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CSE undergraduate

(ABET)

An ability to apply knowledge of mathematics, science, and engineering

An ability to design and conduct experiments, as well as to analyze and interpret data

An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

An ability to function on multidisciplinary teams

An ability to identify, formulate, and solve engineering problems

An understanding of professional and ethical responsibility

An ability to communicate effectively

The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

A recognition of the need for, and an ability to engage in life-long learning

A knowledge of contemporary issues

An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

<https://www.aalhe.org/page/AssessmentResources>

Faculty Director of Program Evaluation and Assessment: *Peter Lagerlof*, peter.lagerlof@case.edu

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Assessment liaison: Peter Whiting, peter.whiting@case.edu

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Anthropology

1. Students will develop a global and cross-cultural perspective of human cultural diversity and will have an understanding of theories about culture, human cultural diversity, and the cultural context as shaping human experience.
2. Students will develop an understanding and appreciation of human biological diversity, as well as an understanding of evolutionary theory, including its role in explaining the origins of human biological diversity.
3. Students will learn about at least one non-U.S. culture, past or present.
4. Students will be able to think critically and effectively communicate, both verbally and in writing, about key anthropological data and concepts.

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Art History

Demonstrate knowledge of major movements and artists with an understanding of their original context.

Develop a working vocabulary of key art historical terms and concepts.

Analyze the formal and material qualities of works of art.

Apply art historical library research skills to the analysis of works of art.

Synthesize primary and secondary material into a persuasive presentation (both oral and written) via a sustained research project.

Discuss and analyze how works of art express or engender social and cultural values and provide a vehicle for a deeper understanding of world cultures.



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Astronomy

Possess knowledge and comprehension of fundamental physical principles as applied to astronomical systems in the domains of stellar physics, structure and evolution of galaxies, and cosmology.

Develop the ability to synthesize knowledge to understand and solve astronomical problems using analytic and numerical techniques.

Demonstrate effective written communication skills by clear and concise problem solving and thoughtfully structured descriptive reports.

Acquire effective oral communication skills through class discussions, seminar presentations of their personal research projects and presentations of current topics in astronomy at varied venues.

Cultivate a nascent ability to identify and carry out independent research or intellectual endeavor.

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Biochemistry

Explain the basic elements of biochemistry, including structural biology, molecular biology, metabolism, and enzymology, and discuss how these elements fit together to form the foundation of modern biology.

Demonstrate fluency in discussing how research leads to advances in understanding of biochemistry. Show competency in reading articles from the biochemical literature. Describe how research involves the formulation of hypotheses, the design of experiments, the interpretation of data, in order to evaluate these hypotheses and create new knowledge.

Demonstrate competency in performing research through the Senior Capstone experience. Students should be able to formulate hypotheses, design experiments, and assess the quality of experimental design.

Compare and contrast essential techniques used in biochemical research; explain the advantages and disadvantages of each technique in solving research problems they encounter in their future careers.

Describe the basic elements of protein structure, including primary, secondary, and tertiary structure and explain the forces that influence and stabilize the three-dimensional structure of proteins.

Describe the basic structures of fatty acids, triglycerides, nucleotides, and carbohydrates; compare and contrast the metabolism of these compounds in the synthesis, storage, and enzymatic transformation of molecules from which living organism derive energy.

Explain how the structures of macromolecule in the folded and unfolded states contribute to the shape, structure and function of these macromolecules in living organisms.

Explain how proteins and RNA molecules can act as catalysts to specifically accelerate the rates of chemical reactions in living systems.

Describe the role of DNA, RNA and proteins in information transfer in living systems. Discuss the synthesis of these molecules and explain how the regulation of these processes is key to understanding cell growth, the development of multicellular organisms and human disease.



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Biology

Demonstrate a comprehensive knowledge of fundamental biological concepts, including cellular, molecular, organismal, and evolutionary biology and apply this knowledge to understanding basic biological questions, medical problems and biotechnology.

Critically identify and analyze biological problems: students will be able to effectively make key observations, propose hypotheses, design experiments to test their hypotheses, collect and analyze data, and draw appropriate conclusions.

Critically analyze published scientific research in the biological sciences, connecting previously learned information to current research.

Effectively communicate both in writing and orally to diverse audiences ranging from experts to lay persons, biological ideas, arguments and experimental data that tests clearly defined hypotheses.

Assimilate interdisciplinary principles, including mathematical, physical, chemical and biological principles, to better understand biological systems and the integrative aspect of biology as a science.

Gain their chosen goal of employment or advanced graduate/professional study.



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Chemistry

Demonstrate proficiency in the content knowledge of the main sub disciplines of the fields, which include general inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, and depending on specific degree requirements, inorganic chemistry for BS majors and biochemistry for BS and CB majors.

Solve chemistry problems utilizing skills developed throughout the program to define problems clearly and develop experiments to find answers. Inherently, students will be expected to learn the skills to analyze data from these experiments using appropriate statistical methods, and draw conclusions from the analyses.

Utilize peer-reviewed scientific literature effectively, and evaluate technical articles critically.

Design and carry out experiments in a safety-focused manner.

Present scientific information in a clear and organized manner. This includes the generation of concise written reports in scientifically approved styles. Students will be expected to use appropriate technical software for word processing, chemical structure drawing, and visual presentation.

Utilize ethically sound judgments when working with scientific results.

Work effectively in groups to solve scientific problems and be effective leaders and team members with a diverse group of peers.



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Classics

Students should master the elementary grammar and vocabulary of Greek and/or Latin, they should be able to read a Greek and/or Latin text with a dictionary, they should develop the ability to compose/express ideas in Greek and Latin, they should develop the ability to sight read a Greek and/or Latin text without a dictionary, they should gain proficiency in selected authors, and they should gain awareness of questions posed by literary theorists.

Students should have an awareness of the salient themes, styles, and social differences among the different historical periods (including the Bronze Age, the Iron Age, the Archaic Period, the Classical Period, the Hellenistic Period, the Roman Republic, the Roman Empire and Late Antiquity), and they should have a broad knowledge of the geography of the ancient world and the many facets of Greek and Roman society such as state formation, the development of the polis, political institutions, colonization and imperialism, literature, art, architecture, mythology, religion, philosophy, athletics, and daily life.

Students should be able to recognize and articulate the fundamental variety of classical genres and authors such as Epic (Homer, Apollonius, Vergil, Ovid), Tragedy (Aeschylus, Sophocles, Euripides and Seneca), Comedy (Aristophanes, Menander, Plautus, Terence), and History (Herodotus Thucydides, Livy, Tacitus).

Students should understand the important difference and weighting between primary and secondary sources, and they should understand the important difference between literary and material culture evidence. They should also have the ability to locate, read (if literary), understand, and critically evaluate these.

Students in the Classical Philology Concentration should demonstrate greater proficiency in the first and third objectives above.

Students in the Classical Tradition Concentration should have comprehensive knowledge of the Classical Legacy in intellectual and artistic history from the Byzantine Period to the present, and understand key theoretical terms and cultural ideologies.

Students should be able to research and write a research paper in Classics or the Classical Tradition and be able to present its main idea or ideas orally. This includes proficiency at using not only traditional texts such as OCTs and Loeb, but also a familiarity with the major peer-reviewed journals in the field of Classics or Classical Tradition, as well as electronic resources, such as JSTOR, L'année philologique, TOCS-IN, and Perseus.

Students should have a sense of the profession, including career options, institutional landscape (ASCSA, AAAR) and conferences (APA/SCS, AIA, CAMWS, OCC, MLA, etc.). They should also get help with preparing applications for graduate school.



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Cognitive Science

Students should be able to write cogently and clearly on topics in Cognitive Science.

Students should demonstrate an awareness of how to interpret data of various types (e.g., linguistic, corpus, behavioral, observational, experimental) in Cognitive Science research.

Students should be able to recognize and articulate a basic understanding of theories, evidence, and research methods in more than one principal sub-discipline of Cognitive Science (e.g., linguistics, cognitive psychology, cognitive neuroscience, philosophy of mind, cognitive anthropology, cognition and culture).

Students should be able to talk about and make connections between major content domains of interest in the study of higher-order cognition as covered in our core course requirements (e.g., language, the brain, culture, evolution, development, and creativity).

Students should demonstrate a deeper understanding of at least one aspect of higher-order cognition and the evidence and methods used to investigate it.

Students should demonstrate an awareness of how researchers can extend existing empirical work to new research questions and/or new subject domains.

Students should be able to apply work in cognitive science to an area of the humanities.



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Communication Sciences

1. Explain how communication disorders can impact individuals and their communities.
2. Evaluate the research literature in communication sciences.
3. Describe the basic theories (behavioral, language, cognitive, neurological, physiological, physical, psychosocial and cultural) that account for communication function throughout the lifespan.
4. Describe the normal processes that are necessary for basic human communication and swallowing.
5. Explain the principles of the American Speech Language and Hearing Association's (ASHA) Code of Ethics.
6. Demonstrate effective oral and written communication.

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Dance

Demonstrate basic technical acumen through qualitative and rhythmic phrasing, dynamic range, spatial awareness and individual expressivity appropriate to be proficient in upper level Graham-based modern and Ballet classes.

Summarize and synthesize concepts regarding history, aesthetics, and dance in culture.

Create and structure movement of increasing sophistication utilizing foundational choreographic concepts and content that challenges and expands a personal aesthetic.

Analyze human movement from anatomical, kinesiological and experiential perspectives for application in dance techniques.

Embody consistently clear physical knowledge, technical expertise and qualities of modern idioms, dominantly classically based, to promote performance level abilities.

Articulate an understanding of aesthetics and/or the creative process in writing and orally.



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Economics

1. Students will be able to understand and apply key concepts in Microeconomics, Macro Economics, and Econometrics.
2. Students will be able to critically evaluate economic arguments made in the popular press.
3. Students will be able to understand and summarize the key points from an article in a scholarly journal such as the *American Economic Review*.
4. Students will be able to construct an economic argument using theory and empirical evidence.



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Education - BS in Music Education, Art Education, B/A Adolescent to Young Adult Education

1. **Learner development** - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
7. **Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice** - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration** - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



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English

Write in clear, effective prose.

Conduct appropriate research in primary and secondary sources.

Construct a focused, well-organized argument.

Gather appropriate evidence to support an argument.

Provide detailed analyses—"close readings"—of written and/or visual texts.

Demonstrate knowledge of the major historical periods, genres, and traditions in the field of literary studies.

Synthesize and articulate complex critical positions of their own.



