO by 9/1/2018. However, standardizing the policies and procedures for thesis track students is still in progress. The program director is now serving on the Graduate Program Committee, which should help expedite policy and procedure updates. Assessment measures should be possible for 2018-2019, for students graduating in 2019.

3.2 PSLO 5 Thesis track students demonstrate skill in oral communication of scientific research

Description

Thesis track students demonstrate skill in oral communication of scientific research, as evidenced by a public seminar of thesis research. An oral communications rubric

will be developed to assess this important skill, in conjunction with formalization of the thesis seminar standard. This PSLO was intended to go into effect 9/1/2018. However, standardizing the policies and procedures for thesis track students is still in progress. The program director is now serving on the Graduate Program Committee, which should help expedite policy and procedure updates. Assessment measures should be possible for 2018-2019, for students graduating in 2019.

3.3 PSLO 6 Medical track students demonstrate interdisciplinary skill in the Medical College Admissions Test

Description

Medical track students demonstrate interdisciplinary skill in the Medical College Admissions Test. The MS Biology Program will contain a biomedical training track, which will include preparation for the Medical College Admissions Test (MCAT), as is common with many graduate and post-baccularate programs directed toward admission to biomedical/professional programs. This PSLO will be evaluated by performance on this standardized test. This PSLO is anticipated to go into effect 9/1/2019.

Goal

4 Program Improvement

Actions taken by the program director to improve the program, outside of student learning outcomes. In 2017-2018, these included: 1. Enhanced recruitment (started in 2018). The MS Biology program developed a partnership with Harvard Medical School to send conditionally admitted students to the Harvard HMX online program for enhanced courses in physiology, immunology, genetics, and biochemistry. This made it possible for students with limited biology backgrounds to still apply to MS biology. 2. Developing a Biomedical Track. As stated above, there is a goal to enhance the biomedical training of students seeking medical school as a next step. In spring 2018, the program director and the MS Biology task force started identifying curricular needs and talking with admissions officials in medical schools about affiliation agreements and desired skills of students. This goal will receive stronger attention in 2018-2019.

Programmatic Student Learning Outcomes or Program Objectives

Business Administration, MBA

2017-18 AY

Completed

Mission

The Department of Business and Entrepreneurship teaches students the fundamentals of business practice through learning and applying academic content, practicing business skills, and honing ethical decision-making. The Department integrates material and programming incorporating the University's mission in global understanding and environmental responsibility and prepares students to work as leaders in professional and civic arenas. Through student-centered curricular and co-curricular offerings, the Department assists students to reach their full potential in the business world.

Goal

1 MBA Programmatic Student Learning Outcomes

In master's level programs, knowledge of the key content areas of business is assumed. Students without previous business courses take the Competency Courses. Graduates of master's level programs should acquire a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates of the MBA program should be able to demonstrate that they possess business-specific content outcomes and business-related professional skills outcomes. Intended Student Learning Outcomes for MBA :

1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines
2. Analyze ethical implications of business practices using advanced levels of ethical reasoning
3. Collaborate effectively as a business leader
4. In-depth Knowledge for specific MBA concentrations:
 - a. Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures
 - b. Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently
 - c. Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently
 - d. Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain

operations effectively and efficiently e. Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations 5. Perform strategic analysis effectively 6. Apply quantitative methods to business problem solving 7. Assess global opportunities and challenges for business growth 8. MBA Students understand functional areas of business

The Action Plan for the year being assessed (2017-2018):

- 1) Continue to work to improve MBA students' finance and quantitative skills:
 - a) Continue to analyze syllabi for content and assignments that include more emphasis on quantitative skill-building.
 - b) The Accounting Coordinator will teach more graduate-level accounting courses and standardize accounting syllabi, textbooks, etc. for graduate accounting and finance courses.
- 2) Remove "Assess global opportunities and challenges for business growth" from SLOs, since this is not an IACBE Key Learning Outcome and is difficult to assess this SLO in the MBA Capstone course.
- 3) The B&E Dept. still needs to develop ways to assess advanced learning in the MBA concentration area.

The Action Plan for next academic year (2018-2019):

- 1) IACBE revised its Key Learning Outcomes in FA17 to include "Evaluate the legal, social, economic, and global environments of business." Therefore, the "global" SLO will remain. A direct measure for this SLO must be developed or identified.
- 2) The B&E Dept. still needs to develop ways to assess advanced

learning in the MBA concentration area. 3) Despite numerous reminders, syllabus and Moodle review, not all assessment instruments were administered to the MBA students in the course (i.e., the client and faculty assessments of the capstone projects). This class is being taught by an adjunct instructor. Direct and indirect measures of SLOs must be collected in the MBA Capstone course. a) The importance of assessment needs to be more clearly emphasized to the instructor of the Capstone course. b) The B&E Dept. must more closely manage this piece of the course, through syllabus review, Moodle page review, calendar reminders, emails, and phone calls. B&E's ASSESSMENT PLAN and CURRICULUM MATRIX are attached.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines

Description

1.2 Analyze ethical implications of business practices using advanced levels of ethical reasoning

Description

1.3 Collaborate effectively as a business leader

Description

1.4 In-depth Knowledge

Description

In-depth Knowledge for specific MBA concentrations: Entrepreneurial Leadership and Strategy- Demonstrate knowledge, skills and techniques to lead entrepreneurial and strategic ventures: Healthcare Management- Demonstrate knowledge, skills and techniques to manage healthcare operations effectively and efficiently: Project Management- Demonstrate knowledge, skills and techniques to execute projects effectively and efficiently: Supply Chain Management- Demonstrate knowledge, skills and techniques to manage supply chain operations effectively and efficiently:

Sustainability- Demonstrate knowledge, skills and techniques to lead sustainable businesses and organizations:

1.5 Perform strategic analysis effectively

Description

1.6 Apply quantitative methods to business problem solving

Description

Apply quantitative methods to business problem solving

1.7 Assess Global Opportunities

Description

Assess global opportunities and challenges for business growth

1.8 Functional Areas of Business

Description

MBA Students understand functional areas of business

Goal

2 Operational Goals and Program Objectives

Operational goals towards overall improvement of the B&E Dept. programs that are not specifically aligned to learning outcomes.

Programmatic Student Learning Outcomes or Program Objectives

2.1 The Department of Business and Entrepreneurship will utilize Chatham resources, such as the Center for Women's Entrepreneurship (CWE), to achieve student learning outcomes.

Description

The B&E Department regularly hosts guest speakers, panels, networking mixers, and outside professional associations' chapter meetings on Chatham's campuses.

Chatham students, faculty, and alumni, as well as outside professionals are invited to these events. Chatham B&E students are encouraged to participate in the on-campus

events, such as CWE's Breakfast Series, and the department's networking mixers. Faculty incentivize attendance and participation through class assignments and extra credit. Also, the department removes obstacles to attendance to off-campus events by accompanying students and often providing transportation.

2.2 The Department of Business and Entrepreneurship will integrate Chatham University mission themes of global understanding, environmental responsibility and public leadership into Departmental offerings.

Description

At least one course in each major/degree includes a mission theme

2.3 The Department of Business and Entrepreneurship will develop an outstanding faculty (both full-time and adjunct).

Description

2.4 The Department of Business and Entrepreneurship will monitor curriculum to reflect needs of business community and workforce development.

Description

The Business & Entrepreneurship Department founded an advisory board in 2014. The board reflects diverse business disciplines, industries, gender, and ethnic groups and informs the Program Chair/Director and faculty about emerging trends in the workforce. The B&E Dept. consults with the board about curricular needs to meet the trends.

2.5

The Department of Business and Entrepreneurship will provide student-centered, innovative pedagogy with an emphasis on practice .

Description

2.6

The Department of Business and Entrepreneurship will develop students to their full-potential through advising and individualized curriculum.

Description

Communication, BA

Completed

2017-18 AY

Mission

The BA in Communication provides students the broadest possible education, combining traditional liberal arts with professional skills, including the convergence of media, necessary for a rewarding career. Students interested in advancing within communication are educated in the larger historical/social contexts as well as keenly aware of the historical, legal, and ethical traditions that have shaped this profession. The Communication degree has four concentrations: Graphic Design, Human Communication, Journalism, and Public Relations.

Communication is a degree targeted to new opportunities in a media-savvy world. Students in the major take a common set of core courses that prepares them for careers in an industry where convergence in print, broadcast, and online media is growing.

Goal

1 Meet Programmatic Student Learning Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Analysis and Context 2016-17) 2018-19)

Description

a. removed 2017- Students must demonstrate competence in reporting news. b. removed 2017 Students must demonstrate competence in accessing public records. c. Students must demonstrate competence in researching facts for a communication context. d. Students must look for interdisciplinary relationships between communication and other fields of research.

1.2 Professional Writing and Speech Processes 2016-17) 2018-19)

Description

e. Students must develop and transform original concepts into well-conceptualized

projects - demonstrating a competency in writing for (updated 2017)Digital media, Public Relations, or Narrative, (remove 2017- broadcast). f. Students must demonstrate competence in research methods for the academic study of communication. g. Students must demonstrate competence in persuasive expression focused on speech and writing. h. removed 2017 Students must demonstrate clear writing for a range of subjects that includes commercial, professional as well as exposit writing.

1.3 Professional Practice 2015-16) 2017-18) 2018-19)

Description

l. Students must develop editorial projects with an understanding of a diversified audience. m. Students must properly document their projects, choosing appropriate forms of media. n. Students must have an understanding of relevant journals, media outlets, firms, etc. for later distribution or field contribution. o. Students must develop field-appropriate professional portfolios and be able to communicate their projects clearly. p. Students must develop attitudes of professional responsibility and

accountability. q. Students must develop professional discipline (time-management, organizational skills).

Goal

- 2 Increase # of students attending or presenting at professional & academic conferences

Programmatic Student Learning Outcomes or Program Objectives

Goal

- 3 Increase interaction . collaboration between UG & G comm students

Made significant inroads in 17-18 academic year, especially in the FCC firm. Grads also shared insight with undergrads at a professional development event in Spring 2018.

Programmatic Student Learning Outcomes or Program Objectives

Communication, MA

In Progress

2017-18 AY

Mission

Goal

1 All Tracks

All Tracks

Programmatic Student Learning Outcomes or Program Objectives

1.1 THEORETICAL KNOWLEDGE (2018-2019)

Description

Demonstrate knowledge of communication theory and its practical applications in a variety of situations and environments.

1.2 ETHICAL KNOWLEDGE (2019-20)

Description

Demonstrate knowledge of communication law and ethics, particularly with regard to social responsibility in the communications field.

1.3 APPLIED RESEARCH (2016-17)

Description

Apply communication research and theory in a professional context.

1.4 PROBLEM SOLVING (2016-17)

Description

Solve concrete communication problems within organizations and larger social systems.

1.5 COMMUNICATIVE COMPETENCE (2016-17)

Description

Communicate their ideas effectively and professionally through oral communication, the written word, and a variety of media.

1.6 MEDIA LITERACY (2019-20)

Description

Illustrate media literacy.

1.7 CRITICAL EVALUATION (2017-18)

Description

Evaluate effectiveness of communications campaigns

Goal

2 Health Track

Health Track

Programmatic Student Learning Outcomes or Program Objectives

2.1 APPLIED SCIENTIFIC LITERACY (2018-2019)

Description

Adapt complex medical and scientific messages for specific publics, thereby indicating applied scientific literacy

2.2 IMPLEMENTATION (2017-18)

Description

Design, plan, and implement a health communications campaign

Goal

3 Strategic Communication Track

Strategic Communication Track

Programmatic Student Learning Outcomes or Program

Objectives

3.1 IMPLEMENTATION (2017-18)

Description

Design, plan, and implement a strategic communications campaign

3.2 ORG COMMUNICATION KNOWLEDGE

Description

Demonstrate theoretical knowledge of organizational communication

Goal

4 Environmental Track

Environmental Track

Programmatic Student Learning Outcomes or Program Objectives

4.1 APPLIED SCIENTIFIC LITERACY (2018-2019)

Description

Adapt complex environmental and scientific messages for specific publics, thereby indicating applied scientific literacy

4.2 SOCIAL CONSTRUCTION KNOWLEDGE

Description

Demonstrate comprehensive awareness of sustainability as a social construction

Counseling Psychology, MSCP

Not Started

2017-18 AY

Mission

The mission of the Master of Science in Counseling Psychology Program at Chatham University is to train students from diverse backgrounds to be competent and ethical counselors who integrate a science-informed perspective with a strength based approach

to practice. We seek to develop counselors who embrace the multicultural and social justice counseling competencies with diverse populations across a wide variety of settings. Psychological science serves as the foundation for training competent counseling practitioners who are eligible for state licensure. We aspire to prepare graduates for entry level practice who demonstrate a commitment to lifelong learning.

Goal

1 | I Professionalism: A Professional Values and Attitudes

A. Professional Values and Attitudes

Programmatic Student Learning Outcomes or Program Objectives

1.1

Description

1.2 | 1. Integrity

Description

1a. Understands professional values; honest, responsible 1b. Adherence to professional values infuses work as counselor; recognizes situations that challenge adherence to professional values

1.3 2. Department

Description

2a. Understands how to conduct oneself in a professional manner 2b. Communication and physical conduct (including attire) is professionally appropriate, across settings

1.4 3. Accountability

Description

3a. Accountable and reliable 3b. Accepts responsibility for own actions

1.5 4. Concern for the Welfare of Others

Description

- 4a. Demonstrates awareness of the need to uphold and protect the welfare of others
- 4b. Acts to understand and safeguard the welfare of others

1.6 5. Professional Identity

Description

- 5a. Demonstrates beginning understanding of self as professional; “thinking like a professional counselor”
- 5b. Displays emerging professional identity as professional counselor

Goal

2 I Professionalism: B. Individual and Cultural Diversity

B. Individual and Cultural Diversity

Programmatic Student Learning Outcomes or Program Objectives

2.1 1. Self as Shaped by Individual and Cultural Diversity

Description

1a. Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others 1b. Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

2.2 2. Others Shaped by Individual and Cultural Diversity and Context

Description

2a. Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings 2b. Applies knowledge of others as cultural beings in assessment, treatment, and consultation

2.3 3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

Description

3a. Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others 3b. Applies knowledge of the role of culture in interactions in

assessment, treatment, and consultation of diverse others

2.4 4. Applications based on Individual and Cultural Context

Description

4a. Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional work. Understands the need to consider ICD issues in all aspects of 4b. Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation

Goal

3 I Professionalism: C. Ethical Legal Standards

C. Ethical Legal Standards

Programmatic Student Learning Outcomes or Program Objectives

3.1 1. Knowledge of Ethical, Legal and Professional Standards and Guidelines

Description

1a. Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting 1b. Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

3.2 2. Awareness and Application of Ethical Decision Making

Description

2a. Demonstrates awareness of the importance of applying an ethical decision model to practice 2b. Demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas

3.3 3. Ethical Conduct

Description

3a. Displays ethical attitudes and values 3b. Integrates own moral principles/ethical values in professional conduct

Goal

4 | I Professionalism: D. Reflective Practice/Self Assessment/Self-care

D. Reflective Practice/Self Assessment/Self-care

Programmatic Student Learning Outcomes or Program Objectives

4.1 | 1. Reflective Practice

Description

1a. Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection on action) 1b. Displays broadened self-awareness; utilizes self monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of

reflectioninaction

4.2 2. Self Assessment

Description

2a. Demonstrates knowledge of core competencies; engages in initial self assessment re: competencies 2b. Demonstrates broad, accurate self assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills

4.3 3. SelfCare (attention to personal health and wellbeing to assure effective professional functioning)

Description

3a. Understands the importance of selfcare in effective practice; demonstrates knowledge of selfcare methods; attends to selfcare 3b. Monitors issues related to self-care with supervisor; understands the central role of selfcare to effective practice

4.4 4. Participation in Supervision Process

Description

4a. Demonstrates straightforward, truthful, and respectful communication in supervisory relationship 4b. Effectively participates in supervision

Goal

5 II. Relational A. Relationships

II. Relational

Programmatic Student Learning Outcomes or Program Objectives

5.1 1. Interpersonal Relationships

Description

1a. Displays interpersonal skills 1b. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

5.2 2. Affective Skills

Description

2a. Displays affective skills 2b. Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively

5.3 3. Expressive Skills

Description

3a. Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills 3b. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

Goal

6 III Science: A. Scientific Knowledge

A. Scientific Knowledge

Programmatic Student Learning Outcomes or Program Objectives

6.1 1. Scientific Mindedness

Description

1a. Displays critical scientific thinking 1b. Values and applies scientific methods to professional practice

6.2 2. Scientific Foundation of Professional Counseling

Description

2a. Demonstrates understanding of counseling as an applied behavioral science

6.3 3. Scientific Foundation of Professional Practice

Description

3a. Understands the scientific foundation of professional practice

Goal

7 IV Application: A Evidence Based Practice

A. Evidence Based Practice

Programmatic Student Learning Outcomes or Program Objectives

7.1 1. Knowledge and Application of Evidence Based Practice

Description

1a. Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological practice applications; demonstrates basic knowledge of the value of evidence based practice and its role in professional counseling
1b. Applies knowledge of evidence based practice, including empirical bases of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences

Goal

8 IV Application: B. Assessment

B. Assessment

Programmatic Student Learning Outcomes or Program Objectives

8.1 1. Knowledge of Measurement and Psychometrics

Description

1a. Demonstrates basic knowledge of scientific, theoretical, and contextual bases of test construction and interviewing
1b. Selects assessment measures with attention to issues of reliability and validity

8.2 2. Knowledge of Assessment Methods

Description

2a. Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam
2b. Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures

appropriate to their level of training

8.3 3. Application of Assessment Methods

Description

3a. Demonstrates knowledge of measurement across domains of functioning and practice settings

8.4 4. Diagnosis

Description

4a. Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity 4b. Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity (what is the appropriate level to expect)

8.5 5. Conceptualization and Recommendations

Description

5a. Demonstrates basic knowledge of formulating diagnosis and case conceptualization
5b. Utilizes systematic approaches of gathering data to inform clinical decision making

8.6 6. Communication of Assessment Findings

Description

6a. Demonstrates awareness of models of report writing and progress notes

Goal

9 IV Application: C. Intervention

C. Intervention

Programmatic Student Learning Outcomes or Program Objectives

9.1 1. Intervention planning

Description

1a. Displays basic understanding of the relationship between assessment and intervention
1b. Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation

9.2 2. Skills

Description

2a. Displays basic helping skills
2b. Displays clinical skill in developing the therapeutic alliance

9.3 3. Intervention Implementation

Description

3a. Demonstrates basic knowledge of intervention strategies
3b. Implements evidence based interventions

9.4 4. Progress Evaluation

Description

4a. Demonstrates basic knowledge of the assessment of intervention progress and outcome
4b. Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress

Goal

10 V. Systems: A Interdisciplinary Systems

A. Interdisciplinary Systems

Programmatic Student Learning Outcomes or Program Objectives

10.1 1. Knowledge of the Shared and Distinctive Contributions of Other Professions

Description

1a. Demonstrates the ability to collaborate and cooperate with other professions/professionals through incorporation of their viewpoints and contributions

Goal

11 V. Systems: Advocacy

B. Advocacy

Programmatic Student Learning Outcomes or Program Objectives

11.1 1. Empowerment

Description

1a. Demonstrates awareness of problems as possessing social, political, economic and cultural factors that impact individuals, systems, and institutions
1b. Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision

11.2 2. Systems Change

Description

2a. Understands the differences between individual and institutional level

interventions and system level change 2b. Promotes change to enhance the functioning of individuals

Counseling Psychology, PsyD

In Progress

2017-18 AY

Mission

Chatham University's Doctor of Psychology (PsyD) in Counseling Psychology is an integrative program which focuses on the professional and personal growth of students. The Chatham PsyD program is distinctive for its focus on promoting sustainable health and well-being of individuals, families, and communities, informed by the science of psychology. A hallmark of the PsyD in Counseling Psychology program is its recognition of the complex relationship between the well-being of individuals and the diverse environments touching their lives - families, schools, workplaces, communities, the natural world, and even national and global conditions.

In 2015 new Standards were created and went in to effect January 2017

Goal

1 APA Standards /Directives Metrics

Programmatic Student Learning Outcomes or Program Objectives

1.1 Time to Completion for all students entering the program

Description

1.2 Internship Placement

Description

1.3 Financial Aid and Assistantships

Description

1.4 Student Admission and Enrollment

Description

1.5 Attrition

Description

1.6 Licensure

Description

Goal

2 Meet Programmatic Student Learning Outcomes

Programmatic Student Learning Outcomes or Program Objectives

2.1 Competency 1: Research (2017-18)

Description

Students will demonstrate the ability to:

- o Independently formulate research and/or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical papers, dissertation research).
- o Conduct research and/or other scholarly activities.
- o Critically evaluate and disseminate research and/or other scholarly work.

2.2 Competency 2: Ethical and Legal Standards (2018-19)

Description

Students will demonstrate the ability to:

- o Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws governing health service psychologists, and relevant professional standards and guidelines.
- o Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
- o Conduct oneself in an ethical manner in all professional activities.

2.3 Competency 3: Individual and Cultural Diversity (2019-20)

Description

o Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. o Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. o The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. o The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

2.4 Competency 4: Professional Values, Attitudes and Behaviors (2018-19)

Description

Students will demonstrate the ability to:

- o Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- o Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- o Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- o Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

2.5 Competency 5: Communication and Interpersonal Skills (2020-21)

Description

Students will demonstrate the ability to:

- o Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- o Produce and comprehend oral, nonverbal, and written communications that are

informative and well-integrated; demonstrate a thorough grasp professional language and concepts. o Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

2.6 Competency 6: Assessment (2020-21)

Description

Students will demonstrate the ability to: o Demonstrate current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. o Apply the knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences. o Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. o Interpret assessment results, following current research and professional standards and guidelines, to inform case

conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. o Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

2.7 Competency 7: Intervention (2021-22)

Description

Students will demonstrate the ability to: o Establish and maintain effective relationships with the recipients of psychological services. o Develop evidence-based intervention plans specific to the service delivery goals. o Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. o Apply the relevant research literature to clinical decision making. o Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. o Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

2.8 Competency 8: Supervision (2021-22)

Description

Students will demonstrate: o Knowledge of supervision models and practices.

2.9 Competency 9: Consultation & Interprofessional/Interdisciplinary Skills (2021-22)

Description

Students will demonstrate: o Knowledge and respect for the roles and perspectives of other professions. o Knowledge of consultation models and practices.

Creative Writing, BFA

In Progress

2017-18 AY

Mission

The BFA develops and hones skills in creative writing. Students study the craft of writing

through a sequence of seven creative writing courses, and five English content courses, culminating in a creative tutorial. A firm grounding in literary forms and history, along with genre theory, literary theory and upper-level literature study enhances students' development as writers.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Genre and form 2014-15

Description

a. Students understand distinctions between genres and forms (basic) b. Students can recognize and define a variety of forms and genres (proficient) c. Students can write in a variety of forms and genres (mastery) d. Students can maximize relationship between meaning and form/genre (advanced)

1.2 Genre and Form 2016-17

Description

a. Students understand distinctions between genres and forms (basic) b. Students can recognize and define a variety of forms and genres (proficient) c. Students can write in a variety of forms and genres (mastery) d. Students can maximize relationship between meaning and form/genre (advanced)

1.3 Metaphor 2015-16

Description

a. Students can define metaphor b. Students can recognize and discuss metaphor at work in the writings of others c. Students can create and employ metaphor in their own work d. Students can articulate orally and on paper how metaphor works in their own writing, and that of published writers, to ensure strong BFA tutorial introduction and senses of self as writers

1.4 Revision 2018-19

Description

a. Students understands the need to revise multiple times before a piece is ready or even moderately good b. Students can apply strategies and techniques learned in class for successful revision c. Students can help their peers in revision efforts, thereby contributing to the workshop experience d. Students can articulate their processes of revision orally and on paper to ensure strong BFA tutorial introduction and senses of self as writers

1.5 Voice 2017-18

Description

a. Students understand the concept of voice b. Students sometimes write in a voice that is recognizable, and consciously work toward controlling voice, both theirs and that of their characters c. Students have developed their own voices as writers, and recognize literary influence on their writing d. Students have developed own voices, and can extend it to other characters or personae, without losing plausibility

1.6 Design (Arc, Flow Plot) 2018-19

Description

a. Students can recognize direction/design in a piece b. Students can plot simple stories or arc the direction of pieces of creative nonfiction c. Students can see specific craft decisions beneath an organic appearance d. Students can create plot lines which arrives through the characters' personalities/dilemmas

Creative Writing, MFA

Not Started

2017-18 AY

Mission

The Master of Fine Arts in Creative Writing is a broad program of study designed to prepare students for careers as writers or other positions requiring similar professional skills, such as editing, publishing, and content development for the web; to enable students to improve their writing in more than one genre through interaction with our

faculty and other writing students; and to become experienced critics of literary works. Our focus on nature, environmental, and travel writing provides students unique opportunities to explore the world and travel as part of their degree programs.

In 2016-17 the learning outcomes were revised. The CW MFA department plans to assess all of their PSLO in each of these areas over the next 4 years.

2016-2017: the Summer Community of Writers

2017-2018: all workshops and thesis seminars

2018-2019: all literature courses and thesis credits

2019-2020: Travel Writing and the Environmental Imagination

Goal

1 Creative Writing

Programmatic Student Learning Outcomes or Program Objectives

Goal

2 Meet all four Learning Outcomes

Summer Community of Writers is a course which assesses all 4 learning outcomes from MFA Creative Writing. 1. Develop and hone skills in creating, editing and revising in the student's primary genre. 2. Demonstrate ability to read and respond thoughtfully and critically in both oral and written form to other student's work. 3. Analyze and write with care about literary texts of considerable difficulty. Recognize critical positions, including the student's own critical position. Demonstrate a good reading knowledge of modern and contemporary literature. 4. Cultivate a professional identity in terms of self-presentation in both written and oral forms. Write and publicly present (orally) a polished creative manuscript of marketable quality. The rubric was developed (attached was utilized to assess the final project for each student.

Programmatic Student Learning Outcomes or Program

Objectives

- 2.1 All 4 Program outcomes are assessed in this course Summer Community of Writers Assessment

Description

Summer Community of Writers is a course which assesses all 4 learning outcomes from MFA Creative Writing. The rubric was developed (attached as a project and utilized to assess the final projects for each student.

Criminology, BA

In Progress

2017-18 AY

Mission

The mission of the Chatham University undergraduate criminology program is to educate students to be analytical and pragmatic problem solvers, who apply those skills to careers in criminology, social justice and related fields. The major emphasizes the

application of critical thinking to the examination of the causes and consequences of crime and an understanding of the criminal justice system utilizing an interdisciplinary framework to positively impact modern day criminological issues.

Goal

1 Administration of Justice 2013-14, 2017-18

Demonstrate knowledge of the purpose and functioning of the contemporary American criminal justice system, and distinctions between adult and juvenile justice systems.

Programmatic Student Learning Outcomes or Program Objectives

1.1 American Criminal Justice

Description

Demonstrate knowledge of the purpose and functioning of the contemporary American criminal justice system, and distinctions between adult and juvenile justice

systems.

Goal

2 Criminological Theory 2013-14, 2017-18

Programmatic Student Learning Outcomes or Program Objectives

2.1 Theories of Crime

Description

Demonstrate knowledge of theories of crime, offender typologies, and victimology

Goal

3 Law Enforcement 2014-15

Programmatic Student Learning Outcomes or Program Objectives

3.1 History Law Enforcement

Description

Demonstrate knowledge of history, theory, practice and legal environment of law enforcement and police organizations.

Goal

4 Law Adjudication 2014-15

Programmatic Student Learning Outcomes or Program Objectives

4.1 Criminal law

Description

Demonstrate knowledge of criminal law, criminal procedures, prosecution, defense, court procedures, and decision-making.

Goal

5 Corrections 2015-16

Demonstrate knowledge of the history, theory, practice and legal environment of American corrections.

Programmatic Student Learning Outcomes or Program Objectives

5.1 American Corrections

Description

Demonstrate knowledge of the history, theory, practice and legal environment of American corrections.

Goal

6 Research and Analytic Methods 2015-16

Demonstrate knowledge of quantitative and qualitative methods for conducting and analyzing ethical criminal justice research.

Programmatic Student Learning Outcomes or Program

Objectives

6.1 Quantitative and Qualitative Methods

Description

Demonstrate knowledge of quantitative and qualitative methods for conducting and analyzing ethical criminal justice research.

Goal

7 Diversity 2016-17

Demonstrate knowledge of diversity issues in criminal justice.

Programmatic Student Learning Outcomes or Program Objectives

7.1 Diversity Issues

Description

Demonstrate knowledge of diversity issues in criminal justice.

Goal

8 Professionalism 2016-17

Programmatic Student Learning Outcomes or Program Objectives

8.1 Professionalism

Description

Demonstrate professional behavior in an applied setting related to criminal justice or criminology.

Cultural Studies, BA

In Progress

2017-18 AY

Mission

Cultural Studies is an interdisciplinary major that examines issues of race, ethnicity, class,

and culture. Drawing on social, cultural, and literary theories, this major introduces methods of interpretation for the analysis of cultural objects in their social contexts. Students learn to apply contemporary theory in their critical analysis of literature, film, and other cultural narratives. A required core of courses provides students with the tools necessary to analyze representations of culture. The electives allow students the opportunity to focus on aspects of the field that meet their particular interests. Students may elect a concentration in African American Studies. Students pursuing this concentration will study the history, culture, politics, religion and literature of the African Diaspora – the communities created by the dispersion of peoples from the African continent.

Currently there enrollment in this program is very low and data is not as meaningful as it could be.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Apply Terms of Cultural Analysis 2016-17

Description

apply terms of cultural analysis in conjunction with cultural theory in the service of a coherent argument.

1.2 Cultural Representation and Material Practices. 2017-18

Description

articulate the relationship between cultural representation and material practices.

1.3 Present and Defend One's Own Critical Position 2016-17

Description

present and defend one's own critical position in formal arenas.

1.4 Generate a Thesis and Sustain an Argument 2015-16

Description

generate a thesis and sustain an argument by using secondary sources and criticism relevant to a topic.

1.5 Locate and Define One's Own Theoretical Position 2018-19

Description

locate and define one's own theoretical position in relation to scholarly sources.

1.6 Synthesize and Apply Theoretical Concepts 2014-15

Description

synthesize and apply theoretical concepts to cultural texts, including literature, film, media and public spaces.

Education: Education Instructional Studies, MEd

2017-18 AY

In Progress

Mission

Need a mission here.

I placed all 4 outcomes here, but since this degree is not for certification my guess is that one of these outcomes will be removed.

Goal

1 Teaching Skill Acquisition

For students to acquire the skills necessary to be successful teachers in the classroom.

Programmatic Student Learning Outcomes or Program Objectives

- 1.1 Students will demonstrate knowledge of the Standards Aligned System (SAS) (2016-17 and 2017-18)

Description

Students will demonstrate knowledge of the Standards Aligned System (SAS)

1.2 Students will demonstrate knowledge of the PA Core Standards (2017-18)

Description

Students will demonstrate knowledge of the PA Core Standards

1.3 Students will demonstrate knowledge of curriculum development and delivery (2018-19)

Description

Students will demonstrate knowledge of curriculum development and delivery

1.4 Students will demonstrate the knowledge of the use of data for assessment and interventions. (2019-20)

Description

Students will demonstrate the knowledge of the use of data for assessment and

interventions.

Education: Pre K-4, Mid.4-8, Second. 7-12, & Art, MAT

2017-18 AY

In Progress

Mission

The Master of Arts in Teaching program at Chatham was developed on the premise that successful teachers need a strong liberal arts education, in-depth knowledge of a chosen discipline, and mastery of current educational theory, practice, and technology.

The MAT program is designed for students planning teaching careers in PreK-4, Middle Level (Grades 4-8), K-12 Art Education, and Secondary education. Areas of study in Secondary education include biology, chemistry, English, mathematics, social studies, and physics.

Goal

1 Teaching Skill Acquisition

For students to acquire the skills necessary to be successful teachers in the classroom. (In the case of teacher preparation programs and their contribution to (1) instruction, all programs are expected to align their course content with (2) state standards. All teacher preparation programs are expected to provide all candidates with the knowledge and skills to teach a (3) standards-based curriculum effectively and successfully. Through university coursework and extensive, well-designed clinical experiences, all candidates for the profession are expected to learn how to use (4) materials and resources for instruction (including technology) to meet the individual needs of each student in their classroom. Each teacher preparation program is expected to give considerable attention to helping all candidates acquire and use (5) assessment skills, enabling them to understand and respond to pupil results on standardized tests (PSSA and others), local school or district assessments, and individualized assessments of the achievements and challenges of each pupil. Taken together, this set of knowledge, skills, and competencies must enable every candidate for the teaching profession in the Commonwealth to

implement (6) appropriate interventions in the classroom to improve student learning. Teacher preparation programs and the new teachers who complete them will be judged according to their success in achieving the six key goals described above.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Upon Completion of the program, the students will demonstrate proficiency in teaching based on the four areas described on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Description

1. Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. 2. Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. 3.

Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. 4. Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

1.2 Upon Completion of the program, students will successfully Pass PA state license exam

Description

For those who choose to take the licensure exam, they may sit for the exam upon completion of the program

Education: PreK-4 Education, BA

In Progress

2017-18 AY

Mission

The liberal arts curriculum at Chatham University supports the belief that a successful, productive individual possesses certain skills and understandings. They include the ability to inquire, analyze, and think critically; the ability to read, write and speak persuasively; the ability to understand numbers and statistics; a sense of history; an understanding of science; a sense of civilized values; an appreciation of the fine and performing arts; insight into other cultures, and study in depth that cuts across academic disciplines. In keeping with the educational philosophy and mission of Chatham University, the major goal of the Education Program of the college is to prepare students through this type of liberal arts education, to excel in the teaching profession. The education program pursues this goal through the provision of experiences that provide students with a complement of skills essential for productive work and decision making as professional educators. The program is guided by the following convictions:

Goal

1 Teaching Skill Acquisition PDE

In the case of teacher preparation programs and their contribution to (1) instruction, all

programs are expected to align their course content with (2) state standards. All teacher preparation programs are expected to provide all candidates with the knowledge and skills to teach a (3) standards-based curriculum effectively and successfully. Through university coursework and extensive, well-designed clinical experiences, all candidates for the profession are expected to learn how to use (4) materials and resources for instruction (including technology) to meet the individual needs of each student in their classroom. Each teacher preparation program is expected to give considerable attention to helping all candidates acquire and use (5) assessment skills, enabling them to understand and respond to pupil results on standardized tests (PSSA and others), local school or district assessments, and individualized assessments of the achievements and challenges of each pupil. Taken together, this set of knowledge, skills, and competencies must enable every candidate for the teaching profession in the Commonwealth to implement (6) appropriate interventions in the classroom to improve student learning. Teacher preparation programs and the new teachers who complete them will be judged according to their success in achieving the six key goals described above.