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Geological Sciences (EEPS)

Understand the key concepts* in geology and environmental geology and be able to apply this understanding to the interpretation of a wide range of earth processes (and their linkages) on different temporal and spatial scales

Critically evaluate scientific arguments in geology

Demonstrate competence in standard methods for collecting and evaluating geologic data from the field and laboratory

Apply quantitative and qualitative tools in the analysis and interpretation of geologic data from the field and laboratory

Execute a geologic research project, including the use of primary literature, development of a scientific proposal, collection of new primary data, interpretation of new data, and dissemination of results both orally and in written form

* For example – complex system, cycling with and between planetary interiors, the hydrosphere, the atmosphere, and the biosphere, and coupling chemical, physical and biological processes; dealing with non-unique, incomplete, and indirect data; 3D, 4D, problems, working across spatial and temporal scales, deep time - present - future

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History

Develop basic historical literacy or knowledge of fundamental processes and events.

Learn historical method, and introduction to historiography

Develop critical reading skills

Develop written argument skills

Acquire the ability to conduct original historical research



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International Studies

Acquire knowledge about a foreign geographic area and/or topics of broad international significance through written and/or spoken communication in a foreign language;

Analyze, in written and spoken English, topics relevant to this foreign geographic area, using questions, methods, concepts and/or theories from at least two disciplines;

Analyze, in written and spoken English, topics of broad international significance, using questions, methods, concepts and/or theories from at least two disciplines;

Demonstrate understanding of the complexity and dynamics of the human world through these learning outcomes.

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Mathematics, Applied Mathematics, and Statistics

To understand, and to be able to apply and articulate, standard skills in the higher mathematical sciences - calculus and basic analysis, linear algebra, and, especially for the statistics majors, probability and the fundamentals of statistical process. This should include the ability to use (mathematical or statistical) software to calculate, and to be able to program numerical procedures.

To employ a deeper understanding in selected topics in higher mathematics or statistics, beyond the basics outlined above. The topics involved will vary with the specific major, and with the elective courses chosen by the student.

To read and write mathematical proofs, and to use sound logic in reasoning. This includes the ability to analyze arguments and critique them for possible faults.

To use mathematical tools to model real-world behavior. This includes clearly identifying assumptions upon which the modeling is based, and understanding trade-offs that those assumptions may involve.

To communicate mathematical/statistical content effectively, both orally and in writing. This should span a range including both careful, detailed technical communication, as well as being able to explain content in broad terms to nontechnical audiences.

To continue to grow in technical competency – to identify, access, and acquire information about mathematical/statistical tools and techniques that may be applicable to a new investigation.



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Modern Languages and Literatures

1. Students demonstrate oral proficiency in the language of their major in listening and speaking;
2. Students read and analyze sophisticated discourse composed in the acquired language as well as in translation to that language from other original languages—such as but not limited to written literature and including, for example, cinema, non-fiction writing, business knowledge and others;
3. French, German, Japanese or Spanish majors learn intensely and broadly about the target language, literature, and culture. They also learn how to understand and negotiate knowledge that was initially foreign, and gain access to the present and past human world through the perspectives of the target language and culture that is otherwise inaccessible to monolingual students.

Minor students become knowledgeable about a specific target language, literature, and culture. They also learn how to understand and negotiate knowledge that was initially foreign and gain access to the present and past human world through the perspectives of the target language and culture that is otherwise inaccessible to monolingual students.

4. Students write cogently and persuasively in the acquired language;
5. Students utilize the knowledge and skills described above via advanced level projects that demonstrate growth in their discipline and further explore the interrelationship between global cultures.

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Music

Applied Study: demonstrate technical and artistic proficiency on a primary performance medium (instrument or voice)

Ensembles: contribute positively to musical ensembles of various sizes and types, and collaborate effectively with fellow ensemble members and ensemble directors

Music Theory: Demonstrate facility with the major concepts and techniques of tonal and post-tonal music theory and analysis

Music History: Demonstrate familiarity with the major musicians, musical thinkers, musical styles, techniques, procedures, and cultural trends of all periods in the history of Western music

Writing and Critical Thinking: Draw on knowledge and skills in performance, music theory, music history, and/or music education to write a substantial critical assessment of musical works, concepts, and/or practices in the Western classical and/or popular traditions.



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Nutrition

Demonstrate in-depth understanding of macro- and micronutrients in health and disease including metabolic roles, current recommendations for human intake and key food sources.

Interpret, translate and apply nutrition science into practical dietary guidance for the general public.

Differentiate the strengths and weaknesses of different types of research methodology, apply this information to evaluate nutrition research articles and participate in documented training to protect human participants who are participating in research.

Evaluate nutrition science information using research databases, evidence based libraries and professional nutrition resources.

Generate quality nutrition education materials including presentations and written communications.

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Philosophy

Demonstrate basic knowledge regarding the history of philosophy, including appropriate technical vocabulary, and apply ideas from this history to contemporary problems.

Distinguish between the aspects of a debate that can be resolved through the empirical methods of other disciplines and those that require an appeal to ethical principles, values, or metaphysical claims.

Interpret, contextualize, and evaluate complex philosophical texts in oral and written presentation.

Identify fallacies in reasoning and analyze arguments using the basic tools of symbolic logic.

Articulate personal beliefs about the nature of knowledge, reality, and the good, and critically evaluate those beliefs from alternate standpoints.

Present persuasive written arguments for a controversial point of view, identify the assumptions underlying such arguments, and articulate potential opposing arguments.

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Physics

All physics majors will graduate with a comprehensive foundation in classical mechanics, electricity & magnetism, modern physics, quantum mechanics, and statistical mechanics/thermodynamics, appropriate for a professional physicist and for admission to a graduate program in physics or allied fields.

Graduates will understand the role of research and experimentation in the scientific enterprise and be able to design and construct experiments, make measurements and analyze data to support or refute a scientific theory.

Graduates will demonstrate proficiency in the methods of scientific inquiry, be skilled in critical thinking and problem-solving, and be able to formulate and solve quantitative problems.

Graduates will have experience in research and be able to contribute to an experimental, theoretical or computational research effort.

Graduates will be proficient in communicating scientific concepts and results orally and in writing in styles appropriate to proposals, reports and formal publications

Graduates will be well versed in professional ethics

MATH CONCENTRATION majors will graduate with advanced skills in mathematical and computing techniques.

MATHEMATICS & PHYSICS coordinated with the Department of Mathematics graduates will have a background in physics and mathematics that prepares them to pursue graduate studies and/or a career in either discipline or in fields that require skills from both disciplines.

BIOPHYSICS majors will graduate with a background in biology, biomedical engineering, biochemistry or other areas of life science that prepare the student to work at the interface of physics and biology.



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Political Science

Assess and discuss competing arguments concerning politics and political institutions and systems.

Apply political science generalizations (e.g. theories, categories and causal arguments) to real world political events.

Define their own questions about politics, based on both their own curiosity and understanding of what others have said.

Identify and apply appropriate strategies to investigate questions about politics and political processes. This includes selecting tools from among alternative methods, and using them in ways that help to test ideas and craft arguments.

Communicate analysis and conclusions both orally and in writing.



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Psychological Sciences

- 1) Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 2) Students will use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- 3) Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline
- 4) Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- 5) Students will be able to communicate effectively in a variety of formats.
- 6) Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Reference:

<http://teachpsych.org/Resources/Documents/otrp/resources/apapsymajorguidelines.pdf>

APA Psychological major guidelines.pdf (378k)

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Religious Studies

Describe various phenomena pertinent to different religions (including beliefs, practices, institutions, authority structures, textual sources, and ethical systems).

Analyze the above phenomena in conjunction with the political, social, and cultural contexts in which these religious traditions have developed.

Compare and contrast similarities and differences among varying religions, and describe how members of these traditions have understood the meanings of these differences.

Identify and evaluate the significance of key theoretical and methodological paradigms in the discipline of religious studies, including the history of religions, the anthropological and sociological study of religion, feminist approaches, textual analysis, cognitive science, and psychology of religion.

Apply the methodological and theoretical tools of Religious Studies to the study of a theme or topic pertaining to one or more religious traditions.

Construct oral and written arguments based on original research, primary sources, and using relevant secondary source literature.

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Sociology

Students graduating with a sociology major will be able to: 1.) articulate the sociological perspective and how it differs from other social and behavioral science perspectives; 2.) express the contribution of sociology to understanding human behavior and the social construction of reality; 3.) demonstrate an understanding of the connection between personal troubles and public issues, and the organization of individual agency by social structure.

Students graduating with a sociology major will be able to analyze how race/ethnicity, class, gender, age, sexuality and disability are embedded in power relations at the macro level (institutions), meso level (organizations), and micro level (interpersonal relations).

Students graduating with a sociology major will be able to describe explanations for and consequences of local, national, and global social inequalities.

Students graduating with a sociology major will be able to: 1.) describe the role of theory in building sociological knowledge; 2.) compare and contrast key theoretical paradigms in sociology (e.g., functionalism, symbolic interactionism, constructivism, critical theory); and 3.) apply sociological theories and concepts to explain the social world.

Students graduating with a sociology major will be able to: 1.) describe the role of research methods in building sociological knowledge; 2.) develop conceptual models to address research questions; 3.) compare and contrast methodologies and data analytic techniques used in social research; and 4.) demonstrate competence with one or more data analysis software systems (eg., SPSS, STATA, ATLAS-TI) to develop, manage and analyze quantitative or qualitative data.



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Theater

Students will be able to demonstrate a common theater performance vocabulary.

Students will be able to demonstrate a disciplinary knowledge of acting craft that they can apply toward their scenes analysis and/or performance.

Students will be able to evaluate and utilize appropriate tools for creative and scholarly theatre research, including, but not limited to, electronic and paper sources, primary & secondary sources, experiential research opportunities, and produce a presentation and written paper to articulate their argument.

Students will be able to analyze a script for the purpose of theatrical production.

Students will be able to recognize and discuss cohesive and effective designs.

Students will be able to recognize, identify, and utilize historical periods, styles, and artistic movements.

Students will demonstrate an understanding of the design process and execute a design.

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Nursing

[BSN](#)

[MN](#)

[MSN](#)

[DNP](#)



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BSN

BSN students matriculating prior to Fall 2019

Teaches and counsels individuals, families and other groups about health, illness and health seeking behaviors

Critiques and applies research findings to clinical practice

Provides direct patient care and assumes leadership role in directing nursing care to individuals, groups and families

Participates and assumes beginning leadership roles

Uses principles of ethics and the professional code as a framework for decision making

Works effectively as a member of an interdisciplinary health care team

Uses effective communication techniques with diverse clients, colleagues, and information systems

Describes process of health care policy development

BSN students matriculating in Fall 2019 and later

1. Demonstrates the ability to integrate principles of evidence-based practice and quality improvement to deliver safe patient-centered care.
 2. Exhibits leadership skills to optimize health care outcomes, influence health policy and advance the nursing profession.
 3. Demonstrates clinical reasoning that promotes a culture of quality and safety to individuals, families and populations.
 4. Collaborates with inter-professional teams, fostering open communication and shared decision making to ensure safe, high quality and cost effective care.
 5. Integrates behaviors, values and the professional code that reflects the nursing profession.
 6. Explains the benefits of utilizing health care information systems and technologies to promote safe, patient-centered care and support decision making.
- R Recognizes the individual as a full partner in coordinating care that promotes health and well-being based on respect of their preferences, values and needs.