Programmatic Student Learning Outcomes or Program

Objectives

- 1.1 Upon Completion of the program, the students will demonstrate proficiency in teaching based on the four areas described on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Description

1. Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. 2. Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. 3. Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. 4. Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

1.2 Upon Completion of the program, students will successfully Pass PA state license exam

Description

For those who choose to take the licensure exam, they may sit for the exam upon completion of the program

Education: Special Education, MEd

In Progress

2017-18 AY

Mission

The mission of the Chatham University Special Education Program is to prepare teachers in a reflective, participatory, and collaborative practices to provide exemplary learning opportunities for children and youth with exceptionalities. The Chatham program is designed to develop ethical professionals working with diverse populations in a variety of social and cultural contexts.

Goal

1 Teaching Skill Acquisition

For students to acquire the skills necessary to be successful special education teachers and be eligible for special education certification

Programmatic Student Learning Outcomes or Program Objectives

1.1 Upon Completion of the program, the students will demonstrate proficiency in teaching based on the four areas described on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Description

1. Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. 2. Classroom

Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. 3.

Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. 4. Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

1.2 Upon Completion of the program, students will successfully Pass PA state license exam

Description

For those who choose to take the licensure exam, they may sit for the exam upon completion of the program

English, BA

In Progress

2017-18 AY

Mission

The English major teaches students to analyze literary texts of considerable difficulty within the frames of literary history and theory. English majors learn to make successful and astute arguments about the interrelations between literary texts, literary history, and literary theory orally and in writing. Strong critical thinkers who are trained to articulate difficult concepts in clear language, English majors are prepared for careers requiring intellectual sophistication and clear expression, and graduate study in professional or academic areas ranging from literature or law to creative writing or teaching.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Literary History 2016-17

Description

Basic: recognizes different periods of literary development Proficient: can identify the characteristics of one or more major literary periods Mastery: can distinguish between genres and development of genres Advanced: can show how a single author contributes to or works within a specific genre or phase of literary development Unacceptable

1.2 Scholarly Writing 2017-18

Description

Basic: can write a focused and organized 3-4 page response to a question assigned by professor; some mechanical errors Proficient: can write a thesis-driven essay on topic assigned by professor; uses close textual analysis for evidence; minimal mechanical errors Mastery: can write a thesis-driven essay; uses close textual analysis and

appropriate literary terms; executes argument with clarity and skill; no mechanical errors
Advanced: has the ability to write an elegant, error-free and thesis-driven essay; uses close textual analysis, and appropriate literary and theoretical terms; locates own argument in relation to literary criticism relevant to topic
Unacceptable

1.3 Information Literacy 2017-18

Description

Basic: can frame a research question
Proficient: can locate and evaluate scholarly sources
Mastery: can evaluate theoretical position of sources including bias
Advanced: can locate and define own theoretical position in relation to scholarly sources

1.4 Oral Communication 2018-19

Description

Basic: can articulate views in class
Proficient: can give informal presentation of critical positions
Mastery: can give formal presentation of critical positions
Advanced: can

present and defend own critical position in formal arenas Unacceptable

1.5 Critical Analysis 2018-19

Description

Basic: develops knowledge of terms of literary analysis Proficient: has the ability to apply terms of literary analysis to primary texts Mastery: can apply terms of literary analysis to primary texts in the service of a coherent argument Advanced: can apply terms of literary analysis in conjunction with terms of literary theory in the service of a coherent argument Unacceptable

1.6 Professional Development 2019-20

Description

Basic: will be encouraged to participate in larger English community (attending literary events on campus, Sigma Tau Delta, Minor Bird) Proficient: will develop a professional identity in and out of classroom through conferences and internships, and/or applying for scholarships, grants, and/or leadership positions Mastery: will

explore career and post-graduate possibilities (including JET, Americorps, Teach for America, etc.), and resume writing Advanced: will explore graduate school opportunities, including working on the application process (writing a personal statement, c.v., etc.) Unacceptable

Goal

2 Program Goals

Programmatic Student Learning Outcomes or Program Objectives

Environmental Science, BA/BS

In Progress

2017-18 AY

Mission

The ENV program is flexible, allowing students to make Environmental Studies the focus

of their degrees or incorporate ENV as a minor. Environmental Studies stands at the intersection of many diverse fields – such as biology, chemistry, economics, English, and political science – bound together by a focus on the impact of humankind on ecological systems. The diverse faculty involved in the program share a commitment to addressing environmental issues in a holistic manner. The program is closely connected with Chatham’s Rachel Carson Institute to ensure that the outreach, education and advocacy agenda of the environmental movement is strongly linked with courses.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Write well on exams, short papers, and long papers

Description

Write well on exams, short papers, and long papers

1.2 Make oral reports of varying lengths, either alone or as part of a team

Description

Make oral reports of varying lengths, either alone or as part of a team

1.3 Exhibit critical thinking when reading texts, lecture supplements, and other materials

Description

Exhibit critical thinking when reading texts, lecture supplements, and other materials

1.4 Prepare a literature review and a bibliography on an environmental topic

Description

Prepare a literature review and a bibliography on an environmental topic

1.5 Obtain relevant information from primary sources in a library or online

Description

Obtain relevant information from primary sources in a library or online

1.6 Demonstrate knowledge about the broad core of environmental studies and science

Description

Demonstrate knowledge about the broad core of environmental studies and science

1.7 Use ethical scientific methods in obtaining and evaluating environmental data

Description

Use ethical scientific methods in obtaining and evaluating environmental data

1.8 Demonstrate proper methods in the design and conduct of research

Description

Demonstrate proper methods in the design and conduct of research

Exercise Science, BS

2017-18 AY

Completed

Mission

The exercise science major prepares students for professional practice in a variety of fields including exercise and fitness training, hospital-based and corporate wellness programming as well as preparation for graduate study in exercise physiology, medicine, physical therapy, and other health science programs. Professionals in exercise science are prepared to examine, evaluate, prescribe, and manage the health and fitness of healthy people across the life span, as well as promote healthy lifestyles and prevention programs for individuals and communities.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program

Objectives

1.1 Knowledge of the health sciences and exercise science (M1 in 2016-17) (M2 in 2015-16)

Description

Demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings related to: the physiological and psychological basis of human development and behavior, movement science and human performance and its impact on health, wellness and disease processes.

1.2 Knowledge of research methods (M1 in 2016-17) (M2 in 2019-20)

Description

Understand and apply knowledge of scientific research in exercise science, including research design, data analysis and interpretation and ethical issues in relation to the treatment of human research participants.

1.3 Communication skills, Information Literacy, Writing, Oral communication (M1 in 2018-19) (M2 in 2015-16)

Description

Demonstrate skills in written and oral communication including the presentation of scientific and own ideas in a public forum.

1.4 Critical thinking skills (M1 in 2019-20) (M2 in 2016-17) (M3 in 2017-18)

Description

Apply critical thinking to appraise information and develop, defend and critique arguments.

1.5 Safe exercise testing and prescription skills (M1 in 2017-18) (M2 in 2018-19)

Description

Demonstrate the ability to perform safe and effective exercise testing and prescription across the age spectrum.

1.6 Career Planning and Development (M1 in 2015-16) (M2 in 2019-20)

Description

Demonstrate professional development and professionalism through appropriate use of supervision/advising, career exploration and participation in career related internships and/or independent studies.

Film & Digital Technology, MFA

In Progress

2017-18 AY

Mission

The MFA in Film and Digital Technology program is focused on advanced project work in a range of media production areas, principally film/video, DVD and the Web. It is designed to extend and develop students' experience and knowledge in the field of media production and their understanding of creative and critical practice within the media industries. Students in this MFA graduate program are encouraged to explore the ways boundaries between previously separate forms of media production are blurring. Students will focus on developing their understanding of how emerging concepts such as

interactivity, connectivity and convergence of emerging technologies such as DVD and interactive video are creating new creative possibilities, production processes and delivery systems for more traditional forms of media production, such as film and video.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 4. Professional Practice 2017-18

Description

a.) Students must develop projects with an understanding of a diversified audience. b.) Students must properly document their projects, choosing appropriate forms of media. c.) Students must have an understanding of relevant journals, competitions, festivals, firms, etc. for later distribution or field contribution. d.) Students must develop field-appropriate professional portfolios and be able to communicate their

projects clearly. e.) Students must develop attitudes of professional responsibility and accountability. f.) Students must develop professional discipline (time-management, organizational skills).

1.2 1. Media Literacy, Analysis and Context 2014-15

Description

a.) Students must have a historical understanding of the media they are using and the ideas they are pursuing in their creative work. b.) Students must be aware of major theories influencing film, video and new media field. c.) Students must develop original and well-informed responses to theoretical and critical analysis. d.) Students must look for interdisciplinary relationships between Film and other fields of research.

1.3 2. Creative Processes 2015-16

Description

a.) Students must develop and transform original concepts into well-conceptualized projects – demonstrating a competency in project development. b.) Students must

choose appropriate media for the development of their project and/or idea. c.) Students must communicate their processes through various stages of development.

1.4 3. Technical Fundamentals 2016-17

Description

a.) Students must have knowledge of the technology they are utilizing for their projects. b.) Students must create original projects that draw on their knowledge of the technological form in order to thoroughly investigate relationships between film, concept development and media used. c.) Students must properly troubleshoot and solve technical-related problems.

Food Studies, MA

In Progress

Mission

2017-18 AY

The Masters of Arts in Food Studies emphasizes a holistic approach to food systems, from agriculture and food production to cuisines and consumption, providing intellectual and practical experience from field to table.

Goal

1 Meet Learning Outcomes

Systems knowledge: Students will have a command of food systems as a conceptual and practical tool for understanding the connections between agriculture and food production, social configurations, cultural meanings, and environmental conditions.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Interdisciplinary Breadth 2015-16

Description

Graduates will have the ability to articulate and integrate knowledge and skills across and within a variety of disciplines, particularly as these skills relate to the historical

and contemporary organization of food provision and consumption.

1.2 Systems knowledge: 2017-18

Description

Graduates will have a command of food systems as a conceptual and practical tool for understanding the connections between agriculture and food production, social configurations, cultural meanings, and environmental conditions. This goal includes understanding and applying various research methods to real-world problems.

1.3 Experiential learning 2014-15

Description

Graduates will form a direct relationship with the subject matter – the production of food – by participating in a wide variety of practical and applied situations. Mastery of technique, while significant in its own right, will be connected back to intellectual growth by evaluating its benefit to specific communities and by incorporating the experience into project outcomes.

1.4 Community building: 2014-15

Description

Graduates will work as liaisons and collaborators in community-based projects, both in directed coursework and in internship and field experiences. Emphasis will be on task negotiation, network development, social interaction, and cultural acumen.

1.5 Communicative competence: 2016-17

Description

Graduates will demonstrate ability to use history, ethics, culture, and empirical data to document and evaluate food systems through oral, written, and multi-modal means of representation.

1.6 Methodological Depth (2017-18)

Description

Graduates will design and carry out research projects after evaluating the effectiveness and applicability of various social scientific methods. By implementation,

students will articulate research questions, assess the strengths and weaknesses of different research design and collection methods. Includes the ability to address cultural and ethical issues, evaluate existing studies and results, and conceptualize field-based solutions.

1.7 Applied scientific literacy 2015-16 and 2018-19

Description

Graduates will grasp basic scientific principles, empirical methods, and evaluative criteria in the biological and physical sciences. The goal is for students to analyze and evaluate empirical research for context-specific applications and communicate that data for a variety of audiences.

1.8 Technical competence in food production: 2016-17

Description

Students will gain basic experience in growing, producing, and cooking food. From soil testing to knife skills, graduates will grasp the specific material competencies related

to agriculture and cooking.

1.9 Comprehensive awareness of sustainability: 2018-19

Description

Graduates will be versed in the complexities of defining and enacting sustainable practices related to food production and consumption. Using a systems analysis, they will be able to map the relationships between environment, social life, and sustenance.

Goal

2 Integrate Knowledge (2017-18)

Students will have the ability to articulate and integrate knowledge and skills across and within a variety of disciplines, particularly as these skills relate to the historical and contemporary organization of food provision and consumption. (A;B;C)

Programmatic Student Learning Outcomes or Program

Objectives

2.1 Overview of Literature

Description

A. Demonstrate an overview of the literature addressing local, national, and global issues in community, food, and agriculture

General Education & Mission- All School

2017-18 AY

In Progress

Mission

Chatham University's General Education curriculum provides courses that cumulatively impart the broad skills needed to be World Ready Students and immerse students in Chatham's mission initiatives: Engagement and Responsibility, Sustainability and the Environment, and International and Global Understanding.

The following perspectives are reinforced throughout the General Education curriculum:

• The intellectual habits of writing, oral communication, information literacy, and online communication;

• Cross-disciplinary understanding as a foundation for collaborative work;

• Knowledge of women and men and their experiences and contributions;

• Knowledge of the natural environment, the principles of sustainability, and our place in its global ecosystems;

• A general understanding of and appreciation for international places, cultures, arts, and people that enrich our lives;

• Characteristics of a World Ready Student, including preparation for the workplace and the skills necessary to be a life-long learner.

Goal

1 Oral Communications (16-17)

ENG105 and various courses

Programmatic Student Learning Outcomes or Program Objectives

1.1 Formulate Opinions, Articulate Ideas, Produce Effective Presentation

Description

o Students will demonstrate the ability to formulate opinions and support and defend them effectively
o Students will demonstrate the ability to articulate ideas, reach, and persuade a variety of audiences.
o Students produce an effective presentation using a variety of strategies and technologies.

Goal

2 Writing (2017-18)

ENG105 and various courses

Programmatic Student Learning Outcomes or Program Objectives

2.1 Produce Coherent Written Documents, Use Tools of Persuasion

Description

o Students will be able to produce coherent, focused, organized, clear and correct written documents using general academic conventions as well as appropriate discipline-based conventions. o Students will be able to use the tools of persuasion to reach a variety of audiences

Goal

3 Quantitative Skills (2018-19)

Math and various courses

Programmatic Student Learning Outcomes or Program Objectives

3.1 Demonstrate Numerical Fluency, Develop Appropriate Problem-Solving Strategies, Test and Apply Correct Solutions to Problems

Description

o Students will demonstrate numerical fluency. o Students will demonstrate the ability

to develop and evaluate the appropriate problem-solving strategies for a variety of situations, issues, and events. o Students will demonstrate the ability to test and apply correct solutions to problems.

Goal

4 Information Literacy (2019-20)

ENG105 and various courses

Programmatic Student Learning Outcomes or Program Objectives

4.1 Locate Information Sources, Conduct Research, Analyze and Synthesize Research Materials

Description

o Students will demonstrate the ability to locate information sources, including electronic sources, and the ability to analyze, interpret, and evaluate their quality/reliability. o Students will demonstrate the ability to conduct research using a

variety of strategies and sources. o Students will produce an effective written document analyzing and synthesizing research materials and leading to a conclusion supporting an argument or hypothesis.

Goal

5 Experiential (2020-21)

INT- PRO and Job Skills Courses

Programmatic Student Learning Outcomes or Program Objectives

5.1 Understanding Skills, Assess Suitability, Develop Professional Skills

Description

o Students will demonstrate a sophisticated understanding of the skills, knowledge and strengths that are required of individuals working in a particular profession or for a particular type of organization. o Students will develop a basis for assessing their own suitability for work in the field of study. o Students will develop professional skills

necessary for the pursuit of desired careers or advanced educational training

Goal

6 Wellness (2020-21)

Wellness designated courses

Programmatic Student Learning Outcomes or Program Objectives

6.1 Understanding Holistic Fulfillment, Knowledge of Fitness Activities

Description

o Students will demonstrate an understanding of holistic fulfillment, and its place in their lives
o Students will demonstrate knowledge of fitness activities that could be continued throughout the lifespan

Goal

7 Sustainability & the Environment (2018-19)

SEE Designated Courses

Programmatic Student Learning Outcomes or Program Objectives

7.1 Knowledge of the natural environment, the principles of sustainability, and our place in its global ecosystems

Description

o Students will articulate the impact that humans have on their environment and how this affects health and social justice issues. o Students will describe sustainable processes and evaluate the impact of those processes on social, environmental, and/or economic systems.

Goal

8 Engagement and Responsibility (2019-20)

EGR Designated Courses

Programmatic Student Learning Outcomes or Program

Objectives

8.1 Knowledge of women and men and their experiences and contributions

Description

o Students will describe constructions of race, class, gender, ethnicity, and beliefs as they apply to the topic(s) under study. o Students will demonstrate the ability to advocate for their own positions through such strategies as attentiveness to the ideas and struggles of others, strong communication skills, and consensus building.

Goal

9 Global and International (2020-21)

Global and International Designated Courses

Programmatic Student Learning Outcomes or Program Objectives

9.1 A general understanding of and appreciation for international places, cultures, arts, and people that enrich our lives

Description

o Students will discuss global interdependence and local cultural values from multiple perspectives (e.g., social, economic, political, religious, and environmental). o Students will assess global and local events, processes, trends, and/or issues and be able to place one's own culture in that context.

Healthcare Informatics MS

2017-18 AY

Mission

Chatham's Master of Healthcare Informatics (MHI) blends healthcare and technology. It's a fully online professional program designed for working adults in the healthcare, IT, or business arenas. The program prepares its students to advance their professional role, to add value, and lead a life of fulfilling work. The program culminates in a health informatics immersion, carried out under the guidance of an external mentor in the field of informatics. The healthcare informatics program will prepare a variety of healthcare

professionals to advance the quality and safety of healthcare delivery by advancing their knowledge base and understanding of 1) healthcare informatics, 2) data analysis, 3) critical analysis of workflow processes and 4) project management. By being engaged in their community and by respecting diversity, the students will become leaders of the future in healthcare innovation.

Goal

1 Meet 5 Program Outcomes (Evaluated yearly)

Students will demonstrate their ability to meet all program outcomes by successfully completing assignments in designated courses.

Programmatic Student Learning Outcomes or Program Objectives

- 1.1 Demonstrate the skills necessary to integrate technology and use information systems to support evidence-based decision-making. (Evaluated yearly)

Description

Students will demonstrate meeting this outcome by completing assignment in course.

1.2 Analyze current regulations and practices around healthcare and clinical data. (Evaluated Yearly)

Description

Students will demonstrate meeting this outcome by completing assignment in course.

1.3 Perform data analysis and report writing related to both patient and/or system outcomes. (Evaluated Yearly)

Description

Students will demonstrate meeting this outcome by completing assignment in course.

1.4 Analyze workflow processes in various clinical settings in order to improve the healthcare delivery process. (Evaluated Yearly)

Description

Students will demonstrate meeting this outcome by completing assignment in course.

1.5

Manage communications and relationships between system developer and interprofessional HCI clinical users to support system and patient outcomes. (Evaluated Yearly)

Description

Students will demonstrate meeting this outcome by completing assignment in course.

Goal

2

Meet Program Goal #1: Increase fall enrollment of new students into the program (Evaluate Yearly)

Assess fall/spring/summer enrollment via total number of newly deposited students.

Programmatic Student Learning Outcomes or Program

Objectives

2.1 Increase fall enrollment of new students into the program

Description

Assess fall/spring/summer enrollment via total number of newly deposited students.

Goal

3

Meet Program Goal #2: Increase number of students (outside of MHI program) to enroll in classes (expand program such as certificate program or open to students in other programs to support elective needs or to design an integrated degree program with another department). Evaluate Yearly

Programmatic Student Learning Outcomes or Program Objectives

3.1

Increase number of students (outside of MHI program) to enroll in classes (expand program such as certificate program or open to students in other programs to support elective needs or to design an integrated degree program with another department).

Description

Assess fall/spring/summer enrollment via total deposited number of students enrolled in classes (outside of the MHI program).

History, BA

In Progress

2017-18 AY

Mission

The history program offers courses in American, European, and non-Western history. These courses provide students with a grounding in the many ways historians have made sense of the world. Understanding how diverse societies, economies, states, and cultures have changed and developed over time is crucial to evaluating and adapting to today's ever-changing world. Throughout their course work, students learn to acquire, organize, analyze, and clearly communicate information, in other words, to think critically and write well.

Goal

1 Meet Outcomes parenthesis represent this year.

Programmatic Student Learning Outcomes or Program Objectives

1.1 3. Demonstrate the ability to explain the connections between past development and contemporary issues

Description

Demonstrate the ability to explain the connections between past development and contemporary issues.

1.2 7. Demonstrate ability to formulate hypotheses and research questions based on data- 17-18

Description

Demonstrate ability to formulate hypotheses and research questions based on data

- 1.3 1. Knowledge of specific facts, concepts, and generalizations regarding past human activity -17-18

Description

Demonstrate a knowledge of specific facts, concepts, and generalizations regarding past human activity in social, political, intellectual, economic, cultural, geographic, technological sphere

- 1.4 4. Demonstrate ability to extract and interpret information from both primary and secondary sources-

Description

Demonstrate ability to extract and interpret information from both primary and secondary sources and identify and critique and major arguments and evidence

- 1.5 5. Demonstrate ability to differentiate between fact and interpretation-17-18

Description

Demonstrate ability to differentiate between fact and interpretation and comprehend their interrelationships

1.6 6. Demonstrate ability to identify strengths and weaknesses of arguments 17-18

Description

Demonstrate ability to identify strengths and weaknesses of arguments in the context of previously learned material

1.7 8. Demonstrate ability to locate and evaluate the perspective, quality and accuracy of information resources-

Description

Demonstrate ability to locate and evaluate the perspective, quality and accuracy of information resources

1.8 9. Demonstrate recognition of the difference between primary and secondary sources-

Description

Demonstrate recognition of the difference between primary and secondary sources

1.9 10. Demonstrate ability to clearly communicate knowledge via oral and written means-

Description

Demonstrate ability to clearly communicate knowledge via oral and written means

1.10 11. Demonstrate ability to construct simple essay arguments that use historical evidence. -

Description

Demonstrate ability to construct simple essay arguments that use historical evidence.

1.11 2. Demonstrate recognition of the influence of global forces -17-18

Description

Demonstrate recognition of the influence of global forces and identify their connections to local and national developments.

Interdisciplinary Design Degree, MA/ MFA

2017-18 AY

In Progress

Mission

Master of Arts in Interdisciplinary Design and Master of Fine Arts in Interdisciplinary Design programs integrates elements of visual communication design, film and digital technology, and interior and landscape architecture to enable students to develop critical connections between designer, the designed, and the end user. The last two decades have seen interactive design reshape the practices of communication design. The goal of the Interdisciplinary Design degree programs is to prepare students to face the changing role of contemporary designers and embrace and act upon new creative opportunities as they arise.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 1. Media Literacy, Analysis and Context 2016-17

Description

a.) Students must have a historical understanding of the media they are using and the ideas they are pursuing in their creative work. b.) Students must be aware of major theories influencing film, video and new media field. c.) Students must develop original and well-informed responses to theoretical and critical analysis. d.) Students must look for interdisciplinary relationships between Design and other fields of research.

1.2 2. Creative Processes 2017-18

Description

a.) Students must develop and transform original concepts into well-conceptualized

projects – demonstrating a competency in project development. b.) Students must choose appropriate media for the development of their project and/or idea. c.) Students must communicate their processes through various stages of development.

1.3 3. Technical Fundamentals 2018-19

Description

a.) Students must have knowledge of the technology they are utilizing for their projects. b.) Students must create original projects that draw on their knowledge of the technological form in order to thoroughly investigate relationships between film, concept development and media used. c.) Students must properly troubleshoot and solve technical-related problems.

1.4 4. Professional Practice 2019-20

Description

a.) Students must develop projects with an understanding of a diversified audience. b.) Students must properly document their projects, choosing appropriate forms of

media. c.) Students must have an understanding of relevant journals, competitions, festivals, firms, etc. for later distribution or field contribution. d.) Students must develop field-appropriate professional portfolios and be able to communicate their projects clearly. e.) Students must develop attitudes of professional responsibility and accountability. f.) Students must develop professional discipline (time-management, organizational skills).

Interior Architecture BIA/MIA -(3 year plan) 2017-18, 2018-19, 2019-20

2017-18 AY

In Progress

Mission

Mission: The Mission of the Interior Architecture Program at Chatham University connects to our University missions and prepares students for excellence in the profession of Interior Design, to be engaged

stewards of the environment,
and to provide lasting contributions to a global society. Central to this mission is a holistic, evidence-based program that integrates knowledge and appreciation of architectural and design theory with ethical, responsible, and entrepreneurial practice. The IAR program mission ties back to the University mission, as the IAR program is focused on the preparation of world ready interior designers with a deep understanding of the responsibility to practice sustainably as they provide meaningful contributions to society through fulfilling work.

BIA -The Bachelor of Interior Architecture is a professional interior design program that prepares students for practice in an interior design or architecture firm. The Bachelor of Interior Architecture is accredited by the Council for Interior Design (CIDA).

MIA-The Master of Interior Architecture is a first professional interior design program that prepares students for practice in an interior design or architecture firm. The program,

accredited by the Council for Interior Design Accreditation (CIDA), is geared toward students with undergraduate degrees in fields other than interior architecture or interior design.

CIDA 2018 Standards (134 items).

Interior Architecture assessment utilizes the CIDA standards for the Program goals from Section 1 Program Identity and Context- Standards #1-3 and for the Student Learning Outcome, Section II Knowledge Acquisition and Application- Standards # 4- 16

The department creates a self-study for CIDA every three years. An explanation of how each outcome has been met is contained in the narrative of the self-study. This includes the course expectations, instruction delivered as well as the project/ test/ assignment (see list below) used to measure the outcome. The CIDA team reads the narrative and then reviews the work (in person) for each learning outcome. The team decides if the program has met or not met each learning outcome/ goal. For any outcome/ goal

deemed by the team as not met or marginally met the department will create an improvement plan, which would be tracked for progress and the progress would-be reported to CIDA.

Common examples of measurements used to assess learning outcomes include but are not limited to:

- Drawing and design communication such as matrices; bubble diagrams/schematics; sketches/drawings
- Concept development
- Exploration of alternative design ideas
- Design refinement
- 2 and 3-D basic creative work
- Drafting
- Manual or digital drawings

- Perspectives
 - Design proposals
 - Detailing and working drawings
 - Design research documents (programming documents, etc.)
 - Business documents
 - Research papers
 - Completed and graded student assessments with compiled performance data
 - Student presentations (viewed in person or via recording)
-

Goal

1 Section I Standard 1 Program Identity and Curriculum (a,b,c,d,e,f,g)

The interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable

information about the program. Intent: This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public. Program Expectations

- a) The program mission statement clearly identifies the intent and purpose of the interior design program.
- b) The program mission and educational philosophy appropriately reflect the program's context and the requirements for entry-level interior design practice and advanced study.
- c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice and advanced study.
- d) The curriculum follows a logical sequence and is structured to achieve the program mission and goals and educate graduates ready for entry-level practice and advanced study.
- e) The program has documented procedures to monitor the placement of graduates, and uses the data for

program assessment, strategic planning, and program improvement. f) The program uses structured methods to gather internal and external feedback and information from a variety of stakeholders in assessing its mission, goals, content, and effectiveness.1 g) Clear and reliable information is available to the public about the program's mission, curriculum, and faculty, and other distinguishing attributes such as educational philosophy and goals.

Programmatic Student Learning Outcomes or Program Objectives

Goal

2 Section I Standard 2 Faculty and Administration (a,b,c,d,e,f,g,)

The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program. Intent: This standard ensures that accredited interior design programs have adequate support from their institution and administration. All personnel associated with the program are qualified by appropriate education and experience.

Program Expectations a) The number of faculty members and other instructional personnel is sufficient to implement program objectives.¹ A majority of faculty members and other instructional personnel with interior design studio supervision have: b) earned a degree in interior design. c) passed the complete National Council for Interior Design Qualification exam. d) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility. The individual with primary responsibility for program coordination: e) is full-time and qualified by education and experience to administer an interior design program. f) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel. g) ensures that the program engages in on-going planning and assessment.

Programmatic Student Learning Outcomes or Program Objectives

Goal

3 Section I Standard 3 Learning Environment and Resources (a,b,c,d,)

The interior design program has adequate facilities and resources to achieve program goals. Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources. Program Expectations a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings. b) Instructional facilities and workspaces support program objectives and course goals. 1 c) The program provides a constructive and respectful learning environment that encourages professionalism and engagement across faculty, staff, and students. d) Equipment and technological support is available and appropriate to support program objectives and course goals.2 e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciplines as well as product information and samples

Programmatic Student Learning Outcomes or Program Objectives

Goal

4 Section 2 Standard 4 Global Context (a,b,c,d,e,f)

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work. Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions. Student Learning Expectations a) Students are aware that building technology, materials, and construction vary according to geographic location. Student work demonstrates understanding of: b) how social, economic, cultural, and physical contexts inform interior design.1 c) how environmental responsibility informs the practice of interior design. Program Expectations The interior design program provides: d) exposure to the current and relevant events that are shaping contemporary society and the world. e) exposure to a variety of cultural norms. f) opportunities for developing multi-cultural awareness.

Programmatic Student Learning Outcomes or Program

Objectives

Goal

5 Section 2 Standard 6 Business Practices and Professionalism (a,b,c,d,e,f,g,h,i,j,k,l,m,n)

Interior designers understand the principles and processes that define the profession and the value of interior design to society. Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics. Student Learning Expectations Students have awareness of the: a) contexts for interior design practice.1 b) impact of a global market on design practices.2 c) breadth and depth of interior design's impact and value.3 d) components of business practice.4 Students understand: e) types of professional business formations.5 f) elements of project management.6 g) instruments of service such as contract documents, transmittals, schedules, budgets, and specifications. h) professional ethics and conduct.7 Program Expectations The interior design program provides exposure to: i) career opportunities an interior design education can afford and

the options for advanced study. j) role models who are qualified by education and experience in interior design. The interior design program provides exposure to the role and value of: k) legal recognition for the profession. l) professional organizations. m) life-long learning. n) public service.

Programmatic Student Learning Outcomes or Program Objectives

Goal

6 Section 2 Standard 7 Human-Centered Design (a,b,c,d,e,f)

Interior designers apply knowledge of human experience and behavior to designing the built environment. Intent: This standard ensures that graduates understand theories of human-centered design, and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing. Student Learning Expectations Student work demonstrates understanding of: a) theories related to the impact of the built environment on human experience, behavior, and performance.1 b) the relationship

between the natural and built environment as it relates to the human experience, wellbeing, behavior, and performance. Student work demonstrates the ability to: c) gather and apply human-centered evidence.² d) analyze and synthesize human perception and behavior patterns to inform design solutions. e) apply human factors, ergonomics, and universal design principles to design solutions.³ f) apply wayfinding techniques to design solutions.

Programmatic Student Learning Outcomes or Program Objectives

Goal

7 Section 2 Standard 5 Collaboration (a,b,c,d,e)

Interior designers collaborate and also participate in interdisciplinary teams. Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members. Student Learning Expectations Students have awareness of: a) the nature and value of integrated design practices.¹ b)

the terminology and language necessary to communicate effectively with members of allied disciplines.2 c) technologically-based collaboration methods specific to the built environment disciplines.3 d) Students understand the dynamics of team collaboration and the distribution and structure of team responsibilities.4 e) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.5

Programmatic Student Learning Outcomes or Program Objectives

Goal

8 Section 2 Standard 8 Design Process (a,b,c,d,e,f,g,h,i,j,k)

Interior designers employ all aspects of the design process to creatively solve a design problem. Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously

acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues. Student Learning Expectations a) Student work demonstrates the ability to apply space planning techniques throughout the design process.¹ Student work demonstrates the ability to apply knowledge and skills learned to: b) solve progressively complex design problems. c) identify and define issues relevant to the design problem.² d) execute the design process: pre-design, schematic design, and design development. e) synthesize information to generate evidenced-based design solutions. f) explore and iterate multiple ideas. g) design original and creative solutions.³ h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.⁴ Program Expectations The interior design program includes: i) exposure to a range of problem identification and problem solving methods. j) opportunities for innovation and risk taking. k) exposure to methods of idea generation and design thinking.

Programmatic Student Learning Outcomes or Program Objectives

Goal

9 Section 2 Standard 9 Communication (a,b,c,d,e,f,g)

Interior designers are effective communicators. Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations Students are able to effectively:

- a) distill and visually communicate data and research.¹
- b) express ideas and their rationale in oral communication.
- c) express ideas and their rationale in written communication.
- d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.²
- e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Program Expectations The interior design program provides opportunities for:

- f) exposure to evolving communication technologies.³
- g) students to develop active listening skills in the context of professional collaboration. 4

Programmatic Student Learning Outcomes or Program Objectives

Goal

10 Section 2 Standard 10 History (a,b,c,d,e,f)

Intent: This standard ensures graduates have the knowledge base of design history and related theories to inform design solutions. Student Learning Expectations a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment. Students understand significant movements, traditions, and related theories in: b) interior design. c) furniture, decorative arts, and material culture.1 d) architecture. e) art. f) Students apply precedents to inform design solutions.2

Programmatic Student Learning Outcomes or Program Objectives

Goal

11 Section 2 Standard 11 Design Elements and Principles (a,b,c,d)

Interior designers apply elements and principles of design. Intent: This standard ensures graduates are able to apply theories and use design elements and principles in shaping space and form in support of design concepts and solutions. Student Learning Expectations a) Students understand the elements and principles of design and related theories, including spatial definition and organization.¹ Student work demonstrates the ability to: b) explore a range of two- and three-dimensional design solutions using a variety of media. ¹ Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to: c) two-dimensional design solutions.¹ d) three-dimensional design solutions.¹

Programmatic Student Learning Outcomes or Program Objectives

Goal

12 Section 2 Standard 12 Light and Color (a,b,c,d,e,f,g,h,i,j,k,l)

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing. Intent: This standard ensures

graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience. Student Learning Expectations a) Students are aware of the environmental impact of illumination strategies and decisions. Students understand: b) the principles of natural and artificial lighting design.¹ c) strategies for using and modulating natural light. d) Students competently select and apply luminaires and light sources. e) Students have awareness of a range of sources for information and research about color. f) Students understand how light and color in the interior environment impact health, safety, and wellbeing. Student work demonstrates understanding of: g) color terminology. h) color principles, theories, and systems. i) color in relation to materials, textures, light, and form. Student work demonstrates the ability to appropriately: j) select and apply color to support design concepts. k) select and apply color to multiple design functions.² l) use color solutions across different modes of design communication.³

Programmatic Student Learning Outcomes or Program Objectives

Goal

13 Section 2 Standard 13 Products and Materials (a,b,c,d,e,f)

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes. Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution. Student Learning Expectations a) Students are aware of the influence of furnishings, objects, materials, and finishes on human and environmental wellbeing.¹ Student work demonstrates understanding of: b) how furnishings, objects, materials, and finishes work together to support the design intent. c) typical fabrication, installation methods, and maintenance requirements. d) appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.¹ e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost. f) Students are able to design and specify a broad range of appropriate

products, materials, objects, and elements in support of the design intent.2

Programmatic Student Learning Outcomes or Program Objectives

Goal

14 Section 2 Standard 14 Environmental Systems and Comfort (a,b,c,d,e,f,g)

Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing. Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments.