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MN

Quality Improvement - Leads inter professional, culturally-sensitive, and evidence-based initiatives within organizations and systems to continuously improve the safety and quality of healthcare.

Research and Scholarship - Initiates use of theory and research to identify clinical problems or solutions, participates in scientific inquiry, and translates scholarship into practice.

Nature of Practice - Assumes the direct and indirect roles and functions of advanced nursing practice to promote health, prevent illness, and improve the health of patients and populations.

Leadership - Promotes implementation of the full scope of nursing practice and assumes leadership positions in employer, professional, or community organizations at the local/state/national level.

Ethics - Incorporates ethical principles in complex situations of advanced nursing practice and clinical inquiry.

Collaboration - Collaborates with other health care professionals to initiate intra- and/or inter-professional teams to enhance practice and patient/population health outcomes.

Communication - Integrates information, technology, and practice guidelines to promote effective communication among patients and colleagues within health care systems.

Advocacy and Policy Development - Advocates for the development of health and social policy to improve health and practice by community engagement and participating in employer and professional organizations.

Reviewed/Revised: AY 2014-2015

Effective: Fall 2015

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DNP

Scientific Underpinnings for Practice

- Integrate nursing science and theory with knowledge and theory from ethics, the biophysical, psychosocial, cultural, and organizational sciences to develop and evaluate new practice approaches.

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- Demonstrate leadership in the development and evaluation of care delivery approaches that meet current and future needs of patient populations from findings of nursing and other clinical sciences, as well as organizational, political and economic sciences.
- Develop and evaluate effective strategies and ensure accountability for leading organizations, addressing quality improvement and patient safety initiatives, and managing ethical dilemmas inherent in patient care and research.

Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- Use analytic methods to critically appraise existing evidence to determine best practices.
- Apply relevant findings and use quality improvement methods to develop recommendations to improve practice and the practice environment.
- Disseminate findings from evidence-based practice and research to improve health care outcomes.

Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

- Evaluate programs that monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
- Provide leadership in the evaluation and resolution of ethical and legal issues within health care systems relating to the use of information, information technology, communication networks and patient care technology.

Health Care Policy and Advocacy in Health Care

- Demonstrate leadership in the critical appraisal, development, and/or implementation of institutional, local, state, federal, and international health policy.

Inter-professional Collaboration for Improving Patient and Population Health Outcomes

- Collaborate using communication, consultative, and leadership skills, with inter professional and inter professional teams to improve quality and safety in health care.

Clinical Prevention and Population Health for Improving the Nation's Health

- Analyze scientific data and synthesize concepts related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion and disease prevention efforts.

.Reviewed/Revised: AY 2014-2015

Effective: Fall 2015



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MSASS

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MSSA

Competency 1. Demonstrate Ethical and Professional Behavior

Foundation Practice Behavior 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to the context.

Foundation Practice Behavior 1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Foundation Practice Behavior 1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Foundation Practice Behavior 1d. Use technology ethically and appropriately to facilitate practice outcomes.

Foundation Practice Behavior 1e. Use supervision and consultation to guide professional judgment and behavior.

Competency 2. Engage Diversity and Difference in Practice

Foundation Practice Behavior 2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Foundation Practice Behavior 2b. Present themselves as learners and engage client and constituencies as experts of their own experiences.

Foundation Practice Behavior 2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3. Advance Human Rights and Social and Economic Justice

Foundation Practice Behavior 3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Foundation Practice Behavior 3b. Engage in practices that advance social, economic, and environmental justice.

Competency 4. Engage in Practice-Informed Research and Research-Informed Practice

Foundation Practice Behavior 4a. Use practice experience and theory to inform scientific inquiry and research.

Foundation Practice Behavior 4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Foundation Practice Behavior 4c. use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5. Engage in Policy Practice

Foundation Practice Behavior 5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Foundation Practice Behavior 5b. Assess how social welfare and economic policies impact the delivery of and access to social services

Foundation Practice Behavior 5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

Foundation Practice Behavior 6a-1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Foundation Practice Behavior 6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

Foundation Practice Behavior 7a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Foundation Practice Behavior 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

Foundation Practice Behavior 7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Foundation Practice Behavior 7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Student Learning Outcomes

Foundation Practice Behavior 8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Foundation Practice Behavior 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Foundation Practice Behavior 8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Foundation Practice Behavior 8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Foundation Practice Behavior 8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Foundation Practice Behavior 9a. Select and use appropriate methods for evaluation of outcomes.

Foundation Practice Behavior 9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Foundation Practice Behavior 9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Foundation Practice Behavior 9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10. Develop as a social work leader



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MNO

Financial Resource Development and Management - Individuals possess an understanding of financial resource acquisition, budgeting, financial management, control and transparency in nonprofit organizations

Individuals:

- Understand trends and innovations in financial resource development in nonprofit organizations
- Value mission-driven resource development and budgeting
- Value transparency and accountability as critical values in nonprofit organization
- Recognize principles and standards for effective fiscal monitoring, control and compliance

Foundations and Management of the Nonprofit Sector - Individuals possess an understanding of the history, contributions, and unique characteristics of the nonprofit sector and its management

Individuals:

- Articulate the historical development, role and significance of philanthropy, nonprofits and civil society in the U.S.
- Value the role of mission orientation for nonprofit organizations
- Communicate the unique characteristics and management complexity associated with the nonprofit sector
- Identify emerging trends in nonprofit structures and operation

Governance, Leadership and Advocacy - Individuals possess an understanding of the role of stewardship and advocacy, and the responsibilities of the board of directors, staff and volunteers in the development of policies, procedures, and processes by which nonprofits operate and are held accountable

Individuals:

- Understand the roles and responsibilities of a nonprofit board and its committees
- Differentiate between management and leadership across the nonprofit organization
- Specify the essential function of strategic planning for effective operation and sustainability
- Articulate the critical role of nonprofits in advocacy and the public policy process

Legal and Ethical Decision Making - Individuals possess an understanding of the basic laws, regulations and professional standards that govern nonprofit sector operations, including a basic knowledge of ethics and decision-making

Individuals:

- Understand basic laws and regulations under which nonprofits incorporate and operate
- Articulate standards and codes of conduct that are appropriate to nonprofit sector professionals, volunteers, and other stakeholders
- Demonstrate decision-making models, methods, and application to nonprofit organizations

Individuals:

- Conduct needs assessment, asset identification, and other research that identify authentic community need
- Consult existing evidence on practice to inform program design and outcomes
- Develop program logistics appropriate to scope and mission
- Articulate program goals and appropriate evaluation strategies

Human Resource Management - Individuals possess the knowledge, skills, and techniques for managing volunteer and paid staff in nonprofit settings

Individuals:

- Understand nonprofit human resource planning and management
- Value the role of volunteers in nonprofit mission effectiveness
- Recognize importance of organizational and programmatic performance management and evaluation

Communication, Marketing and Public Relations - Individuals possess the knowledge, attitudes and skills that nonprofit organizations use to understand, inform and influence their various constituencies

Individuals:

- Build awareness and stakeholder relations in nonprofit organizations
- Demonstrate public and community relations skills
- Understand the role of marketing as a function in a nonprofit organization

Cultural Competency and Diversity - Individuals possess the cultural competency preparation for professional practice in culturally diverse nonprofit settings

Individuals:

- Understand the role of culture, alternative views, and difference when advancing mission and engaging in nonprofit management practice
- Exhibit self-awareness to reduce the influence of personal biases and values when approaching and navigating challenges when working with diverse populations
- Demonstrate effective communication when working with diverse populations



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SODM

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DMD

Human Body in Health and Disease

- 1.1 Demonstrate knowledge of normal morphologic, developmental, physiologic and biochemical processes in systemic and oral health (CODA 2-11)
- 1.2 Demonstrate knowledge of etiologic and pathologic processes that define systemic and oral diseases (CODA 2-13)

Patient Care: Assessment, Diagnosis and Treatment Planning

- 2.1 Obtain and interpret patient/medical data, including intra/extra oral examination, and use these findings to accurately assess patients. (CODA 2-23a)
- 2.2 Apply biomedical sciences knowledge in the evaluation of health and delivery of patient care. (CODA 2-14)
- 2.3 Perform screening and assess risk factors for head and neck cancer. (CODA 2-23b)
- 2.4 Diagnose oral disease and develop comprehensive treatment plans based upon assessment of collected data. (CODA 2-23a)
- 2.5 Demonstrate appropriate informed consent in the delivery of patient care. (CODA 2-23 a)
- 2.6 Assess the treatment needs of patients with special needs. (CODA 2-24)
- 2.7 Recognize the complexity of patient treatment and identify when referral is indicated. (CODA 2-23c)

Patient Care: Restoration and Maintenance of Health

- 3.1 Manage the oral health care of patients across the stages of life. (CODA 2-22)
- 3.2 Demonstrate skills in patient education, health promotion and disease prevention. (CODA 2-23d)
- 3.3 Diagnose and manage and/or treat periodontal disease. (CODA 2-23i)
- 3.4 Diagnose and manage and/or treat caries.
- 3.5 Restore/replace teeth based on requirements for form, function and esthetics. (CODA 2- 23f, 2-23h, 2-23.g)
- 3.6 Prescribe and evaluate laboratory fabrications. (CODA 2-23g)
- 3.7 Diagnose and manage and/or treat malocclusions and space management issues. (CODA 2-23n)
- 3.8 Diagnose and manage and/or treat oral mucosal and osseous disorders. (CODA 2-23k)
- 3.9 Diagnose and manage and/or treat pulpal & periradicular disease. (CODA 2-23j)
- 3.10 Perform oral hard and soft tissue surgery and/or refer as appropriate. (CODA 2-23l)
- 3.11 Demonstrate skills in the management of pain/anxiety and the delivery of local anesthesia. (CODA 2-23e)
- 3.12 Diagnose and manage and/or treat dental emergencies. (CODA 2-23m)
- 3.13 Evaluate the outcomes of treatment, recall strategies and prognosis. (CODA 2-23o)
- 3.14 Recognize, and manage on a short-term basis, medical emergencies in the dental office. (CODA 5-6)

Leadership: Ethics, Professionalism & Practice Management

- 4.1 Apply principles of ethical decision-making and professional responsibility. (CODA 2-20)
- 4.2 Apply legal and regulatory standards in the provision of oral health care. (CODA 2-17)
- 4.3 Apply the basic principles of practice management, evaluate different models of oral health care delivery, and function successfully as the leader of the health care team. (CODA 2-18)

Inquiry

- 5.1 Use critical thinking and problem-solving skills. (CODA 2-9)
- 5.2 Access, critically appraise, apply, and communicate scientific and lay literature as it relates to providing evidence-based patient care. (CODA 2-21)
- 5.3 Demonstrate the ability to self-assess. (CODA 2-10)

Communication and Collaboration

- 6.1 Apply the fundamental principles of behavioral sciences in the delivery of patient- centered health care. (CODA 2-15)
- 6.2 Manage a diverse patient population and display the interpersonal skills to communicate and function in a multi-cultural work environment. (CODA 2-16)



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MSD

Expected competencies for MSD students can be found below in the ADA accreditation standards for each advanced specialty education program, Standard 4.

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Assessment liaison: Chuck Rozek, cer2@case.edu



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Mary Quinn Griffin, Jul 3, 2019, 6:06 PM

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Outcome Assessment

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Arts and Sciences - MA, MS, PhD, Other

MA/MS

Outcome 1: Knowledge: Substantive knowledge of the discipline, including theory, skills and research methods.

Outcome 2: Ethical Conduct: Knowledge of the appropriate ethical standards in research, teaching, and service.

PhD

Outcome 1: Substantive knowledge of the discipline, including theory, skills and research methods.

Outcome 2: Ethical Conduct: Knowledge of the appropriate ethical standards in research, teaching, and service.

Outcome 3: Research / Scholarship: The completion of original scholarship or creative work that makes an original and substantial contribution to the knowledge of the discipline.

Outcome 4: Teaching / Leadership: Effectiveness in teaching and/or providing leadership in theory, methods and/or skills in a classroom, professional, or fieldwork setting.

Other degrees

Contemporary Dance MFA: <http://dance.case.edu/graduate/master-of-fine-arts-contemporary-dance/>

Every MFA candidate is expected to fulfill the comprehensive requirements and demonstrate a high level of professional standards and scholarship regardless of specific career goals. Upon advisement, candidates may orient a focus in performance, choreography, or teaching. However, each candidate must successfully produce and present an MFA Thesis concert.

Theater MFA: <http://www.clevelandplayhouse.com/cwru-cph-mfa-program/overview>

The skills, discipline, and an aesthetic of craft necessary to develop a distinctive and effective actor capable of encompassing the full range of professional demands

DMA: <http://music.case.edu/grad-academic-programs/dma-in-early-music/>

This program in Historical Performance Practice (up to 1850) combines advanced study in performance, music history, and performance practice.



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Mary Quinn Griffin, Jul 3, 2019, 10:09 AM

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Biomedical - MA, MS, PhD

MS in Anesthesia:

<https://case.edu/medicine/msa-program/curriculum/coursework>

PROFESSIONALISM

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. Anesthesiologist Assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Anesthesiologist Assistants must demonstrate a commitment to:

- Communicate in an effective and responsible manner with the Anesthesiologist and health care professionals
- Carrying out professional responsibilities
- Adherence of ethical principles
- Accountability to patients, society and the profession
- Improve and maintain competency and a pursuit of life-long learning and scientific knowledge

Anesthesiologist Assistants are expected to have values that include:

- Placing the patients interest above self interest
- Respect, empathy and compassion for the patient
- Patient confidentiality
- Practice without impairment from drug and alcohol abuse, cognitive deficiency or mental illness.
- Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- Honesty with patients and medical professionals

Professional role is demonstrated by the student's ability to:

Demonstrate ethical behavior when interacting with patients, affiliated health care associations and members of the medical community.
Participate in activities that improve anesthesia care.
Interact on a professional level with integrity.
Teach others.
Participate in continuing education activities to acquire new knowledge and improve his or her practice

INTERPERSONAL AND COMMUNICATION SKILLS

Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Anesthesiologist Assistants must demonstrate interpersonal and communication skills that result in effective information exchange with Anesthesiologist, other physicians, professional associates, and the health care system. Anesthesiologist Assistants are expected to:

- Appropriately adapt communication style and messages to the context of the individual patient interaction
- Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- Demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety
- Accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

Communication skills are demonstrated by the student's ability to:

Effectively communicate with all individuals influencing patient care.

Interact competently with a diverse population.

Student Learning Outcomes

Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.

Communicate effectively through case records, written reports and professional papers.

PRACTICE-BASED LEARNING AND IMPROVEMENT

AAs must continually investigate and evaluate their patient care practices. They should also appraise, analyze, and assimilate scientific evidence into their practice in an effort to improve patient care. Anesthesiologist Assistants are expected to:

- Obtain and use information about their own population of patients and the larger population from which their patients are drawn
- Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems
- Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- Use information technology to manage information, access on-line medical information;
- Facilitate the learning of AA students and other health care professionals
- Recognize that Medical science is a constantly evolving science and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others
- Engage and promoted continuing medical education and lifelong learning

Critical thinking is demonstrated by the student's ability to:

Apply theory to practice in decision-making and problem solving.

Provide anesthesia care based on sound principles and research evidence.

Perform a pre-anesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.

Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.

Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.

Calculate, initiate, and manage fluid and blood component therapy.

Recognize and appropriately respond to anesthetic complications that occur during the peri-anesthetic period.

Pass the National Commission for the Certification of Anesthesiologist Assistants (NCCAA) certification examination.

MEDICAL KNOWLEDGE

Anesthesiologist assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences. Practitioners must apply such knowledge using an investigatory and analytical thinking approach to clinical situations. Anesthesiologist Assistants are expected to:

- Understand etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions
- Identify appropriate interventions for treatment of conditions
- Select and interpret appropriate diagnostic or lab studies
- Differentiate abnormalities in anatomic, physiological, laboratory findings and other diagnostic data
- Appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis
- Aid in the development of an anesthesia care plan as a member of the Anesthesia care team

PATIENT CARE

Anesthesiologist Assistants must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Anesthesiologist Assistants are expected to:

- Develop and carry out patient management plans in consultation with the supervising anesthesiologist
- Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families
- Gather essential and accurate information about their patients
- Make informed decisions about diagnostic and therapeutic interventions based on patient information, preferences, up-to-date scientific evidence, and clinical judgment
- Counsel and educate patients and their families
- Perform competently pertinent medical and invasive procedures considered essential for the practice of anesthesiology
- Work with health care professionals, including those from other disciplines, to provide patient-focused care

Individualized peri-anesthetic management is demonstrated by the ability of the student to:

Provide care throughout the peri-anesthetic continuum.

Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.

Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.

Provide anesthesia services to all patients, including trauma and emergency cases.

Student Learning Outcomes

- Administer and manage a variety of regional anesthetics.
- Function as a resource person for airway and ventilatory management.
- Possess current advanced cardiac life support (ACLS) recognition.
- Possess current pediatric advanced life support (PALS) recognition.
- Deliver culturally competent peri-anesthetic care throughout the anesthesia experience.

SYSTEM-BASED PRACTICE

Anesthesiologist Assistants must demonstrate an awareness of and responsiveness to the larger context and system of health care. AAs must also exhibit the ability to effectively call on system resources to provide care that is of optimal quality and value. Anesthesiologist Assistants are expected to:

- Practice cost effective health care and resource allocation that do not compromise quality of care
- Advocate for quality patient care and assist patients in dealing with system complexities
- Use information technology to support patient care decisions and patient education
- Effectively interact with different types of medical practice and delivery systems
- Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- Apply medical information and clinical data systems to provide more effective, efficient patient care
- Support initiatives that ensure access to medical care for all patients

Patient safety is demonstrated by the ability of the student to:

- Be vigilant in the delivery of patient care.
- Protect patients from iatrogenic complications.
- Participate in the positioning of patients to prevent injury.
- Conduct a comprehensive and appropriate equipment check.
- Utilize standard precautions and appropriate infection control measures

MS in Applied Anatomy:

<http://www.case.edu/med/anatomy/MS.pdf>

The Anatomical Sciences Core Curriculum (ASCC) courses emphasize the traditional aspects of anatomical structure, function, and nomenclature with critical aspects of cell and developmental biology, biochemistry, and physiology of cells, tissues, and organs integrated into their content. The elective courses allow curriculum flexibility for students to emphasize their diverse individual interests. The Master of Science in Applied Anatomy serves as an excellent preparation for subsequent studies in schools of medicine, dentistry, and nursing. The knowledge of the human body and its physiological processes gained in this program forms a significant foundation for physician assistants, physical therapists, dental technicians, and K-12 life sciences teachers.

MS in Biochemical Research:

<http://bulletin.case.edu/schoolofmedicine/biochemistry/#masterstext>

The program leading to the MS degree in biochemical research is uniquely designed to provide interested students with sufficient background and laboratory experience to enable them to function as senior research assistants and eventually as laboratory supervisors in university departments, research institutes, or industrial laboratories. The students pursue flexible and individually designed schedules, which prepare them for independent research projects in the second and third years of the program. The program simultaneously develops background knowledge and technical skills in modern biochemistry, which can be applied to several career paths

MS in Biochemistry:

<http://bulletin.case.edu/schoolofmedicine/biochemistry/#masterstext>

The program leading to the MS degree in biochemistry is designed to provide students with knowledge of the latest advancements in biochemistry and related fields. It is intended for students who desire to pursue a career not directly involved with research, such as teaching, or various administrative positions in the pharmaceutical industry.

PhD in Biochemistry:

<http://bulletin.case.edu/schoolofmedicine/biochemistry/#phdtext>

The aim of the PhD in biochemistry program is to prepare students for careers in teaching and research in biochemistry. The emphasis of the doctoral program is on research culminating in the completion of an original independent research project under the guidance of a faculty member in the biochemistry program. In addition to the research activities, graduate students participate in formal courses both within and outside the department, formal and informal seminars, and discussions of current literature. Although students choose from the various tracks within the department, all are broadly trained in modern aspects of biochemistry and become familiar with techniques and literature in a variety of areas.

MA in Bioethics:

<http://bulletin.case.edu/schoolofmedicine/bioethics/#graduatestext>

The Master of Arts program provides students with a firm understanding of the intellectual content of the study of bioethics, of bioethical literature, and of the underlying philosophical arguments and empirical assumptions that inform it. Students are taught to understand the institutions and structures of health care and the ethical issues that arise in medical practice. They are trained to identify and analyze a range of clinical ethics issues.