Additionally, graduates are aware of the environmental impact of their design decisions.

Student Learning Expectations a) Students understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment. Students understand: b) the principles of acoustical design.1 c) appropriate strategies for acoustical control.2 d) the principles of thermal design.3 e) how active and passive thermal systems and components impact interior design solutions. f) the

principles of indoor air quality.4 g) how the selection and application of products and systems impact indoor air quality.

Programmatic Student Learning Outcomes or Program Objectives

Goal

15 Section 2 Standard 15 Construction (a,b,c,d,e,f,g,h,i,j)

Interior designers understand interior construction and its interrelationship with base building construction and systems. Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction. Student Learning Expectations a) Students have awareness of the environmental impact of construction.1 Student work demonstrates understanding that design solutions affect and are impacted by: b) base-building structural systems and construction methods.2 c) interior systems, construction, and installation methods. d)

detailing and specification of interior construction materials, products, and finishes.³ e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers). f) monitoring systems pertaining to energy, security, and building controls systems.⁴ g) vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators. h) Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents. Students are able to: i) read and interpret base-building construction documents.⁵ j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

Programmatic Student Learning Outcomes or Program Objectives

Goal

16 Section 2 Standard 16 Regulations and Guidelines (a,b,c,d,e)

Interior designers apply laws, codes, standards, and guidelines that impact human

experience of interior spaces. Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process. Student Learning Expectations a) Students have awareness of the origins and intent of laws, codes, and standards. Student work demonstrates understanding of: b) standards and guidelines related to sustainability and wellness.¹ c) sector-specific regulations and guidelines related to construction, products, and materials.² Student work demonstrates the ability to apply: d) federal, state/provincial, and local codes including fire and life safety.³ e) barrier-free and accessibility regulations and guidelines.

Programmatic Student Learning Outcomes or Program Objectives

Interior Architecture, BIA/MIA

In Progress

2017-18 AY

Mission

The Mission of the Interior Architecture Program at Chatham University is to prepare students to be world-ready women who excel in the profession of Interior Design, to be engaged stewards of the environment, and to provide lasting contributions to a global society. Central to this mission is a holistic, evidence-based program that integrates knowledge and appreciation of architectural and design theory with ethical, responsible, and entrepreneurial practice.

BIA -The Bachelor of Interior Architecture is a professional interior design program that prepares students for practice in an interior design or architecture firm. The Bachelor of Interior Architecture is accredited by the Council for Interior Design (CIDA).

MIA-The Master of Interior Architecture is a first professional interior design program that prepares students for practice in an interior design or architecture firm. The program,

accredited by the Council for Interior Design Accreditation (CIDA), is geared toward students with undergraduate degrees in fields other than interior architecture or interior design.

CIDA 2017 Standards.

Interior Architecture assessment follows the "Standards # 4- 16 from Section II Knowledge Acquisition and Application" that are related to student learning outcomes. The attachment contains all of the assessment pieces for each of the standards.

Goal

1 Standard 4. Global Context 2016-17

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work. Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Programmatic Student Learning Outcomes or Program Objectives

1.1 4A

Description

Students are aware that building technology, materials, and construction vary according to geographic location.

1.2 4B

Description

Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design.

1.3 4C

Description

Student work demonstrates understanding of how environmental responsibility informs the practice of interior design.

1.4 4D

Description

The interior design program provides exposure to the current and relevant events that are shaping contemporary society and the world.

1.5 4E

Description

The interior design program provides exposure to a variety of cultural norms.

1.6 4F

Description

The interior design program provides opportunities for developing multi-cultural awareness.

Goal

2 Standard 5. Collaboration 2016-17

Interior designers collaborate and also participate in interdisciplinary teams. Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Programmatic Student Learning Outcomes or Program Objectives

2.1 5A

Description

Students have awareness of the nature and value of integrated design practices.

2.2 5B

Description

Students have awareness of the terminology and language necessary to communicate effectively with members of allied disciplines.

2.3 5C

Description

Students have awareness of technologically-based collaboration methods.

2.4 5D

Description

Students understand team work structures.

2.5 5E

Description

Students understand leadership models and the dynamics of collaboration.

2.6 5F

Description

Students understand Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.

Goal

3 Standard 6. Business Practices and Professionalism 2016-17

Interior designers understand the principles and processes that define the profession and the value of interior design to society. Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

Programmatic Student Learning Outcomes or Program Objectives

3.1 6A

Description

Students have awareness of the contexts for interior design practice.

3.2 6B

Description

Students have awareness of the contexts for interior design practice.

3.3 6C

Description

Students have awareness of the breadth and depth of interior design's impact and value.

3.4 6D

Description

Students have awareness of the components of business practice.

Goal

4 Standard 7. Human-Centered Design 2017-18

Interior designers apply knowledge of human experience and behavior to designing the built environment. Intent: This standard ensures that graduates identify, analyze, and

apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Programmatic Student Learning Outcomes or Program Objectives

4.1 7A

Description

Student work demonstrates understanding of the impact of the built environment on human experience, behavior, and performance.

4.2 7B

Description

Student work demonstrates understanding of the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.

4.3 7C

Description

Student work demonstrates understanding of methods for gathering human-centered evidence.

4.4 7D

Description

Student work demonstrates the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.

4.5 7E

Description

Student work demonstrates the ability to apply human factors, ergonomics, and universal design principles to design solutions.

4.6 7F

Description

Student work demonstrates the ability to apply wayfinding techniques to design solutions.

Goal

5 Standard 8. Design Process 2017-18

Interior designers employ all aspects of the design process to creatively solve a design problem. Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Programmatic Student Learning Outcomes or Program Objectives

5.1 8A

Description

Student work demonstrates the ability to apply space planning techniques throughout the design process.

5.2 8B

Description

Student work demonstrates the ability to apply knowledge and skills learned to solve progressively complex design problems.

5.3 8C

Description

Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.

5.4 8D

Description

Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.

5.5 8E

Description

Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions.

5.6 8F

Description

Student work demonstrates the ability to apply knowledge and skills learned to explore and iterate multiple ideas.

5.7 8G

Description

Student work demonstrates the ability to apply knowledge and skills learned to

design original and creative solutions.

5.8 8H

Description

Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Goal

6 Standard 9. Communication 2017-18

Interior designers are effective communicators. Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Programmatic Student Learning Outcomes or Program

Objectives

6.1 9A

Description

Students are able to effectively distill and visually communicate data and research.

6.2 9B

Description

Students are able to effectively express ideas in oral communication.

6.3 9C

Description

Students are able to effectively express ideas in written communication.

6.4 9D

Description

Students are able to effectively express ideas developed in the design process

through visual media: ideation drawings and sketches.

6.5 9E

Description

Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Goal

7 Standard 10. History and Theory 2018-19

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems. Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Programmatic Student Learning Outcomes or Program Objectives

7.1 10A

Description

Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

7.2 10B

Description

Students understand significant movements, traditions, and theories in interior design.

7.3 10C

Description

Students understand significant movements, traditions, and theories in interior design.

7.4 10D

Description

Students understand significant movements, traditions, and theories in architecture.

7.5 10E

Description

Students understand significant movements, traditions, and theories in art.

7.6 10F

Description

Students apply precedents to inform design solutions.

Goal

8 Standard 11. Design Elements and Principles 2018-19

Interior designers apply elements and principles of design. Intent: This standard ensures graduates are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Programmatic Student Learning Outcomes or Program Objectives

8.1 11A

Description

Students understand the elements and principles of design, including spatial definition and organization

8.2 11B

Description

Student work demonstrates the ability to explore two- and three-dimensional approaches across a range of media types.

8.3 11C

Description

Students effectively apply the elements and principles of design throughout the interior design curriculum to two-dimensional design solutions.

8.4 11D

Description

Students effectively apply the elements and principles of design throughout the interior design curriculum to three-dimensional design solutions.

Goal

9 Standard 12. Light and Color 2018-19

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing. Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Programmatic Student Learning Outcomes or Program Objectives

9.1 12A

Description

Students are aware of the environmental impact of illumination strategies and

decisions.

9.2 12B

Description

Students understand the principles of natural and artificial lighting design.

9.3 12C

Description

Students understand strategies for using and modulating natural light.

9.4 12D

Description

Students understand Students competently select and apply luminaires and light sources.

9.5 12E

Description

Students understand Students have awareness of a range of sources for information and research about color.

9.6 12F

Description

Students understand Students understand how light and color in the interior environment impact health, safety, and wellbeing.

9.7 12G

Description

Student work demonstrates understanding of color terminology..

9.8 12H

Description

Student work demonstrates understanding of color principles, theories, and systems.

9.9 12I

Description

Student work demonstrates understanding of color in relation to materials, textures, light, and form.

9.10 12J

Description

Student work demonstrates the ability to appropriately select and apply color to support design concepts.

9.11 12K

Description

Student work demonstrates the ability to appropriately select and apply color to multiple design functions.

9.12 12L

Description

Student work demonstrates the ability to appropriately use color solutions across different modes of design communication.

Goal

10 Standard 13. Products and Materials 2019-20

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes. Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Programmatic Student Learning Outcomes or Program Objectives

10.1 13A

Description

Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing.

10.2 13B

Description

Student work demonstrates understanding of how furnishings, objects, materials, and finishes work together to support the design intent.

10.3 13C

Description

Student work demonstrates understanding of typical fabrication, installation methods, and maintenance requirements.

10.4 13D

Description

Student work demonstrates understanding of appropriate design or specification of

products and materials in relation to project criteria and human well being.

10.5 13E

Description

Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.

10.6 13F

Description

Students are able to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

Goal

11 Standard 14. Environmental Systems and Comfort 2019-20

Interior designers use the principles of acoustics, thermal comfort, and indoor air quality

in relation to environmental impact and human wellbeing. Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

Programmatic Student Learning Outcomes or Program Objectives

11.1 14A

Description

Students are aware that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.

11.2 14B

Description

Students understand the principles of acoustical design.

11.3 14C

Description

Students understand appropriate strategies for acoustical control.

11.4 14D

Description

Students understand the principles of thermal design.

11.5 14E

Description

Students understand how active and passive thermal systems and components impact interior design solutions.

11.6 14F

Description

Students understand the principles of indoor air quality.

11.7 14G

Description

Students understand how the selection and application of products and systems impact indoor air quality.

Goal

12 Standard 15. Construction 2019-20

Interior designers understand interior construction and its interrelationship with base building construction and systems. Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Programmatic Student Learning Outcomes or Program Objectives

12.1 15A

Description

Students have awareness of the environmental impact of construction.

12.2 15B

Description

Student work demonstrates understanding that design solutions affect and are impacted by base-building structural systems and construction methods.

12.3 15C

Description

Student work demonstrates understanding that design solutions affect and are impacted by interior systems, construction, and installation methods.

12.4 15D

Description

Student work demonstrates understanding that design solutions affect and are

impacted by detailing and specification of interior construction materials, products, and finishes.

12.5 15E

Description

Student work demonstrates understanding that design solutions affect and are impacted by the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.

12.6 15F

Description

Student work demonstrates understanding that design solutions affect and are impacted by monitoring systems including energy, security, and building controls systems.

12.7 15G

Description

Student work demonstrates understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulation including stairs, elevators, and escalators

12.8 15H

Description

Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

12.9 15I

Description

Students are able to read and interpret base-building construction documents.

12.10 15J

Description

Students are able to contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

Goal

13 Standard 16. Regulations and Guidelines 2019-20

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces. Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Programmatic Student Learning Outcomes or Program Objectives

13.1 16A

Description

Students have awareness of the origins and intent of laws, codes, and standards.

13.2 16B

Description

Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including sustainable environment guidelines.

13.3 16C

Description

Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including compartmentalization: fire separation and smoke containment.

13.4 16D

Description

Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including movement: access to the means of egress including stairwells, corridors, exitways.

13.5 16E

Description

Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including detection: active devices that alert occupants including smoke/heat detectors and alarm systems..

13.6 16F

Description

Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers,

etc.

13.7 16G

Description

Students apply industry-specific regulations and guidelines related to construction.

13.8 16H

Description

Students apply industry-specific regulations and guidelines related to products and materials.

13.9 16I

Description

Students apply federal, state/provincial, and local codes and guidelines.

13.10 16J

Description

Students apply barrier-free and accessibility regulations and guidelines.

Interior Architecture, MSIA

2017-18 AY

In Progress

Mission

Chatham's Master of Science in Interior Architecture is a flexible degree that can be completed entirely online, entirely on ground or hybrid (online and on ground). The degree designed to expand upon the education and experience of professionals with an undergraduate degree in interior design or architecture.

With an emphasis on design theory, the MSIA allows students to explore a specific building type, user group, or design issue in depth to develop a specialization. Students also have the opportunity to gain supervised teaching experience and the option to

defend their theses on Chatham University's campus in Pittsburgh, Pennsylvania should they want.

Students emerge from the program with improved critical thinking, research, and teaching skills as well as profound knowledge in an area of specialization. These traits give graduates a competitive edge by enhancing their credibility among clients and in the classroom, and prepare professionals for a future in higher education, a doctoral program, or a specialized career in interior design.

Chatham's interior architecture program has been recognized as a leader in sustainability by the Pennsylvania West chapter of the American Society of Interior Designers (ASID). This commitment to designing with a mindfulness of the environment is something that runs throughout our curriculum and strengthens our students' understanding of green design and sustainability

Goal

1 Meet Outcomes- Updated 2017-18

Programmatic Student Learning Outcomes or Program Objectives

1.1 Have the knowledge and skills to think critically

Description

1.2 Develop analytical skills

Description

1.3 Understand the research process

Description

1.4 Engage in research activities that contribute to the body of knowledge in interior design and related professions

Description

1.5 See inquiry as the norm

Description

1.6 Demonstrate Excellence in Writing

Description

1.7 Be engaged stewards of the environment (ties in to the institutional mission)

Description

International Studies, BA

In Progress

2017-18 AY

Mission

The International Studies program seeks to prepare Chatham students to thrive in this increasingly globalized environment. The coursework balances in-depth learning in local

cultures with the disciplinary study of the more general issues shaping relations among cultures and countries. Students explore both the interconnectedness of global processes and the impact of cultures on the way these processes are experienced. The International Studies program contains five concentrations: Asia, Africa, Europe, Latin America or the Middle East.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

- 1.1 1. Knowledge of specific facts, concepts, and generalizations regarding the geography, history and culture of a particular region

Description

Demonstrate a knowledge of specific facts, concepts, and generalizations regarding

the geography, history and culture of a particular world region: Africa, Asia, Europe, Latin America, or Middle East

1.2 2. Knowledge of the economic, historical, political and cultural factors that inform cross-border relations

Description

Demonstrate a knowledge of the economic, historical, political and cultural factors that inform cross-border relations among nation-states and between nation-states and other actors on the international stage

1.3 3. Intermediate level of fluency in a language appropriate for the chosen regional concentration

Description

Demonstrate an intermediate level of fluency in a language appropriate for the chosen regional concentration

1.4 4. Ability to prepare for, undertake, and reflect on a period of residence abroad

Description

Demonstrate an ability to prepare for, undertake, and reflect on a period of residence abroad

1.5 7. Demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines

Description

1.6 6. Demonstrate an ability to clearly communicate knowledge via oral and written means.

Description

1.7 5. Locate and evaluate the perspective, quality and accuracy of information resources with particular reference to international affairs. 17-18

Description

Media Arts: Photography, Graphic Design, Film Digital Tech, BA

2017-18 AY

In Progress

Mission

The Media Arts major provides the opportunity for students to develop creative, conceptual, and technical skills across coursework in film, photography and graphic design - fostering a critical awareness of contemporary, convergent media practices. The major explores the creative tension between individual expression and the social and political forces that shape global, mediated networks within culture. Students are asked to become agents for change within the context of their discipline, asking critical questions of the impact of media in an increasingly global arena. Graduates will be prepared to assume leadership roles in media arts production industries or to pursue graduate programs in related fields.