PhD in Bioethics:

Student Learning Outcomes

http://bulletin.case.edu/schoolofmedicine/bioethics/#phd_text

The goal of the PhD program is to train scholars skilled in the conceptualization, design, and conduct of interdisciplinary research on bioethical issues. This means that each candidate will learn how to integrate their previously mastered disciplinary skills with other scholarly approaches to produce multi-dimensional analyses of bioethical research problems. In addition, each candidate will learn how to lead and fund the collaborative research teams such analyses require. The doctoral program in bioethics has two primary objectives:

- To train scholars who have specific expertise in the conceptualization, design, and conduct of research on bioethical questions using the methodologies of normative bioethical analysis.
- To train scholars who have specific expertise in the conceptualization, design, and conduct of empirical research on bioethical questions, as well as competency in normative bioethical analysis.

MS in Biostatistics:

<http://bulletin.case.edu/schoolofmedicine/epidemiologyandbiostatistics/#graduatetext>

Biostatistics addresses all aspects of statistics that arise from medical and health-related sciences, and is an essential component of most medical, biological, and health care. The study of biostatistics includes design and analysis of both experimental studies, such as clinical trials, and observational studies; the theory of probability and statistic; mathematical and statistical modeling; and knowledge of the methodology used to evaluate the properties of statistical procedures. It also includes a competency in computing, which encompasses programming, statistical software use, and database management. Modern Biostatistics is a dynamic field of study and an integral part of medical and public health research. Those who earn the MS in Biostatistics are equipped for careers in academia, government, and industry, or to enter doctoral programs in biostatistics. The mission of the Masters Program in Biostatistics is to enroll and train outstanding students in the core discipline of biostatistics. The faculty and students in this program are committed to teaching and learning the theory, methodology and application of the essential and modern statistical methods used in the biomedical and related sciences

PhD in Cell Biology:

http://www.case.edu/med/microbio/forms/https://case.edu/medicine/microbio/sites/case.edu.microbio/files/2018-12/MBIO_MVIR_CLBY%20Graduate%20Student%20Handbook.pdf

We strive to provide predoctoral students with the necessary conceptual and technical foundations to address important problems in modern biology as independent investigators. Because being a professional scientist today requires many tools to succeed in a competitive environment, we have designed a challenging course of study that provides training in: (1) problem-solving, critical analysis of data and modern technical approaches leading to scientific excellence; (2) communication skills, both oral and written; (3) ethical issues and scientific integrity, and (4) productivity via publication in the most demanding scientific journals.

MS in Clinical Research:

<http://bulletin.case.edu/schoolofmedicine/generalmedicalsciences/#clinicalresearchmstext>

The Clinical Research program is designed for individuals with an existing degree in medicine, dentistry, nursing, or an allied science such as pharmacy or biomedical engineering. Moreover, a track has also been established for medical students interested in obtaining dual MD/MS degree. The program seeks individuals committed to a career in clinical investigation in an academic or related environment. The curriculum offers both focus and flexibility. Focus is provided through a core curriculum (13 credit hours) highlighting clinical research methods, the ethical conduct of research, and a seminar series that introduces the skills necessary for scholarly success.

PhD in Clinical Translational Science

<https://case.edu/medicine/crsp/programs/phd-clinical-translational-science-cts>

The overall goal of the program is to produce successful clinical-translational scientists who will lead sustained, innovative research agendas to address the challenging health and medical problems facing the US and world. Program graduates will be able to: (1) independently lead, design, execute, manage, and interpret multidisciplinary clinical-translational research in a conceptually, methodologically, ethically, and regulatory sound manner; (2) assume leadership roles in both academic and industry settings; and (3) establish national reputations as leaders in a given area of expertise. The doctoral program's training is consistent with the core competencies defined by NIH for conducting clinical translational research and adheres to NIH-promoted principles of multidisciplinary and team science. Student handbook for the program: [PhD Clinical Translational Science Student Handbook](#)

MS in Environmental Health Science:

<http://bulletin.case.edu/schoolofmedicine/environmentalhealthsciences/#graduatetext>

The Master of Science degree program is designed to increase the student's knowledge of environmental health science as well as to provide a firm foundation in the life sciences. The program is multidisciplinary and emphasizes cancer biology, environmental toxicology, and nutrition and toxicology. It is based on a core classroom curriculum in the biological sciences, including biochemistry, biostatistics, microbiology, genetics, molecular biology, pharmacology, epidemiology, and toxicology.

PhD in Epidemiology and Biostatistics:

<http://bulletin.case.edu/schoolofmedicine/epidemiologyandbiostatistics/#phdtext>

The PhD Program in **Epidemiology and Biostatistics** draws on the core disciplines of biostatistics and epidemiology to support students in developing the knowledge, skills and competencies needed to assume positions of leadership with the ultimate goal of advancing the public's health. Students accepted into the PhD program will master the rigorous scientific and analytic methods necessary to be at the forefront of efforts to not only describe, but effectively evaluate and improve the public's health.

PhD in Genetics:

Student Learning Outcomes

The department offers a comprehensive training curriculum that has the following characteristics:

- Broad-based learning-exposure to multiple organisms to learn principles of genetics through didactic course work, weekly seminars and annual departmental retreats.
- Well-developed training program that integrates courses, workshops, journal clubs and student seminars to help students to develop research capabilities as well as other crucial skills such as oral and written presentations. Students are expected to present a research seminar annually followed by a brief session that critiques the presentation to the department and School of Medicine. Students are also expected to publish at least two first-authored papers based on their thesis research.
- Monitoring of student progress: committee meetings every 6-9 months and annual meetings with students individually by the Graduate Education Committee.
- Promoting recognition of student achievements: a reward system is in place to promote, publicly recognize and reward students for presentations at scientific meetings, grant writing and award applications.
- Individualize the training experiences so that students can explore career options. Rotation options in both basic and clinical genetics research programs.
- Senior students are invited to attend chalk talks presented by faculty candidates to that they are familiar with this important aspect of finding a faculty position.

MS in Genetic Counseling:

<http://bulletin.case.edu/schoolofmedicine/genetics/#graduatetext>

Acquisition and mastery of clinical competencies are reflected in the Program's didactic coursework, clinical rotations, thesis process and supplementary experiences. The sequence of medical genetics courses and genetic counseling courses are designed to introduce concepts regarding medical genetics, general medical practice, counseling theory and clinical skills such that they build from beginning skills to a more advanced skill set in the order needed for clinical experiences. The goal of the program is to provide students with the knowledge and clinical skills to function as competent and caring genetic counselors in a wide range of settings and roles. All of these activities enable successful graduates to meet the clinical competencies as outlined by the American Board of Genetic Counseling ([ACGC core competencies](#)).

Domain I: Genetics Expertise and Analysis

- Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles.
- Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.
- Construct relevant, targeted and comprehensive personal and family histories and pedigrees.
- Identify, assess, order, facilitate, and integrate genetic/genomic testing options in genetic counseling practice (including molecular and non-molecular testing that directly impacts assessment of inherited risk).
- Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.
- Demonstrate the skills necessary to successfully manage a genetic counseling case.
- Critically assess genetic/genomic, medical and social science literature and information.

Domain II: Interpersonal, Psychosocial and Counseling Skills

- Establish a mutually agreed upon genetic counseling agenda with the client.
- Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.
- Use a range of genetic counseling skills and models to facilitate informed decisionmaking and adaptation to genetic risks or conditions.
- Promote client-centered, informed, noncoercive and value-based decision-making.
- Understand how to adapt genetic counseling skills for varied service delivery models.
- Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.

Domain III: Education

- Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.
- Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.
- Effectively give a presentation on genetics, genomics and genetic counseling issues.

Domain IV: Professional Development & Practice

- Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.
- Demonstrate understanding of the research process.
- Advocate for individuals, families, communities and the genetic counseling profession.
- Demonstrate a self-reflective, evidenced based and current approach to genetic counseling practice.
- Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.
- Establish and maintain professional interdisciplinary relationships in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

MS in Medical Physiology:**Student Learning Outcomes**

<http://bulletin.case.edu/schoolofmedicine/physiologyandbiophysics/#graduatetext>

The Master's Program in Medical Physiology is designed for students with at least a bachelor's degree in a chemical, physical, or biological science who are seeking advanced training in the physiological sciences, typically in preparation for admission to a professional medical program (e.g. Medical School, Dental School). Core courses and flexible electives allow students to focus their work in key areas of medical physiology, including Anatomy, Biochemistry, or Pharmacology.

PhD in Molecular Biology and Microbiology:

http://www.case.edu/med/microbio/forms/MBIO_MVIR_CLBY%20Graduate%20Student%20Handbook.pdf

We strive to provide predoctoral students with the necessary conceptual and technical foundations to address important problems in modern biology as independent investigators. Because being a professional scientist today requires many tools to succeed in a competitive environment, we have designed a challenging course of study that provides training in: (1) problem-solving, critical analysis of data and modern technical approaches leading to scientific excellence; (2) communication skills, both oral and written; (3) ethical issues and scientific integrity, and (4) productivity via publication in the most demanding scientific journals.

PhD in Molecular Medicine:

http://bulletin.case.edu/schoolofmedicine/molecularmedicine/#ph_d_text

The Molecular Medicine PhD Program is a unique collaborative graduate training opportunity that integrates medical knowledge into graduate training. The goal of this program is to produce scientists trained in translational research: basic or applied research relevant to human health and disease that can lead to new understanding of disease, clinical and diagnostic tools, medications, and therapies.

Students train rigorously to apply basic science discoveries to human health and to the causes and treatments of human disease. The mastery of competencies necessary to translate scientific observations from the research bench to clinical care is the focus of this PhD program. Graduates will be well prepared to collaborate with physicians and for the challenge of using molecular and cellular biology to advance human health.

PhD in Molecular Virology:

http://www.case.edu/med/microbio/forms/MBIO_MVIR_CLBY%20Graduate%20Student%20Handbook.pdf

We strive to provide predoctoral students with the necessary conceptual and technical foundations to address important problems in modern biology as independent investigators. Because being a professional scientist today requires many tools to succeed in a competitive environment, we have designed a challenging course of study that provides training in: (1) problem-solving, critical analysis of data and modern technical approaches leading to scientific excellence; (2) communication skills, both oral and written; (3) ethical issues and scientific integrity, and (4) productivity via publication in the most demanding scientific journals.

PhD in Neurosciences:

<https://case.edu/medicine/neurosciences/training/graduate-training>

The Department of Neurosciences offers graduate and postdoctoral training in a wide range disciplines in modern neuroscience. The Neurosciences graduate program has a strong emphasis on cellular and molecular mechanisms that mediate the function and development of the nervous system. Training in neurobiology is provided through a combination of research, course work, and seminars.

MS in Nutrition:

http://www.case.edu/med/nutrition/ms_nutrition.html

The Masters of Science in Nutrition provides further depth for the individual who has completed a Bachelor's in Nutrition and the dietitian, nurse, physician, etc. seeking to enhance their skills and credentials. The program is also chosen by people who have completed Bachelor's degrees in other disciplines and wish to earn credentials to practice nutrition and/or desire to improve personal knowledge in this field. Students completing the Master's have also used the degree as a step toward further academic work as the PhD, MD, JD, and MBA.

PhD in Nutrition:

http://www.case.edu/med/nutrition/phd_index.html

The understanding of metabolic and nutritional diseases requires integrating molecular biology, genomics, proteomics and metabolomics into collaborative efforts to unravel the complex regulation of metabolic pathways. And while nutrition remains an underlying cause of many human diseases, nutritional therapies hold tremendous potential in resolving many of these diseases. Therefore, the need for nutrition research and the need for trained researchers has never been both so great. Students who plan to pursue an academic career which includes teaching and research either in the Basic Science of or in the Applied components of Nutrition, need to complete a Doctoral Degree.

MS in Pathology:

<http://bulletin.case.edu/schoolofmedicine/pathology/#graduatetext>

The full-time Master's Program in Pathology is intended for students with a background in the biological or chemical sciences, typically a bachelors or baccalaureate degree, who are interested in pursuing advanced coursework in the basis of disease. This coursework may be useful for those interested in pursuing a professional doctoral degree (e.g., MD, DO, DDS, or DMD) or other health professions degree, since the core curriculum and electives include many topics of medical relevance, including histology, gross anatomy, pathology, cancer and immunology.

PhD in Pathology:

<http://bulletin.case.edu/schoolofmedicine/pathology/#phdtext>

PhD Training in the Pathology Graduate Program occurs in three tracks that share a common core curriculum but provide additional track-specific curricular offerings. This provides a cohesive program that addresses the specific needs of different students and their training.

Student Learning Outcomes

Tracks:

- Molecular and Cellular Basis of Disease Training Program (MCBTP)
- Immunology Training Program (ITP)
- Cancer Biology Training Program (CBTP)

PhD in Pharmacology:

<https://case.edu/medicine/pharmacology/education-training/molecular-therapeutics-training-program>

Molecular Therapeutics Training Program is a PhD training program in pharmacology. The program focuses on 6 key competencies: Applied Pharmacology, Critical Thinking, Communication, Creativity, Teamwork, and Professionalism.

The global objective of the MTTP is to train students with the knowledge base and research skills to pursue a broad range of career opportunities in the pharmacological sciences ranging from academic and industrial bench science to scientific writing, patent law, science policy, biotech management, and teaching. Our multifaceted approach provides students with a strong foundation in fundamental pharmacology and modern experimental pharmacology through individualized advanced training. The interdisciplinary design fosters productive interactions among students and faculty in basic and clinical departments around the common theme of therapeutics. The goal of the program is to develop professional scientists with the maturity to address new research questions through creativity and collaboration and to communicate their findings to a wide audience documented by publications in premier scientific journals and effective communication with the lay public.

MS in Physician Assistant

<https://case.edu/medicine/physician-assistant/education/competencies-and-learning-outcomes>

CWRU's PA Program educates qualified individuals to be highly skilled licensed health care providers who practice team-based medicine in collaboration with physicians.

The general entry-level competencies of a graduate of the CWRU PA Program are:

Medical Knowledge and Patient Care

- Elicit and interpret a comprehensive, detailed and accurate history from a patient.
- Perform the appropriate comprehensive or problem-oriented physical examination of a patient.
- Perform diagnostic and/or therapeutic procedures associated with the management of medical and minor surgical conditions.
- Assess the severity of common emergency problems and respond in a decisive and appropriate fashion.
- Provide life support and perform emergency evaluation/care and initiate therapeutic procedures in life-threatening events jointly with or in the absence of a physician or other health professionals.
- Apply medical knowledge to patient encounters with evaluation, diagnosis and management of disease.
- Formulate a differential diagnosis and prepare a problem list based on the assessment of the patient.
- Analyze pertinent medical information and laboratory data for the formation of diagnostic and/or management plans.
- Implement and monitor patient treatment plans and recommend or prescribe medications or other therapy for the treatment of patients.

Interpersonal and Communication Skills and Teamwork

- Record and present pertinent patient data, including interpretive recommendations, in a manner meaningful to the physician and members of the healthcare team.
- Demonstrate effective communication skills to be able to provide complete, concise and well-organized case presentations to physicians and other members of the healthcare team.
- Function as a member of the interprofessional healthcare team.
- Utilize well-developed interpersonal skills, communicate appropriately and interact professionally with the healthcare team, patients, family, peers, staff and the general public.
- Promote health and wellness; instruct and counsel patients regarding physical and mental health, including proper diet, disease prevention, normal growth and development, family planning, lifestyle risks, situational adjustment reactions and other health care matters.

Professionalism

- Adhere to the highest standards of professionalism and demonstrating responsibility, ethical practice and sensitivity to a diverse patient population.
- Respect and understand the concepts of privilege, confidentiality and informed patient consent.
- Engage with the community to heighten awareness of the intriguing challenges and unique opportunities in urban communities.
- Demonstrate a commitment to continuing medical education and ongoing professional development.
- Participate in the scholarly activity of the profession through research, publishing and/or education.

Practice-based Learning & Improvement

- Demonstrate critical and creative thinking skills, informed value judgments and possess an educational foundation for continued growth and life-long learning.

Student Learning Outcomes

Systems-based Care

- Practice cost-effective health care and resource allocation that does not compromise patient quality of care.
- Deliver or assist in the delivery of services to patients requiring continuing care in homes, nursing homes and extended care facilities.
- Facilitate referral to community resources, health facilities and agencies and arrange appropriate patient follow-up to respond to patient needs that go beyond their medical conditions and include social, emotional, spiritual, economic and environmental factors.
- Critically evaluate the medical literature, policies and systems on an ongoing basis, to improve patient care, enhance leadership qualities in the community as well as professional endeavors.

PhD in Physiology and Biophysics:

<https://physiology.case.edu/education/graduate-programs/phd/phd-physiology-and-biophysics/>

The ultimate goal is to train future scientists in understanding the mechanisms that control normal function of biological processes, translating that knowledge into new approaches and cures for disease. The research programs span broad areas allowing PhD students to be engaged in studying a variety of questions about the physiology and biophysical mechanisms of normal processes in the cardiovascular, neuronal and renal systems as well as about diseases that affects these systems, including cancer. We use a variety of tools including structural biology, molecular medicine, cell biology and electrophysiology.

MS in Public Health Nutrition:

<https://case.edu/medicine/nutrition/education-programs/masters-programs-nutrition/ms-public-health-nutrition>

The primary goal of this 16-month program is to prepare students for employment in public health or community agencies where you will work to promote health and reduce the risk of chronic disease and advance the nutritional health of our population. Coursework includes training in public health theory, program development and evaluation, nutritional epidemiology, human nutrition and life cycle specific nutritional needs and concerns. A minimum of 31 semester hours of academic coursework is required to earn the degree. In addition to the general public health program, students may elect to specialize in maternal and child nutrition or gerontology. Each specialty requires additional credits of academic work. A portion of the field experience is specified for either population group.

MS and PhD in Systems Biology and Bioinformatics:

<http://bulletin.case.edu/schoolofmedicine/generalmedicalsciences/#systemsbioinformaticstext>

The Systems Biology and Bioinformatics PhD program at CWRU offers trainees the opportunity to combine both experimental and computational or mathematical disciplines to understand complex biological systems. The SYBB program will train scientists who are able to generate and analyze experimental data for biomedical research and to develop physical or computational models of the molecular components that drive the behavior of a biological system. The goal of the program is to produce scientists who are familiar with multiple disciplines and equipped to conduct interdisciplinary research.

The Case Western Reserve University (CWRU) graduate program in Systems Biology and Bioinformatics (SYBB) has two tracks:

Translational Bioinformatics - The SYBB track in Translational Bioinformatics poises students to work at the interface of applied 'omics research and clinical medicine. From integrating genomic and functional genomic data into electronic medical records, to developing meta-analysis tools for communicating genomic risk to patients to utilizing this data in personalized medicine. Students trained in the Translational Bioinformatics track work to integrate bioinformatics tools and technologies into clinical workflows.

Molecular and Computational Biology - The SYBB track in Molecular and Computational Biology embraces the pursuit of basic science research, employing the application and development of computational approaches to address difficult questions derived from today's "Big data" derived from 'omics approaches. This track equips students in the acquisition of experimental data utilizing approaches including proteomics, metabolomics, genomics and structural biology and extends this work with interpretation provided by computational analysis.



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srp13@case.edu, Mar 16, 2015, 1:33 PM

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Engineering - MS, ME, MEM, PhD

PhD

Research design, implementation, analysis, and impact

Effective oral communication

Effective written communication



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srp13@case.edu, Dec 17, 2014, 4:16 PM

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EPIDEMIOLOGY

MPH

<http://epbiwww.case.edu/mph/>

Understand basic concepts of biostatistics in public health, including an ability to select statistical methods for data analysis, apply descriptive techniques, and interpret and communicate results of statistical analyses.

Understand environmental factors that impact the health of a community, including an ability to describe the impact of policy on environmental health issues, methods for environmental risk assessment, and approaches to risk management.

Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports.

Understand the policy process for improving the health status of populations, including an ability to identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US, describe legal and ethical bases for public health and health services, and communicate health policy and management issues using appropriate channels and technologies.

Understand the behavioral, social, and cultural factors related to individual and population health, including an ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice, describe the role of social and community factors in both the onset and solution of public health problems, and apply evidence-based approaches to the development and evaluation of social and behavioral science interventions.

Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

Engage in dialogue and learning from others to advance public health goals.

Explain the role of biology in the ecological model of population-based health.

Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.

In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.

Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.

MS Biostatistics

<http://epbiwww.case.edu/masters-of-science-in-biostatistics-overview/>

The MS Biostatistics program is 31 credits. Students choose one of four tracks: Biostatistics, Genomics and Bioinformatics, Health Care Analytics, or Social and Behavioral Science.