Goal

1 Media Literacy, Analysis and Context 2014-15

Programmatic Student Learning Outcomes or Program Objectives

1.1 Historical Understanding

Description

Students must have a historical understanding of the media they are using and the ideas they are pursuing in their creative work.

1.2 Major Theory Awareness

Description

Students must be aware of major theories influencing the photography, graphic design, film, video and new media field

1.3 Develop Original and Well-informed Responses

Description

Students must develop original and well-informed responses to theoretical and critical analysis.

1.4 Interdisciplinary Relationships

Description

Students must look for interdisciplinary relationships between media arts and other fields of research.

Goal

2 Creative Processes 2015-16

Programmatic Student Learning Outcomes or Program Objectives

2.1 Transform Original Concepts

Description

Students must develop and transform original concepts into well-conceptualized projects â€” demonstrating a competency in project design development.

2.2 Choose Appropriate Media

Description

Students must choose appropriate media for the development of their project and/or idea.

2.3 Communicate Their Processes

Description

Students must communicate their processes through various stages of development.

Goal

3 Technical Fundamentals 2016-17

Programmatic Student Learning Outcomes or Program

Objectives

3.1 Knowledge of Technology

Description

Students must have knowledge of the technology they are utilizing for their projects (saving/storing files, various software packages and techniques, hardware, scanning, photo and digital video equipment).

3.2 Create Original Projects

Description

Students must create original projects that draw on their knowledge of the technological form in order to thoroughly investigate relationships between concept development and media used.

3.3 Troubleshoot and Solve Technical-related Problems

Description

Students must properly troubleshoot and solve technical-related problems.

Goal

4 Professional Practice 2017-18

Programmatic Student Learning Outcomes or Program Objectives

4.1 Develop Understanding of a Diversified Audience

Description

Students must develop projects with an understanding of a diversified audience.

4.2 Properly Document Projects

Description

Students must properly document their projects, choosing appropriate forms of media.

4.3 Understanding of journals, festivals, firms, etc

Description

Students must have an understanding of relevant journals, festivals, firms, etc. for later distribution or field contribution.

4.4 Develop Professional Portfolios

Description

Students must develop field-appropriate professional portfolios and be able to communicate their projects clearly.

4.5 Develop Professional Attitudes

Description

Students must develop attitudes of professional responsibility and accountability.

4.6 Professional Discipline

Description

Students must develop professional discipline (time-management, organizational

skills).

Music, BA

Not Started

2017-18 AY

Mission

Students in the Chatham University Music Program engage with music from myriad perspectives while developing critical thinking and effective communication skills through the undergraduate college's liberal arts environment. All music students receive a strong foundation in musicianship, music theory and music history, and participate in private vocal or instrumental instruction with some of the region's best performers including members of the Pittsburgh Symphony Orchestra.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 1. General musicianship 2014-15, 2016-17

Description

Students will acquire: A. The ability to hear, identify and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture. B. An understanding of and the ability to read and realize musical notation. C. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces. D. An acquaintance with a wide selection of musical literature, the principal ears, genres, and cultural sources. E. The ability of develop and defend musical judgments.

1.2 2. Performance 2015-16

Description

Students will acquire: A. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music

concentration. B. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. C. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular concentration. D. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. E. Keyboard competency. F. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.3 3. Musicianship skills and analysis 2014-15

Description

Students will acquire: A. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural

dictation. B. Sufficient understand of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. C. The ability to place music in historical, cultural, and stylistic contexts.

1.4 4. Composition and improvisation 2015-16

Description

Students must acquire a rudimentary capacity to create derivative or original music both extemporaneously and in written form; for examples, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.

1.5 5. History and Repertory 2014-15

Description

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

1.6 6. Technology 2015-16

Description

Students must acquire the ability to use technologies current to their area of specialization.

1.7 7. Synthesis 2016-17

Description

While synthesis is a lifelong process, by the end of the undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition and improvisation; history and repertory; and technology.

Nursing CCNE

In Progress

2017-18 AY

Mission

Accreditation by CCNE is intended to accomplish at least five general purposes:

1. To hold nursing programs accountable to the community of interest – the nursing profession, consumers, employers, higher education, students and their families, nurse residents – and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles.
2. To evaluate the success of a nursing program in achieving its mission, goals, and outcomes.
3. To assess the extent to which a nursing program meets accreditation standards.
4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards.
5. To foster continuing improvement in nursing programs – and, thereby, in professional

Goal

1 Standard 1

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Key Element 1-A

Description

The mission, goals, and expected program outcomes are: congruent with those of the

parent institution; and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

1.2 Key Element 1-B

Description

The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards and guidelines; and the needs and expectations of the community of interest.

1.3 Key Element 1-C

Description

Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.

1.4 Key Element 1-D

Description

Faculty and students participate in program governance.

1.5 Key Element I-E

Description

Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications

1.6 Key Element 1-F

Description

Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are: fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement

Goal

2 Standard II (2017-18 = 2A,B,C)

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

Programmatic Student Learning Outcomes or Program Objectives

2.1 Key Element II-A

Description

Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

2.2 Key Element II-B

Description

Academic support services are sufficient to ensure quality and are evaluated on a

regular basis to meet program and student needs.

2.3 Key Element II-C

Description

The chief nurse administrator: is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

2.4 Key Element II-D

Description

Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and

experientially prepared for the areas in which they teach.

2.5 Key Element II-E

Description

Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

2.6 Key Element II-F

Description

The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Goal

3 Standard III

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Programmatic Student Learning Outcomes or Program Objectives

3.1 Key Element III-A.

Description

The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.

3.2 Key Element III-B

Description

Curricula are developed, implemented, and revised to reflect relevant professional

nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate): Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Master's program curricula incorporate professional standards and guidelines as appropriate. a. All master's degree programs incorporate The Essentials of Master's Education in Nursing (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. Graduate-entry program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines. DNP program curricula incorporate professional standards and guidelines as appropriate. a. All DNP programs incorporate The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.

3.3 Key Element III-C

Description

The curriculum is logically structured to achieve expected student outcomes. Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student. Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.

3.4 Key Element III-D

Description

Teaching-learning practices and environments support the achievement of expected student outcomes.

3.5 Key Element III-E

Description

The curriculum includes planned clinical practice experiences that: enable students

to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty.

3.6 Key Element III-F

Description

The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

3.7 Key Element III-G

Description

Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

3.8 Key Element III-H

Description

Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

Goal

4 Standard IV

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Programmatic Student Learning Outcomes or Program Objectives

4.1 Key Element IV-A

Description

A systematic process is used to determine program effectiveness.

4.2 Key Element IV-B

Description

Program completion rates demonstrate program effectiveness.

4.3 Key Element IV-C

Description

Licensure and certification pass rates demonstrate program effectiveness.

4.4 Key Element IV-D

Description

Employment rates demonstrate program effectiveness.

4.5 Key Element IV-E

Description

Program outcomes demonstrate program effectiveness.

4.6 Key Element IV-F

Description

Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.

4.7 Key Element IV-G

Description

The program defines and reviews formal complaints according to established policies.

4.8 Key Element IV-H

Description

Data analysis is used to foster ongoing program improvement.

Mission

Chatham University Nursing Programs I Mission Statement:

Chatham University's Nursing Programs prepare graduates, bachelor's level through the doctoral level, on campus and around the world to advance the quality, safety, and sustainability of healthcare among a diverse population while being an engaged and respectful citizen.

Goal

1 Goals

Chatham University Nursing Programs I Goals: Chatham University's Nursing Programs prepares its nursing students, bachelors through doctoral level, on campus and around the world, to advance the quality and safety of healthcare on an individual and population basis; access, utilize, and disseminate information through healthcare technology; embrace human diversity through ethically sound global healthcare; and purposefully impact healthcare systems and policy through leadership, collaboration,

and scholarship. Chatham nursing graduates are prepared to function professionally in their work, take on leadership positions at work and in their communities, and acknowledge the need for life-long learning in their profession. Chatham nursing faculty support this learning by providing high quality, contemporary curriculum within an environment of altruism, autonomy, human dignity, integrity, and social justice and maintaining their own commitment to scholarship and life-long learning.

DNP Program I Goals: The DNP program prepares the nursing graduate to become an expert in specialized advanced nursing practice. This advanced nursing practice focuses on innovative and evidence-based practice with ongoing scientific inquiry and the application of credible research findings to promote safe, quality, and patient-centered healthcare to a diverse population with complex needs. The DNP graduate is seen as a leader within the inter-professional team and the larger healthcare community through enhanced clinical skills, dissemination of scholarly work to other healthcare professionals and healthcare policy makers, advanced use of technology, and through demonstration of professional behaviors that encompass strong ethical, holistic, and organizational values.

Programmatic Student Learning Outcomes or Program Objectives

1.1 DNP Program Outcomes

Description

1. Apply interprofessional collaboration concepts for improving patient and population health outcomes. 2. Synthesize nursing research and integration of best practice for change in professional practice based on scientific underpinnings for practice. 3. Integrate clinical scholarship and analytical methods for evidence-based practice. 4. Impact health care outcomes through clinical prevention and population health for improving the nation's health. 5. Integrate nursing science as the basis for the highest level of nursing practice. 6. Develop and evaluate new practice approaches based on nursing theory and theories borrowed from other disciplines. 7. Provide clinical nursing change through organizational and systems leadership for quality improvement and systems thinking. 8. Utilize information systems/technology and patient care technology to improve and transform health care. 9. Integrate health policy and ethics to improve health care outcomes through advocacy roles.

Nursing, MSN

In Progress

2017-18 AY

Mission

Chatham University's Nursing Programs prepare graduates, bachelor's level through the doctoral level, on campus and around the world to advance the quality, safety, and sustainability of healthcare among a diverse population while being an engaged and respectful citizen.

Goal

1 Goals

Chatham University Nursing Program Goals: Chatham University's Nursing Programs prepares its nursing students, bachelors through doctoral level, on campus and around the world, to advance the quality and safety of healthcare on an individual and

population basis; access, utilize, and disseminate information through healthcare technology; embrace human diversity through ethically sound global healthcare; and purposefully impact healthcare systems and policy through leadership, collaboration, and scholarship. Chatham nursing graduates are prepared to function professionally in their work, take on leadership positions at work and in their communities, and acknowledge the need for life-long learning in their profession. Chatham nursing faculty support this learning by providing high quality, contemporary curriculum within an environment of altruism, autonomy, human dignity, integrity, and social justice and maintaining their own commitment to scholarship and life-long learning.

MSN Program Goals: The Chatham University master's in nursing programs assist individuals in acquiring the knowledge and skills to lead in the current and emerging healthcare fields. Students receive core knowledge based on AACN (2011) Essentials and specialized knowledge and skills in their concentration of leadership, education or information technology. Learning focuses on integrating evidence-based findings from nursing and other fields for continual improvement of nursing care. Students will gain an understanding of health policy and advocacy, and analyze and synthesize innovative approaches to complex issues in health care delivery. Students construct techniques of

effective communication and collaboration with all members of the health care team. As clinical leaders they have an advanced understanding of physical assessment, pathology, pharmacology, and health promotion. Chatham University nursing students will function effectively in many healthcare arenas and be prepared for further education at the doctoral level.

Programmatic Student Learning Outcomes or Program Objectives

1.1 MSN Program Outcomes

Description

1. Integrate scientific findings from nursing and other fields for continual improvement of nursing care. 2. Synthesize organizational and systems leadership principles to promote high quality and safe patient care. 3. Implement quality improvement principles to promote high quality and safe patient care. 4. Critique evidence with an understanding of quantitative and qualitative research to guide decision-making. 5. Analyze current and emerging trends & technologies to support quality health care. 6. Analyze and synthesize innovative approaches to complex issues in health care

delivery at the local, state and national level based on understanding of health policy and principles of advocacy. 7. Construct effective communication strategies for working effectively in teams and collaboratively with other health care providers. 8. Design evidence-based and culturally relevant clinical prevention interventions. 9. Conduct a comprehensive and systematic physical assessment as a basis for decision-making. 10. Advance nursing practice through education, informatics, or leadership utilizing didactic and experiential learning.

Nursing, Pathways to Nursing

In Progress

2017-18 AY

Mission

Pathways to Nursing (PTN) is not a nursing program. It is pathway for students to progress through several programs and achieve the final goal of a BSN degree. PTN students complete required general education courses at Chatham University their first

year. The second and third years are completed at Shadyside School of Nursing (SSON). Successful completion of the SSON program enables the student to sit for the state licensure exam (NCLEX-RN) and become a Registered Nurse (RN) able to be employed as a nurse. Students complete the final year by completing the RN-BSN online program at Chatham University. Students completing this Pathway to Nursing graduate from Chatham University after four years with a BSN degree, an RN license, and potentially a year work experience as a nurse. The purpose of this pathway is to offer students an efficient way to meet all the requirements necessary to practice as a BSN-prepared nurse.

Pathways to Nursing became a concrete pathway at Chatham University in fall 2013 and has progressively grown and developed in quality and quantity of students.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program

Objectives

1.1 Program Completion

Description

Pathways to Nursing (PTN) students complete required general education courses at Chatham University their first year. The second and third years are completed at Shadyside School of Nursing (SSON). Successful completion of the SSON program enables the student to sit for the state licensure exam (NCLEX-RN) and become a Registered Nurse (RN) able to be employed as a nurse. Students completing the PTN track progress to the RN-BSN online program at Chatham University. Students are expected to complete this track in 6 semesters.

Nursing, RN-BSN

In Progress

2017-18 AY

Mission

Chatham University Nursing Programs I Mission Statement

Chatham University's Nursing Programs prepare graduates, bachelor's level through the doctoral level, on campus and around the world to advance the quality, safety, and sustainability of healthcare among a diverse population while being an engaged and respectful citizen.

Goal

1 Goals

Chatham University Nursing Programs I Goals: Chatham University's Nursing Programs prepares its nursing students, bachelors through doctoral level, on campus and around the world, to advance the quality and safety of healthcare on an individual and population basis; access, utilize, and disseminate information through healthcare technology; embrace human diversity through ethically sound global healthcare; and purposefully impact healthcare systems and policy through leadership, collaboration, and scholarship. Chatham nursing graduates are prepared to function professionally in their work, take on leadership positions at work and in their communities, and

acknowledge the need for life-long learning in their profession. Chatham nursing faculty support this learning by providing high quality, contemporary curriculum within an environment of altruism, autonomy, human dignity, integrity, and social justice and maintaining their own commitment to scholarship and life-long learning. RN-BSN Program I Goals: Building upon a liberal arts foundation, the RN-BSN program expands the student's nursing knowledge, skills, and professional role. The program prepares the nursing graduate, based on the AACN (2008) Essentials, to provide holistic, evidence-based nursing care, in health and in illness, with diverse populations in the ever-changing and complex healthcare environment. The graduate will be able to function as an integral member of an interprofessional's team promoting patient safety, cultural sensitivity, and quality outcomes. The BSN will demonstrate clinical reasoning, care management and evaluation skills, use of informatics technology, and genetics/genomics knowledge through professional nursing practice with patients across the lifespan in various healthcare settings. These nurses are committed to ongoing professional education and scholarly work to remain current in the generalist nursing role.

Programmatic Student Learning Outcomes or Program Objectives

1.1 RN-BSN Program Outcomes

Description

1. Synthesize knowledge from nursing and other related disciplines in acquisition and application of nursing knowledge, competencies, and values for professional practice.
2. Demonstrate knowledge for nursing leadership, quality improvement, and patient safety in order to provide high quality care.
3. Integrate evidence-based findings into professional nursing practice.
4. Apply skills related to information management and patient care technology in order to deliver quality patient care.
5. Comprehend the influence of healthcare policies and finance on healthcare system operations.
6. Utilize interprofessional collaboration and communication with other health team members in planning, coordinating, providing, and evaluating care.
7. Apply concepts of clinical prevention and health promotion to individuals, families, and communities in a global society.
8. Provide professional, culturally competent, and ethically congruent care that reflects dignity and uniqueness of individuals and groups in

diverse global populations. 8 9. Utilize the nursing process and health care resources in the protection, promotion, and optimization of health in care of individuals, families, and communities across the lifespan.

Occupational Therapy, OTD

In Progress

2017-18 AY

Mission

The Professional Doctorate of Occupational Therapy (OTD) program is designed for occupational therapy clinicians and/or academicians who want to enhance their careers and be professional leaders. Students learn to apply evidence-based literature and bring practice to a heightened level of professional accountability, develop into a professional leader in areas of public policy, professional advocacy, and business management, gain additional theoretical knowledge and clinical competence, and practice concepts of educational theory and measurement as it relates to both clients and students. Each

course is intricately connected to the professional student's practice focus. Student growth is not simply academic; what is learned in "the classroom" can be applied directly to the student's work setting. The student will grow into an advanced clinician. The professional student's practice focus may be the setting in which they work, or may extend into the community or an emerging practice area.

Goal

1 The OTD program has 6 PSLO's

The 6 PSLO's will culminate in Graduates who will have developed knowledge and skills to become evidence-based practitioners, advanced clinicians, and professional leaders.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Apply principles of evidence-based practice as a basis for clinical decision making 2017-18

Description

Apply principles of evidence-based practice as a basis for clinical decision making in the student's work setting.

1.2 Demonstrate advanced knowledge of occupational therapy practice 2017-18

Description

Demonstrate advanced knowledge of occupational therapy practice through the study and application of occupational science literature and occupation-based intervention.

1.3 Design, implement, and evaluate the effectiveness of innovative occupation-based programs 2016-17

Description

Design, implement, and evaluate the effectiveness of innovative occupation-based programs in the student's chosen area of interest.

1.4 Develop the skills to become professional leaders 2016-17

Description

Develop the skills to become professional leaders in areas of public policy/ethics, professional advocacy, education, and business.

1.5 Self directed, evidence-based learners 2018-19

Description

Become self directed, evidence-based learners through the ability to access and critically evaluate the reliability of electronic databases and web resources.

1.6 Demonstrate the ability to access and critically evaluate literature related to occupational therapy. 2018-19

Description

Demonstrate the ability to access and critically evaluate literature related to occupational therapy.

1.7 Write Literature Review

Description

Demonstrate ability to write literature review to design and evidence based project

Goal

2 The OTD has Program Goals

The program goals are initiatives are established by the department yearly as a way to grow the department and improve effectiveness.

Programmatic Student Learning Outcomes or Program Objectives

2.1 OTD alum scholarship collaborations 2016-17

Description

Increase faculty/OTD alum scholarship collaborations

2.2 Infuse sustainability into OTD curriculum 2016-17

Description

Infuse sustainability into OTD curriculum to align with Chatham's mission

2.3 Infuse sustainability into OTD curriculum 2017-18

Description

Infuse sustainability into OTD curriculum to align with Chatham's mission

2.4 Monitor the effectiveness of OTD 761 2017-18

Description

Monitor the effectiveness of OTD 761 in streamlining the IRB process

2.5 Program Goal: Faculty effectiveness -Anually

Description

Faculty Effectiveness

2.6 Program Goal: Student progression and retention -Anually

Description

Student progression and retention

2.7 Student Satisfaction with the Program -Annually

Description

Student Satisfaction with the Program

2.8 Monitor the effectiveness of curricular changes 2018-19

Description

Monitor the effectiveness of curricular changes in increasing scholarship output: •
Track alum presentations/publications

Physical Therapy, DPT

Completed

2017-18 AY

Mission

The Chatham University Physical Therapy Program educates Doctors of Physical Therapy who will advance the quality of human life through excellence in clinical practice. The Program prepares professionals to meet the challenges of a dynamic health care environment and supports faculty scholarship that bridges science and practice.

Goal

1 To educate physical therapists who are qualified to practice autonomously in an ethical, legal, safe, caring and effective manner.

To educate physical therapists who are qualified to practice autonomously in an ethical, legal, safe, caring and effective manner.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Practice in an ethical, legal, safe, professional and effective manner

Description

Practice in an ethical, legal, safe, professional and effective manner

1.2 Screen individuals to determine the need for physical therapy and/or referral to other health care professionals

Description

Students will be able to screen individuals to determine the need for physical therapy and/or referral to other health care professionals

1.3 Efficiently examine a patient

Description

Students and graduates will be able to efficiently examine a patient

1.4 Formulate the physical therapy diagnosis

Description

Determine the physical therapy diagnosis

1.5 Design a comprehensive physical therapy plan of care

Description

Design a comprehensive physical therapy plan of care

1.6 Manage a comprehensive plan of care based on examination results

Description

Manage a comprehensive plan of care based on examination results

1.7 Effective communication with patients, caregivers, and other providers

Description

Demonstrate effective written, oral, and nonverbal communication with patients and their caregivers, colleagues, other health providers, and the public

1.8 Apply principles of management in the provision of physical therapy

Description

Apply principles of management in the provision of physical therapy to individuals, organizations, and communities

1.9 Apply concepts of teaching and learning theories

Description

Apply concepts of teaching and learning theories in designing, implementing, and evaluating learning experiences used in the education of patients, students, colleagues, and the community

1.10 Apply the basic principles of evidence-based practice

Description

Apply the basic principles of evidence-based practice

1.11 Personal and professional self-assessment skills

Description

Develop personal and professional self-assessment skills and formulate/ implement a career development plan

Physician Assistant Studies, MPAS

2017-18 AY

In Progress

Mission

The Chatham University PA Program is dedicated to produce knowledgeable, compassionate, ethical, and clinically skillful graduates that are ready to provide health care services to all persons regardless of race, culture, spiritual beliefs, gender or socioeconomic status and are willing to become the future leaders and educators of the profession. This will be accomplished by: 1) Providing a student-centered curriculum which promotes self-directed and lifelong learning as well as professionalism and service; 2) Educating competent physician assistants to practice as primary care providers to all populations; 3) Contributing to the advancement of knowledge in the discipline and in medicine; 4) Encouraging students to serve local, national, and international communities through active involvement in service-oriented programs for medically under-served populations; and 5) Promoting participation in professional organizations and the education of future PAs.

Goal

1 Learning Goals

To strive for excellence in physician assistant education whose graduates are known as outstanding clinicians in the community and leaders in the profession trained by faculty who are recognized for developing and researching innovative curricular methods.

Didactic Learning General Goals: A) The student will develop a strong knowledge base B) When encountering an unfamiliar problem, the student will be able to build, organize, and articulate the basic science knowledge and concepts that can explain the problem and which can then be employed to resolve the problem. C) The student will develop clinical reasoning skills D) The student will demonstrate the ability to use the clinical reasoning process in the investigation and solution of medical problems. E) The student will develop self-directed learning skills and self-assessment skills F) When a student encounters a problem that s/he is unable to explain, the student will be able to design and implement satisfactory learning strategies, monitor the adequacy of personal knowledge and skills, assess the effectiveness of the self-directed learning strategies used, and critically assess the learning resources for adequacy, quality, and credibility. G)

The student will develop competence in clinical skills H) The student will demonstrate appropriate interview and physical examination techniques. I) The student will demonstrate appropriate clinical procedural skills. J) The student will develop professional interpersonal skills K) The student will demonstrate effective interpersonal skills while interacting with patients, peers, faculty and others. L) The student will demonstrate cultural sensitivity in all interactions. Clinical Experience General Goals: A) The student will develop comprehensive patient care skills B) The student will apply the core medical knowledge acquired during the academic year while assessing, evaluating and managing patients. They will demonstrate that the care they provide is effective, patient-centered, timely, and equitable. C) The student will develop self-directed practice reviews and research skills D) The student will engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. As a result, they will be able to assess, evaluate and improve their patient care practices. E) The student will develop a keen knowledge of healthcare policies and the business of medicine F) Student will demonstrate an awareness of and responsiveness to the health care system and engage in practices designed to improve the system of which their practices are a part.

Programmatic Student Learning Outcomes or Program Objectives

1.1 Medical Knowledge

Description

Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. Physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Upon graduation our students are expected to:

1. Understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions.
2. Identify signs and symptoms of medical conditions.
3. Select and interpret appropriate diagnostic or lab studies used in primary care.
4. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic

agents and other relevant treatment modalities. 5. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission. 6. Identify appropriate interventions for prevention of conditions. 7. Identify the appropriate methods to detect conditions in an asymptomatic individual. 8. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data. 9. Appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis. 10. Provide appropriate care to patients with chronic conditions.

1.2 Clinical Skills

Description

Patient Care Patient care includes age-appropriate assessment, evaluation and management. Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. Upon graduation our students are expected to: 1. Work effectively with physicians and other health care professionals to provide patient-

centered care. 2. Demonstrate caring and respectful behaviors when interacting with patients and their families. 3. Gather essential and accurate information about their patients. 4. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment. 5. Develop and carry out patient management plans. 6. Counsel and educate patients and their families. 7. Competently perform medical and surgical procedures considered essential in the area of practice. 8. Provide health care services and education aimed at preventing health problems or maintaining health.

1.3 Communication Skills

Description

Interpersonal and communication skills encompass verbal, nonverbal, and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the health care system. Upon graduation our students are expected to: 1. Create and sustain a therapeutic

and ethically sound relationship with patients. 2. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information. 3. Appropriately adapt communication style and messages to the context of the individual patient interaction. 4. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group. 5. Apply an understanding of human behavior. 6. Demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety. 7. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.

1.4 Professionalism

Description

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance

abuse, cognitive deficiency, or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Upon graduation our students are expected to demonstrate:

1. Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.
2. Professional relationships with physician supervisors and other health care providers.
3. Respect, compassion, and integrity.
4. Responsiveness to the needs of patients and society.
5. Accountability to patients, society, and the profession.
6. Commitment to excellence and on-going professional development.
7. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
8. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities.
9. Self-reflection, critical curiosity, and initiative.

Policy Studies, BA

In Progress

2017-18 AY

Mission

The policy studies majors – Global Policy and Public Policy – are multidisciplinary majors, centered in economics, history, and political science, and draw upon the expertise of faculty in other disciplines. These majors are built upon a single required core of courses, which provides students with the tools essential for a coherent understanding of and participation in policy making, as well as those tools necessary to undertake a policy-oriented tutorial. These majors also integrate internships with classroom experience, and provide applied courses focused on either American policy making or policy making in a global context.

Goal

1 Cognitive

Cognitive competency and knowledge in the area of policy studies

Programmatic Student Learning Outcomes or Program Objectives

- 1.1 Demonstrate a knowledge of the institutions and processes of political decision-making - 17-18

Description

Demonstrate a knowledge of the institutions and processes of political decision-making and their impact on policy-making

- 1.2 Demonstrate an ability to apply historical, economic and political data and theories -17-18

Description

Demonstrate an ability to apply historical, economic and political data and theories to understand, articulate, and evaluate domestic and international public policy

1.3 Demonstrate ability to identify strengths and weaknesses of arguments in the context of previously learned material

Description

Demonstrate ability to identify strengths and weaknesses of arguments in the context of previously learned material

1.4 Students will be able to demonstrate ability to characterize a policy issue and apply skills and knowledge

Description

Students will be able to demonstrate ability to characterize a policy issue and apply skills and knowledge acquired in the curriculum to analyze that issue and make policy recommendations

1.5 Demonstrate ability to clearly communicate knowledge in both oral and written forms of communication. -17-18

Description

Demonstrate ability to clearly communicate knowledge in both oral and written forms

of communication.

1.6 Students will be able to write simple policy memos

Description

Students will be able to write simple policy memos

Political Science, BA

In Progress

2017-18 AY

Mission

The goal of the Political Science program is to provide Chatham students with the knowledge, experience, skills, and self-image needed to find employment and rise to leadership in one's field. Therefore, political science education occurs within and outside the Chatham classroom. The program coordinates classroom work with a variety of internships, research experiences, and encounters with professionals to provide the

student with essential experience as well as knowledge.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

- 1.1 5. Demonstrate ability to identify strengths and weaknesses of arguments in the context of previously learned material- 17-18

Description

Demonstrate ability to identify strengths and weaknesses of arguments in the context of previously learned material

- 1.2 1. Demonstrate a knowledge of the political and judicial actors, institutions and processes of the government of the United States -17-18

Description

In recent years, the addition of the Engagement and Responsibility mission designation to this course has dramatically changed the audience and type of student in the course. This trend appears to be reflected in the assessment data for outcomes designed this course while it was still primarily offered to majors.

1.3 2. Knowledge of past and present political actors and institutions -

Description

Demonstrate a knowledge of past and present political actors and institutions through which world governments and organizations affect, promote, and implement public policies

1.4 3. Demonstrate the ability to recognize the influence of global forces- 17-18

Description

Demonstrate the ability to recognize the influence of global forces and identify their connections to local and national developments

1.5 4. Demonstrate ability to extract and interpret information from both primary and secondary sources-

Description

Demonstrate ability to extract and interpret information from both primary and secondary sources and identify and critique and major arguments and evidence

1.6 6. Demonstrate ability to formulate hypotheses and research questions based on data-

Description

Demonstrate ability to formulate hypotheses and research questions based on data

1.7 7. Demonstrate ability to locate and evaluate the perspective, quality and accuracy of information resources-

Description

Demonstrate ability to locate and evaluate the perspective, quality and accuracy of information resources

1.8 8. Demonstrate ability to clearly communicate knowledge via oral and written means-

Description

Demonstrate ability to clearly communicate knowledge via oral and written means

1.9 9. Demonstrate ability to use the proper methodologies necessary for writing a political science research paper- 17-18

Description

Demonstrate ability to use the proper methodologies necessary for writing a political science research paper

Professional Writing, MPW

In Progress

2017-18 AY

Mission

Chatham's Master of Professional Writing degree provides students with a program of study that leads to viable and in-demand career options. Students explore the practice of writing in a variety of professional contexts. The emphasis of this degree is practical rather than abstract and theoretical. As opposed to the CMU Professional Writing Program, Chatham's Professional Writing Program focuses on student exposure to multiple genres with a minimum of seminar theory. We have designed the Professional Writing program to be completed within one calendar year with all courses offered online. The Master of Professional Writing degree has two concentrations: Web Content Development or Technical Writing.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Writing Skills (2016-17)

Description

Students will effectively use knowledge of the elements of genres in crafting their own works.

1.2 Genres & Media (2018-19)

Description

Students will be able to apply knowledge of the context and recent history of the genre and medium in which they are writing.

1.3 Critical Insights (2017-18)

Description

Students will be able to read and respond effectively to other students' work in the workshop situation

1.4 Critical Perspectives (2015-16)

Description

Students have a sense of why they write the way they do, and what they want to accomplish within their works.

1.5 Professional Skills (2016-17)

Description

Students will be able to comfortably and effectively present and read their work in classroom setting.

1.6 Information Literacy (2017-18)

Description

Students will be able to evaluate theoretical position of sources, including bias.

Psychology, BA

In Progress

2017-18 AY

Mission

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Major concepts, theoretical perspectives, and empirical findings

Description

Demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings related to human development, the biological bases of behavior, learning and cognition, The social influences of behavior and Individual differences;

1.2 Implementation of quasi-experimental, correlational and/or qualitative research

Description

Demonstrate and apply knowledge of research methods for implementation of quasi-experimental, correlational and/or qualitative research with the use of statistical software packages.

1.3 Apply critical thinking to determine the credibility of information

Description

Apply critical thinking to determine the credibility of information and develop, defend and criticize arguments.

1.4 Presentation of scientific and own ideas in a public forum

Description

Demonstrate skills in written and oral communication including the presentation of scientific and own ideas in a public forum.

1.5 Demonstrate awareness of how basic psychological principles and theories may apply differently across cultures.

Description

Demonstrate awareness of how basic psychological principles and theories may apply differently across cultures.

1.6 Demonstrate personal development

Description

Demonstrate personal development through fulfillment of student responsibilities and the application of psychological knowledge to self-development.

1.7 Demonstrate professional development and professionalism

Description

Demonstrate professional development and professionalism through appropriate use of supervision/advising, career exploration and participation in career related internships and/or independent studies

1.8

Demonstrate knowledge of ethical issues and behavior in relation to the treatment of human and non-human research subjects

Description

Demonstrate knowledge of ethical issues and behavior in relation to the treatment of human and non-human research subjects, and in the application and practice of psychology.

Psychology, MA

Not Started

2017-18 AY

Mission

The mission of the MA in Psychology degree is to provide women and men a foundation in the study of human behavior and skills for working with people. Graduates of the MA in Psychology program are able to use their understanding of psychological science and theories to further their professional careers in many ways, including work in research

settings, in human service, health, or educational organizations, and in doctoral programs in psychology.