Program Handbook: [MS Biostatistics Handbook](#)

PhD in Epidemiology and Biostatistics

<http://epbiwww.case.edu/phd-in-epidemiology-biostatistics/>

Student Learning Outcomes

The educational mission of the Epidemiology and Biostatistics PhD Program is to train students using an integrated approach that draws from the population and quantitative health sciences. These include global, population, public, and community health, biostatistics, epidemiology, genomic epidemiology, and computational biology. This training provides the foundation for trainees to play integral roles in successfully solving our most pressing health problems.

Program handbook - [PhD Epidemiology Program Handbook](#)

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<http://mph.case.edu/documents/mphhandbook.pdf>

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Law

M.A. in Patent Practice

<https://law.case.edu/Academics/Degrees/Masters-in-Patent-Practice>

Designed to prepare students for careers as patent agents. Students must be eligible to pass the patent bar exam, this requires an undergraduate degree in engineering, computer science, or a physical or biological science.

MA in Financial Integrity

<https://law.case.edu/Academics/Degrees/Master-of-Arts-in-Financial-Integrity>

An indepth program with comprehensive education in anti-money laundering, counter terrorism, counter-proliferation financing policies and related integrity initiatives

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MANAGEMENT

PhD Management Accountancy

Students produce publishable research with consequence to accounting professors and discipline

- Students Show ability to independently design original research
- Students demonstrate competence in all aspects of executing research ideas

Students communicate accounting content to interested audiences in a sophisticated manner

- Students show ability to engage others in learning processes
- Students demonstrate capability to deliver complex material orally
- Students are able to effectively communicate research findings

PhD in Management Design and Innovation

Students possess the knowledge skills and professional values needed to conduct the highest quality research in the field of management

- Students obtain a doctoral-level foundation in academic areas pertinent to management
- Students acquire knowledge and skills to master and unite qualitative, quantitative and action research methods
- Students complete and present a publishable paper that draws from one or more of the students' courses of study

PhD Organizational Behavior

Students acquire the knowledge, skills and professional values needed to conduct the highest quality research in the fields and subfields of organizational behavior and management

- Students obtain a doctoral-level foundation in academic areas pertinent to organizational behavior and management - from micro to macro - involving an interdisciplinary threading across key social science domains like developmental psychology, learning theory, systems theory, and sociology
- Students acquire knowledge and skills to master and unite qualitative, quantitative and action research methodologies in the quest for deep and comprehensive understanding of questions that are consequential for society

Students are leading scholars in careers as educators at the top levels of their specialization and in high- impact areas of society

- Develop a high level of professional creativity, interpersonal and teaching competence and a foundation of professional values enabling the quality practice of organizational behavior research and education
- Students are equip to design and facilitate contexts for self-reflective learning, organization development and human societal transformation

Assessment liaison: Jennifer Johnson jj11@case.edu, Stacey Manz Lotz, slm119@case.edu





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NURSING

PhD

Research and Knowledge Development

Conduct original research

Critique and integrate different scientific perspectives in the conduct of original research

Lead interdisciplinary research teams and participate in team science

Leadership

Understand the evolving roles and responsibilities of a nurse scholar

Assume leadership in the conduct of culturally and linguistically appropriate scholarship

Lead in advancing the discipline through scholarly contributions and science in the global community

Provide career and research mentorship to others

Dissemination

Communicate research through publications and presentations for professional, interdisciplinary, and lay audiences

Policy

Generate and disseminate knowledge relevant to health care policy

Understand the influence of politics and policy on knowledge generation

Values

Appreciate the history and philosophy of science

Understand the evolving nature of the nursing discipline

Utilize professional and research ethics and judgment in the conduct of research

Substantive Area of Specialization

Demonstrate mastery of in-depth knowledge in a substantive area



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MSASS - PhD in Social Welfare

Leadership Competency - Leadership is a process whereby an individual influences others to achieve a common goal. Leadership in academe is unique in that the organizational structure is more horizontal and shared, while in most organizations it is hierarchical. Students will achieve competency in academic leadership by understanding their and others' style of leadership and participating in student and professional activities that enhance leadership skills.

Research Competency - Research competency means mastery of skills needed to design and conduct systematic, empirical, objective, public, and critical investigation of a social welfare problem or issue. It means having the capacity to frame a question about a social welfare issue or problem that can be evaluated or examined using social science research methods. The research may be descriptive, designed to develop a theory, or intended to test a hypothesis. Research competency also entails mastery of oral, written, and visual communication skills needed to disseminate research. Research competency includes the ability to critically evaluate and synthesize research conducted by others. Lastly, it entails knowledge of, and commitment to, ethical principles guiding research and mastery of skills needed to protect the rights of research participants.

Teaching Competency - Teaching competency includes a conceptual understanding of how people learn and the translation of this understanding into constructing and delivering learning opportunities to diverse audiences. Teaching competency at the doctoral level is based upon a general understanding of the historical evolution as well as current roles, structure and function of higher education and the academic profession in American society. A prerequisite to placing social work education within the context of higher education is knowledge of the relationship of professional education to liberal education and knowledge of the history and current context of social work education. This includes knowledge of social work educational policy and program accreditation standards for program design and curriculum development. Teaching competency also entails an understanding of learning theory and its application to professional education, including capability in educational program design, curriculum development, and the delineation and assessment of educational objectives.

Theory Competency - Theory competency means the mastery of skills needed to use theory and conceptual frameworks in social science research. Students mastering the theory competency will be able to use theory effectively to develop research questions and hypotheses for empirical testing. They will possess an understanding of the conceptual nature of theory and the ways theory can be applied in knowledge development. Students who master the theory competency will understand the evolution and history of theory development related to social welfare policies and problems.

Mandel_School_PhD_outcomes_and_assessment_plan_2014.pdf (2799k)

srp13@case.edu, Nov 18, 2014, 3:21 PM

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Law

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[LLM](#)
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Assessment liaison: Jaime Bouvier, jaime.bouvier@case.edu

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JD

(ABA Standard 302)

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem solving, and written and oral communication in a legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

Interpretation 302-1

For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Interpretation 302-2

A law school may also identify any additional learning outcomes pertinent to its program of legal education.

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http://www.americanbar.org/content/dam/aba/publications/misc/legal_education/Standards/2014_2015_aba_standards_chapter3_authcheckdam.pdf

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LLM

Understand how to operate in various legal environments

Communicate and work effectively with other international practitioners

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<http://www.case.edu/law/llm/>

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Doctor of Juridicial Science

The program will train graduates for positions of leadership in academia, research or policy making.

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MEDICINE

[University Track \(WR2\)](#)

[College Track \(Lerner\)](#)

Assessment liaison: Klara Papp (klara.papp@case.edu)

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MD (WR2)

Competencies and Educational Program Objectives

Research and Scholarship: Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research

1. Analyses and effectively critiques a broad range of research papers
2. Demonstrates ability to generate a research hypothesis and formulate questions to test the hypothesis
3. Demonstrates ability to initiate, complete and explain his/her research

Knowledge for Practice: Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences as well as the application of this knowledge to patient care

1. Demonstrates ability to apply knowledge base to clinical and research questions
2. Demonstrates appropriate level of clinical and basic science knowledge to be an effective starting resident physician

Interpersonal and Communication Skills: Demonstrates effective listening, written and oral communication skills with patients, peers, faculty and other health care professionals in the classroom, research and patient care settings

1. Uses effective written and oral communication in clinical, research, and classroom settings
2. Demonstrates effective communication with patients using a patient-centered approach
3. Effectively communicates knowledge as well as uncertainties in all settings

Professionalism: Demonstrates commitment to high standards of ethical, respectful, compassionate, reliable and responsible behaviors in all settings, and recognizes and addresses lapses in behavior

1. Commonly demonstrates compassion, respect, honesty and ethical practices
2. Meets obligations in a reliable and timely manner
3. Recognizes and addresses lapses in behavior

Personal and Professional Development: Demonstrates the qualities required to sustain lifelong personal and professional growth

1. Critically reflects on personal values, priorities, and limitations to develop strategies that promote personal and professional growth
2. Recognizes when personal views and values differ from those of patients, colleagues, and other care givers and reflects on how these can affect patient care and research
3. Identifies challenges between personal and professional responsibilities and develops strategies to address them

Patient Care: Demonstrates proficiency in clinical skills and clinical reasoning; engages in patient-centered care that is appropriate, compassionate and collaborative in promoting health and treating disease

1. Obtains thorough and accurate information through an H&P adapting to the clinical setting
2. Uses evidence from the patient's history, physical exam, and other data sources to formulate and prioritize clinical decisions
3. Incorporates diagnostic, therapeutic, and prognostic uncertainty in clinical decision making and patient care discussions
4. Incorporates patient perspective, values, and goals into all aspects of the clinical encounter
5. Identifies and critically analyses relevant literature and practice-based guidelines to apply best evidence of patient care and management

Student Learning Outcomes

Teamwork and Interprofessional Collaboration: Demonstrates knowledge and skill to promote effective teamwork and collaboration with health care professionals across a variety of settings

1. Performs effectively as a member of a team
2. Respects and supports the contributions of individuals on an Interprofessional health care team to deliver quality care

Systems-based Practice: Demonstrates an understanding of and responsiveness to health care systems, as well as the ability to call effectively on resources to provide high value care

1. Applies knowledge of the basic structure of health care systems to patient care discussions
2. Considers economic and cultural factors, individual and family contributions and the availability of health care system resources in clinical decision making to provide high value care
3. Promotes patient safety by analyzing errors within the health system and propose changes to prevent similar errors

Reflective Practice: Demonstrates habits of ongoing reflection and analysis to both identify learning needs and continuously improve performance

1. Demonstrates habits of ongoing reflection using feedback form others as well as self-assessments to both identify learning needs and practice continuous quality improvement

Approved by Committee on Medical Education: September 3, 2015



 SOM Outcomes and Assessment Plan.pdf (59k)	Mary Quinn Griffin, Jul 3, 2019, 10:31 PM	v.1	 
 Western Reserve2 Curriculum Assessment Plan.pdf (113k)	Mary Quinn Griffin, Jul 3, 2019, 10:09 PM	v.1	 

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MD (Lerner College)

1. Research: Demonstrates knowledge and skills required to interpret, critically evaluate, and conduct research.
2. Patient Care: Demonstrates proficiency in clinical skills and clinical reasoning; engages in patient-centered care that is appropriate, compassionate and collaborative in promoting health and treating disease.
3. Knowledge for Practice: Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.
4. Interpersonal and Communication Skills: Demonstrates effective listening, written and oral communication skills with patients, peers, faculty, and other health care professionals in the classroom, research, and patient care settings.
5. Professionalism: Demonstrates commitment to high standards of ethical, respectful, compassionate, reliable, and responsible behaviors in all settings, and recognizes and addresses lapses in behavior.
6. Systems-Based Practice: Demonstrates an understanding of and responsiveness to health care systems, as well as the ability to call effectively on resources to provide high value care.
7. Teamwork and Interprofessional Collaboration : Demonstrates knowledge and skills to promote effective teamwork and collaboration with health care professionals across a variety of settings
8. Personal and Professional Growth: Demonstrates the qualities required to sustain lifelong personal and professional growth.
9. Reflective Practice: Demonstrates habits of ongoing reflection and analysis to both identify learning needs and continuously improve performance.