Goal

1 | I Professionalism: A Professional Values and Attitudes

A. Professional Values and Attitudes

Programmatic Student Learning Outcomes or Program Objectives

1.1 | 1. Integrity

Description

1a. Understands professional values; honest, responsible
1b. Adherence to professional values infuses work as counselor; recognizes situations that challenge adherence to professional values

1.2 | 2. Concern for the Welfare of Others

Description

- 2a. Demonstrates awareness of the need to uphold and protect the welfare of others
- 2b. Acts to understand and safeguard the welfare of others

1.3 3. Professional Identity

Description

- 3a. Demonstrates beginning understanding of self as professional; “thinking like a professional counselor”
- 3b. Displays emerging professional identity as professional counselor

Goal

2 I Professionalism: B. Individual and Cultural Diversity

B .Individual and Cultural Diversity

Programmatic Student Learning Outcomes or Program Objectives

2.1 1. Self as Shaped by Individual and Cultural Diversity

Description

1a. Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others
1b. Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

Goal

3 I Professionalism: C. Ethical Legal Standards

C. Ethical Legal Standards

Programmatic Student Learning Outcomes or Program Objectives

3.1 1. Knowledge of Ethical, Legal and Professional Standards and Guidelines

Description

1a. Demonstrates basic knowledge of relevant ethical/professional codes and basic skills in ethical decision making; demonstrates beginning level knowledge of legal and

regulatory issues in the practice of professional counseling that apply to practice while placed at practicum setting 1b. Demonstrates intermediate level knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

3.2 2. Ethical Conduct

Description

2a. Displays ethical attitudes and values 2b. Integrates own moral principles/ethical values in professional conduct

Goal

4 I Professionalism: D. Reflective Practice/Self Assessment/Self-care

D. Reflective Practice/Self Assessment/Self-care

Programmatic Student Learning Outcomes or Program Objectives

4.1 1. Reflective Practice

Description

1a. Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflectiononaction) 1b. Displays broadened self-awareness; utilizes self monitoring; displays reflectivity regarding professional practice (reflection-onaction); uses resources to enhance reflectivity; demonstrates elements of reflectioninaction

Goal

5 II. Relational A. Relationships

II. Relational

Programmatic Student Learning Outcomes or Program Objectives

5.1 1. Interpersonal Relationships

Description

1a. Displays interpersonal skills 1b. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

5.2 2. Affective Skills

Description

2a. Displays affective skills 2b. Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively

5.3 3. Expressive Skills

Description

3a. Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills 3b. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

Goal

6 III Science: A. Scientific Knowledge

A. Scientific Knowledge

Programmatic Student Learning Outcomes or Program Objectives

6.1 1. Scientific Mindedness

Description

1a. Displays critical scientific thinking 1b. Values and applies scientific methods to professional practice

6.2 2. Scientific Foundation of Professional Counseling

Description

2a. Demonstrates understanding of counseling as an applied behavioral science

6.3 3. Scientific Foundation of Professional Practice

Description

3a. Understands the scientific foundation of professional practice

Goal

7 IV Application: A Evidence Based Practice

A. Evidence Based Practice

Programmatic Student Learning Outcomes or Program Objectives

7.1 1. Knowledge and Application of Evidence Based Practice

Description

1a. Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological practice applications; demonstrates basic knowledge of the value of evidence based practice and its role in professional counseling
1b. Applies knowledge of evidence based practice, including empirical bases of assessment, intervention, and other psychological applications integrated

with clinical expertise, and client preferences

Goal

8 IV Application: B. Assessment

B. Assessment

Programmatic Student Learning Outcomes or Program Objectives

8.1 1. Knowledge of Measurement and Psychometrics

Description

1a. Demonstrates basic knowledge of scientific, theoretical, and contextual bases of test construction and interviewing 1b. Selects assessment measures with attention to issues of reliability and validity

8.2 2. Knowledge of Assessment Methods

Description

2a. Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam 2b. Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures appropriate to their level of training

8.3 3. Application of Assessment Methods

Description

3a. Demonstrates knowledge of measurement across domains of functioning and practice settings

8.4 4. Diagnosis

Description

4a. Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity 4b. Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the

context of stages of human development and diversity (what is the appropriate level to expect)

8.5 5. Conceptualization and Recommendations

Description

5a. Demonstrates basic knowledge of formulating diagnosis and case conceptualization
5b. Utilizes systematic approaches of gathering data to inform clinical decision making

8.6 6. Communication of Assessment Findings

Description

6a. Demonstrates awareness of models of report writing and progress notes

Goal

9 IV Application: C. Intervention

C. Intervention

Programmatic Student Learning Outcomes or Program Objectives

9.1 1. Intervention planning

Description

1a. Displays basic understanding of the relationship between assessment and intervention
1b. Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation

9.2 2. Skills

Description

2a. Displays basic helping skills
2b. Displays clinical skill in developing the therapeutic alliance

9.3 3. Intervention Implementation

Description

3a. Demonstrates basic knowledge of intervention strategies
3b. Implements evidence

based interventions

9.4 4. Progress Evaluation

Description

4a. Demonstrates basic knowledge of the assessment of intervention progress and outcome
4b. Evaluates intervention progress and modifies intervention planning on the basis of their evaluation of clients' progress

Goal

10 V. Systems: A Interdisciplinary Systems

A. Interdisciplinary Systems

Programmatic Student Learning Outcomes or Program Objectives

Goal

11 V. Systems: Advocacy

B. Advocacy

Programmatic Student Learning Outcomes or Program Objectives

11.1 1. Empowerment

Description

1a. Demonstrates awareness of problems as possessing social, political, economic and cultural factors that impact individuals, systems, and institutions
1b. Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision

11.2 2. Systems Change

Description

2a. Understands the differences between individual and institutional level interventions and system level change
2b. Promotes change to enhance the functioning of individuals


**Science: BA/BS Biology, Chemistry, Bio
Chemistry, Mathematics, Physics****2017-18 AY**

Completed

Mission

Biology BA/BS,
Chemistry BA/BS,
Bio-Chemistry BA/BS

Currently, these three divisions have 15 programmatic learning outcomes for each major. During the 2016-17 year, these will be revised and a new plan for assessment will be created for the 2017-18 academic year.

Goal

1 All Science Majors

Programmatic Student Learning Outcomes or Program Objectives

1.1 Writing basics

Description

Demonstrate an understanding of the definition of plagiarism and how to avoid it through the appropriate use of a combination of citations, quotations, and paraphrasing, especially as applied in scientific fields.

1.2 Basic Safety

Description

Demonstrate Receive training in the basic safety rules for working in a laboratory.

1.3 Literature Review

Description

Demonstrate the ability to find and properly cite primary scientific literature, using styles appropriate to the discipline.

1.4 Professional communication

Description

TBD

Goal

2 Biology Major specific

Programmatic Student Learning Outcomes or Program Objectives

2.1 Microscope Skills

Description

Explain and demonstrate proper use of the microscope in viewing slides of biological material, including reporting appropriate magnification power and identification of

material viewed.

Goal

3 Bio- Chem Major specific

Programmatic Student Learning Outcomes or Program Objectives

Goal

4 Chemistry Major specific

Programmatic Student Learning Outcomes or Program Objectives

Goal

5 Mathematics Major specific

Programmatic Student Learning Outcomes or Program Objectives

Goal

6 Physics Major specific

Programmatic Student Learning Outcomes or Program Objectives

Social Services Administration, BA

2017-18 AY

In Progress

Mission

This major prepares students interested in social services and social policy for entry level administrative positions at social service agencies and for graduate school in public administration, public health, social work or related fields. The administrations of non-

profit institutions as well as the impact of social policy on these institutions provide a framework for integrating a foundation of knowledge and skills for a variety of non-profit settings. Students may choose an area of specialization such as criminal justice, or social welfare to focus their elective coursework including an internship.

.

At this time there are few students in the major and data is unavailable.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Relationship (2017-18 and 2020-21)

Description

Describe the relationship between social policies and social services.

1.2 Principles (2018-19 and 2020-21)

Description

Define basic principles of management as applied to non-profit settings.

1.3 Strategies (2018-19 and 2021-22)

Description

Identify several effective intervention strategies used in social service agencies.

1.4 Funding (2019-20 and 2021-22)

Description

Explain how funding sources impact the provision of services.

1.5 Professional Behavior (2017-18 and 2019-20)

Description

Demonstrate the use of professional behavior as an intern in a social service setting.

Mission

Utilizing 2015 Standards Council On Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS)

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Competency 1 (2020-21)

Description

Demonstrate Ethical and Professional Behavior

1.2 Competency 2 (2020-21)

Description

Engage Diversity and Difference in Practice

1.3 Competency 3 (2017-18)

Description

Advance Human Rights and Social, Economic, and Environmental Justice

1.4 Competency 4 (2017-18)

Description

Engage In Practice-informed Research and Research-informed Practice

1.5 Competency 5 (2018-19)

Description

Engage in Policy Practice

1.6 Competency 6 (2018-19)

Description

Engage with Individuals, Families, Groups, Organizations, and Communities

1.7 Competency 7 (2019-20)

Description

Assess Individuals, Families, Groups, Organizations, and Communities

1.8 Competency 8 (2019-20)

Description

Intervene with Individuals, Families, Groups, Organizations, and Communities

1.9 Competency 9 (2019-20)

Description

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1.10 All competencies (2021-22)

Description

Self-study due April 1, 2022

Sustainability, BA/BS

2017-18 AY

Completed

Mission

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Understanding socio-ecological determinants. (2017-18)

Description

Students are able to demonstrate and model the socio-ecological determinants of complex systems

1.2 Holistic and integrated perspective. (2017-18)

Description

Students are able to explain a holistic and integrated perspective on socio-ecological systems.

1.3 Ethical transformative leadership. (2018-19)

Description

Students develop ethical transformative leadership practices, including creative solutions and strategies, in multiple contexts and at multiple scales.

1.4 Natural resource production and consumption. (2018-19)

Description

. Students can explain the production and consumption of major material and energy resources, in multiple contexts and at multiple scales.

1.5 Articulate sustainability (2019-20)

Description

Students can explain the history and current usage(s) of the term 'sustainability', and demonstrate how it can be assessed in public, private, and not-for-profit contexts

1.6 Best practice in decision making (2019-20)

Description

Students apply best practices for global, national, regional, interpersonal, and personal decision making, including accessing appropriate sources and types of knowledge, and strategically managing uncertainty.

1.7 Environmental and human wellbeing (2017-18)

Description

Students explain the relationship between environmental and human wellbeing, and explain how they change over time.

Sustainability, MSUS

2017-18 AY

Completed

Mission

Chatham University's Master of Sustainability (MSUS) program prepares enterprising students with the tools necessary to be the agents of change that corporations, governments, and other organizations need to lead their sustainability initiatives. Graduates will leave the MSUS program prepared to contribute to social, economic, and environmental wellbeing in any context. The program develops students' expertise in management, Earth systems science, assessment, law and policy, communication, ethics, and other areas critical to implementing sustainability. Students will strengthen teamwork, presentation, and leadership skills valued by employers, experience

professional sustainability placements, develop portfolios of projects, and increase their networks of fellow professionals.

Goal

1 Meet Outcomes

Programmatic Student Learning Outcomes or Program Objectives

1.1 Conceptualizing Sustainability (2019-20)

Description

Students will be able to explain the origins, meanings, and applications of sustainability, and by extension, explain the interrelationships among environmental, societal, and economic well-being. They will do this in a framework that recognizes the cultural dimensions of sustainability.

1.2 Systems Thinking (2017-18)

Description

Students will develop tools to model complex systems, describe the impact of changes within systems, consider the impacts of decision-making on systems, and analyze a system's strengths and weaknesses.

1.3 Transdisciplinary and Collaboration (2017-18)

Description

Students will work across knowledge bases to better understand how different individuals and groups make decisions and work collaboratively with partners across and beyond the academy. In these contexts, students will also learn how to apply the appropriate resources and methods to sustainability projects.

1.4 Application and Assessment (2019-20)

Description

Students will develop the necessary analytical skills for applying and assessing sustainability in a range of settings.

1.5 Communication (2017-18)

Description

Students will become effective communicators by evaluating and implementing appropriate communication strategies. They will develop written, oral, and visual tools and practices for communicating about sustainability to diverse audiences

1.6 Transformative Leadership (2018-19)

Description

Students will be prepared to take an active role in advancing sustainability, with the understanding that to do so will require behavioral, cultural, institutional, and other changes at multiple spatial and temporal scales.

1.7 Creativity (2018-19)

Description

Students will understand that facilitating sustainable attitudes and practices requires creativity in conceptualizing existing conditions and generating and implementing

sustainable solutions to complex problems.

1.8 Ethics (2016-17)

Description

Students will understand ethical implications of decisions and actions across diverse cultural, political, and temporal perspectives and be prepared to choose and act with integrity in their careers

1.9 Apply the principles of sustainability in a professional setting (2015-16)

Description

Students demonstrate an ability to apply the principles of sustainability in a professional setting

Visual Arts: Art History (BA)

In Progress

2017-18 AY

Mission

The Visual Arts major is designed to prepare students to work as visual communicators and artists in a complex, rapidly changing global culture. The mission of the major is to empower students through the integration of technical applications and critical theories, to provide students with marketable skills, to assume creative, scholarly, and leadership roles in the visual arts field, and to promote an understanding of the role that the visual arts play in all facets of contemporary life. Concentrations are available in: Studio Arts and Art History.

Goal

1 Global and Intercultural Understanding 2014-15

Programmatic Student Learning Outcomes or Program Objectives

1.1 Global and Intercultural Understanding

Description

a. Students must understand the chronology and development of Western art. b. Students must understand select non-Western cultures from pre-history to the present. c. Students must demonstrate mastery of the course content through exams, quizzes, written and oral work. d. Students must have knowledge of historical context. E Students must be proficient in analysis of historical and cultural discourse. f. Students must have a knowledge of the art production of Western cultures from the Italian Renaissance through the Modern and/or Contemporary period and selected non-Western cultures, and the ability to evaluate critical issues in art history by demonstrating mastery the course content through exams, quizzes, written and oral work.

Goal

2 Analysis and Critical Thinking 2015-16

Programmatic Student Learning Outcomes or Program Objectives

2.1 Analysis and Critical Thinking

Description

a. Students must be able to critically analyze and interpret works of art formally and compositionally. b. Students must be able to critically analyze and interpret the varied contexts -social, political, cultural, economic, religious, theoretical, etc.- that works of art emerge from and shape through mastery of course content, readings for discussion, and research papers. c. Students must be able to write creatively and critically about visual art, confidently utilizing diverse methodological approaches common in the discipline. d. Students must be proficient in investigating appropriate sources, primary and secondary, in written work. e. Students must execute discipline-specific modes of writing in art history, including research papers, exhibition reviews, exhibition didactics (labels, text panels), catalogue entries, etc. Student writing will also demonstrate knowledge of professional standards of style, word usage, citation, and illustration in art history.

Goal

3 Professional Practice and Presentation 2017-18

Programmatic Student Learning Outcomes or Program Objectives

3.1 Professional Practice and Presentation

Description

a. Students must demonstrate the ability to communicate orally in the discipline through knowledge and use of specialized vocabulary and summarizing professional scholarship and articulating cogent criticism, evaluating content, clarity, and substance through discussions and presentations. b. Students must have experiential opportunities to work with actual works of art through field trips to local and regional sites and course assignments, work with the university art collections, and curating or planning exhibitions for the university art gallery, in addition to an enhanced understanding of the institutions that display and conserve art collections. c. Students must be prepared for graduate study in Art History, Museum Studies, Museum Education, or entry-level work in the art field through mastery of the curriculum and internships/independent studies.

Visual Arts: Studio Arts, BA

2017-18 AY

Not Started

Mission

The Visual Arts major is designed to prepare students to work as visual communicators and artists in a complex, rapidly changing global culture. The mission of the major is to empower students through the integration of technical applications and critical theories, to provide students with marketable skills, to assume creative, scholarly, and leadership roles in the visual arts field, and to promote an understanding of the role that the visual arts play in all facets of contemporary life. Concentrations are available in: Studio Arts and Art History.

Goal

1 Media Literacy, Analysis and Context 2014-15

Programmatic Student Learning Outcomes or Program

Objectives

1.1 Media Literacy, Analysis and Context

Description

a. Students must have a historical understanding of the medium they are using and the ideas they are pursuing in their creative work. b. Students must be aware of major theories influencing the art field. c. Students must develop original and well-informed responses to theoretical and critical analysis. d. Students must look for interdisciplinary relationships between art, art history, and other fields of research.

Goal

2 Creative Processes 2015-16

Programmatic Student Learning Outcomes or Program Objectives

2.1 Creative Processes

Description

e. Students must develop and transform original concepts into well-conceptualized projects – demonstrating a competency in project development. f. Students must choose appropriate medium for the development of their project and/or idea through models, sketches, proposals, and aesthetic choices. g. Students must communicate their creative expression through project presentation at various stages of development.

Goal

3 Technical Fundamentals 2016-17

Programmatic Student Learning Outcomes or Program Objectives

3.1 Technical Fundamentals

Description

h. Students must have knowledge of the medium they are utilizing for their projects. i. Students must create original projects that draw on their knowledge of the medium in

order to thoroughly investigate relationships between concept development and media used. j. Students must properly troubleshoot and solve medium-related problems.

Goal

4 Professional Practice 2017-18

Programmatic Student Learning Outcomes or Program Objectives

4.1 Professional Practice

Description

k. Students must develop projects with an understanding of a diversified audience. l. Students must properly document their projects, choosing appropriate forms of media m. Students must have an understanding of relevant journals, festivals, firms, etc. for later distribution or field contribution. n. Students must develop field-appropriate professional portfolios and be able to communicate their projects clearly.

o. Students must develop attitudes of professional responsibility and accountability. p. Students must develop professional discipline (time-management, organizational skills).

Women's & Gender Studies, BA (formerly Women's Studies)

2017-18 AY

Completed

Mission

The major in women's studies offers students the opportunity for the interdisciplinary study of women's contributions to society and women's experience in diverse cultures and historical periods. Students seek to understand the new scholarship on women and the new intellectual frameworks, methodologies, and feminist theories that examine gender as a social construct. They analyze critically the representations of women in literature and the arts, in social and political theory, and in the sciences, and they are

encouraged to rethink their own responsibility for reshaping society.

Goal

1 Meet Programmatic Learning Outcomes or Programs

Programmatic Student Learning Outcomes or Program Objectives

1.1 Gender 2017-18

Description

The student can understand how institutions support narrow and normative constructions of gender.

1.2 Intersectionality 2017-18

Description

The student can identify the intersectional experiences of one or more cultural groups and understand that how individuals are on multiple axes of oppression and

privilege.

1.3 Gendered Representations 2018-19

Description

The student can historicize representations of one or more gendered groups.

1.4 Feminist thought 2019-20

Description

The student can understand feminist concepts through studying various feminist movements and some landmark feminist texts (bell hooks, Rich, etc.)

1.5 Social Change 2018-19

Description

The student can recognize how individual and collective action can mobilize social change.

1.6 Critical Analysis 2020-2021

Description

The student has the ability to apply terms of cultural analysis to primary texts.

1.7 2020-2021 WGS 5-year report

Description