Approved: CWRU Committee on Medical Education 4/30/15 CCLCM Curriculum Steering Committee 4/17/15

Assessment

There are four aspects to assessment: Portfolio system, clinical assessment, physician advisors, and how students adapt:

[Lerner College Assessment](#)

SOM College Program 5YRCurriculumOverview.pdf (1612k)

Mary Quinn Griffin, Jul 3, 2019, 10:22 PM

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SAGES

Upon completion of the SAGES program...

SLO 1. ACADEMIC INQUIRY. Student will be able to contribute insightful ideas that answer a question or solve a problem relevant to an academic discipline.

SLO 2. CRITICAL THINKING AND ETHICAL DELIBERATION. Student will be able to think critically and deliberate ethically to answer questions and solve problems within an academic discipline

SLO 3. RESEARCH AND INFORMATION LITERACY. Student will be able to research, evaluate, and apply information to answer question/solve problem within an academic discipline.

SLO 4. PERSUASIVE WRITING. Student will be able to use researched evidence and disciplinarily appropriate forms to write a clear and persuasive argument.

SLO 5. ORAL AND NEW MEDIA COMMUNICATION. Student will be able to communicate information orally or in other media.

Assessment liaison: Mike Householder, michael.householder@case.edu



SAGES Assessment Plan 2 0.pdf (161k)

srp13@case.edu, Mar 9, 2015, 10:52 AM

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SAGES Student Learning Outcomes and Performance Standards.pdf (100k)

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WSOM

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Assessment liaison: Jennifer Johnson jjj11@case.edu, and Stacey Manz Lotz, sjm119@case.edu

[WSOM Graduate Program Course Maps.pdf](#) (483k)

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[WSOM Program Assessment Plans 2019.pdf](#) (327k)

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[WSOM Undergraduate Program Course Maps.pdf](#) (124k)

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BS Accounting

Students are knowledgeable about technical subject matter in the discipline and the methods of researching this domain.

- Students demonstrate knowledge of fundamental skills in core accounting courses.
- Students exhibit knowledge of basic research methods and resources.

Students are familiar with accountancy as a profession and the role of accountancy in society.

- Students show awareness of social responsibility, including environmental and sustainability aspects.
- Students display awareness of the ethical dimensions of the profession.

Students are capable communicators.

- Students are able to express themselves effectively in oral communications including presentations.
- Students effectively use professional written communication skills.

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BS Management

Students are competent analysts

- Students demonstrate thoughtful use of analytical tools using relevant data to analyze a strategic business issue.
- Students construct a persuasive and logical narrative leading up to clear and actionable recommendations.

Students are effective at quantitative reasoning

- Students apply analytical skills to marketing data to analyze managerial problems.
- Students use analytics and plotting to evaluate and solve problems.
- Students integrate and interpret results to guide managerial action.
- Students can employ statistical tools to examine hypotheses regarding relationships between variables
- Students are able to empirically examine a research question

Students are effective communicators

- Students demonstrate an individual contribution to a professional oral presentation tailored to the audience.
- Students express their thoughts clearly in a written document that has a specific audience and/or purpose.

Students are contributors to high performing teams

- Students demonstrate an individual contribution to team success in a challenging, real-world project.
- Students demonstrate an individual contribution to team success in a major classroom project.

Students are experienced in applying business knowledge and skills

- Students apply business knowledge and skills to a challenging, real-world project.
- Students are effective in developing and maintaining a professional relationship with a key contact in a local organization.

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DM

Students are competent researchers.

- Students can conduct both Qualitative and Quantitative inquiry.

Students are effective scholarly communicators in print and in presentations.

- Students convey their ideas in a clear, concise and logical way in their writings and presentations.

Students are scholarly practitioners and practical scholars.

- Students contribute research of practical consequence to scholarly and practitioner conferences and journals.

Students are change agents that bring evidence-based management to businesses and society.

- Students conduct research informed by results that validate theory, which leads to good decision making and change.

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Executive MBA

Students deepen and expand their competencies as effective leaders

- Students demonstrate their ability to manage emotions effectively
- Students build and maintain effective relationships
- Students articulate models of starting, maintaining or changing enterprises

Students develop approaches for strategic planning and innovation

- Students demonstrate the ability to develop discovery driven planning
- Students critically evaluate their organizations' strategic planning process

Students are creative in identifying opportunities

- Students tend to reframe problems from multiple perspectives
- Students consider and prototype multiple alternatives
- Students can apply appropriate theories, tools and techniques to unstructured situations with conflicting goals, unidentified constraints and unclear objectives

Students understand the complex nature of management in relation to the global context

- Students are able to evaluate cultural and financial outcomes within organizational contexts where affected by global issues
- Students are able to synthesize information relating to global business management issues, events and cases

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Master of Accountancy

Students demonstrate advanced levels of technical expertise.

- Students show the ability to critically assess technical issues in financial reporting, taxation, and auditing.
- Students are able to conduct research on financial reporting and auditing matters.
- Students demonstrate the ability to recognize and evaluate technology-related risks and opportunities associated with accounting information

Students comprehend the values of an accounting professional

- Students display advanced understanding of ethical dimensions in the profession.
- Students exercise professional competence in performance of duties.

Students are effective communicators.

- Students demonstrate well developed oral communications skills, including presentations as well as conversations with individuals and groups.
- Students effectively use professional written communication skills, including citations.

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MBA

Students function effectively in teams.

- Students participate actively and contribute to their team.
- Students are able to understand how to manage team dynamics in project work.
- Students develop the skills of client management and relationship management through team member interactions

Students are effective communicators in a business setting.

- Students ask questions that provide useful information.
- Students articulate in a clear and comprehensive manner

Students are critical and creative thinkers.

- Students generate alternative framings of, and solutions to, an issue.

Students are competent analysts.

- Students select appropriate analytic methods when solving problems.
- Students apply methods appropriately.
- Students articulate the assumptions underlying a particular method.

Students develop strategies to secure sustainable competitive advantage.

- Students can make recommendations based on market and company-specific conditions.
- Students can identify the source of value in a business model

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Master of Engineering and Management

Students are effective communicators in a business setting

- Students are able to make executive presentations clearly and concisely

Students are effective project team members

- Students demonstrate knowledge, skills and abilities necessary to do excellent work

Students have the critical thinking and decision-making skills necessary to assume technology leadership roles

- Students can identify their own and others' preferred learning and communication styles

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Master of Science in Positive Organization Development and Change

Become adept at conducting and/or managing strategic level change interventions that create value for customers, clients, and communities.

- Evince the ability to frame and design a clear cut action research process applied to selected organizational challenges or opportunities.
- Show the ability to engage and mobilize others in a collaborative effort toward a collective outcome.
- Complete the full action research cycle that includes issue identification, data collection, analysis, feedback, action planning, implementation and evaluation.

Become conversant in leading edge theory and practice in appreciative inquiry, strength-based human development, and positive organizational change and research.

- Employ defined processes and/or theories (e.g. Appreciative Inquiry, Sustainability, Organization Design, Strategic Thinking, etc.) to support and inform practice.

Become personally proficient in emotional and social intelligence competencies, and are able to effectively coach others in leadership and personal development.

- Employ defined processes and/or theories (e.g. Appreciative Inquiry, Sustainability, Organization Design, Strategic Thinking, etc.) to support and inform practice.
- Reveal self reflection and mindfulness in ways that further one's own and others' personal and professional development.

Become skilled at forming high-performance groups, organizations, and enterprises that are able to align strengths, and make weaknesses irrelevant; and can do so in ways that enable humans to flourish, be economically prosperous, and become ecologically advanced.

- Show the ability to engage & mobilize others in a collaborative effort toward a collective outcome.
- Students provide evidence that organizational development change projects have had a positive benefit or impact.

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MSM-Business Analytics

Students demonstrate knowledge of analytical skills

- Students demonstrate expertise in a wide range of analytical tools and models for customer interaction data
- Students demonstrate expertise in a wide range of analytical tools and models for operational process data

Students demonstrate communication skills

- Students are able to articulate the insights from data to relevant decision makers
- Students are able to communicate insights through visualization and oral presentations

Students are effective in extracting data driven insights

- Students employ analytical tools for analyzing raw data into actionable insights
- Students think analytically about decision problems

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MSM Finance

Students are competent analytical problem solvers.

- Students apply appropriate analytic techniques to decision problems.
- Students can perform the correct financial analyses.

Students are skilled at solving unstructured problems.

- Students successfully apply critical thinking to unstructured situations.
- Students demonstrate conceptual understanding
- Students realize the big picture comes before the details and exercise common sense when looking at numbers

Students demonstrate effective teamwork.

- Students assimilate and disseminate information quickly and effectively.
- Students work cohesively in teams.

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MSM-Healthcare

Students possess an in-depth understanding of the US healthcare system

- Students demonstrate knowledge about the roles played by different actors within the US healthcare system, and the relationships that exist between those actors
- Students possess understanding of how public policy contributes to shaping the modern healthcare industry and can engage in knowledgeable discussions of health policy Students can knowledgeably discuss with senior healthcare managers operational and strategic initiatives at their organizations

Students are competent in analysis and application of major concepts of healthcare financing and economics

- Students demonstrate knowledge of foundational principles in accounting and finance
- Students possess the analytic tools to turn raw data into actionable information
- Students demonstrate an understanding of how different payment forms operate, the incentives they create and their implications for payers and service providers

Students are critical and creative thinkers Students possess skills that allow alternative framings for a problem or issue in an effort to identify creative solutions

- Students critically evaluate strategic and operational initiatives in the healthcare context

Students are effective communicators in a healthcare setting

- Students demonstrate effective written communication
- Students demonstrate effective oral communication

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MSM Operations Research & Supply Chain

Students use quantitative skills to help organizations make good decisions.

- Students are able to choose a correct modeling approach.
- Students are able to build or use an appropriate model to solve organizational problems.

Students use their knowledge to help organizations manage their supply chains.

- Students know the possibly conflicting objectives of the different areas of the supply chain.
- Students are able to solve specific supply chain problems.

Students work effectively with people in the functional areas of business.

- Students are able to communicate with people throughout the organization.
- Students are able to explain their results both verbally and in writing.
- Students can work effectively on cross-functional issues.

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