

Program Level Student Learning Outcomes: Graduate and Post-Baccalaureate Programs

Master of Business Administration

1. Develop a systems thinking approach to solve business problems.
2. Exhibit effective communications skills – oral, written and technical (e.g. social media)
3. Develop effective skills in problem solving and critical thinking.
4. Demonstrate effective interpersonal skills – individual, team and organizational.
5. Employ quantitative reasoning and analytic skills.
6. Demonstrate creativity and innovation.

Executive Management

1. Demonstrate an in-depth understanding of executive management disciplines including: accounting, finance, operations, marketing, and strategy.
2. Integrate knowledge of the various business functions (accounting, human resources, operations, marketing etc.) and their application to executive management.

Human Resources

1. Demonstrate an in-depth understanding of executive management disciplines including: accounting, finance, operations, marketing, and strategy.
2. Integrate knowledge of the various business functions (accounting, human resources, operations, marketing etc.) and their application to executive management.

International Business

1. Demonstrate competency across business disciplines including accounting, finance, human capital, operations, marketing, and strategy.
2. Demonstrate and develop competency in business disciplines across multicultural and multinational lines.

Management-Hybrid

1. Demonstrate competency across business disciplines including accounting, finance, human capital, operations, marketing, and strategy.
2. Integrate knowledge of the various business functions (accounting, human resources, operations, marketing etc.) and their application to real world business problems.

Accounting

1. Demonstrate an in-depth understanding of the content areas of accounting specified for the CPA examination.
2. Analyze business decisions using information technology tools commonly used by accountants.

Business Analytics

1. Demonstrate competency across business disciplines including accounting, finance, human capital, operations, marketing, and strategy.
2. Demonstrate an in-depth understanding of quantitative techniques such as linear programming, regression, and data visualization to aid in the solution of business problems and assist in decision making.

Entrepreneurship

1. Demonstrate competency across business disciplines including accounting, finance, human resources management, operations, marketing and strategy.
2. Demonstrate an understanding of sound business principles necessary to successfully launch and manage a new venture.

Health Care Management

1. Demonstrate an in-depth understanding of health care management disciplines including: accounting, finance, operations, marketing, and strategy.
2. Integrate knowledge of the various business functions (accounting, human resources, operations, marketing etc.) and their application in a health care environment

Management

1. Demonstrate competency across business disciplines including accounting, finance, human capital, operations, marketing, and strategy.
2. Integrate knowledge of the various business functions (accounting, human resources, operations, marketing etc.) and their application to real world business problems.

Master of Arts in Education

MAEd in Literacy

1. Examine the developmental stages of reading and writing, with focus on evaluation methods and instructional approaches, diagnostic and corrective reading methods, research in literacy education and a survey of child and adolescent literature.
2. Develop strategies to teach literacy more effectively, enhancing student achievement.
3. Respond effectively to national concerns about the literacy achievement gap between students at higher and lower socioeconomic levels.

MAEd in School Leadership

1. Explore leadership theories and practices that promote the success of all students in today's diverse school environments.
2. Learn the essential elements to develop a school vision, establish a culture of high standards of learning and implement and evaluate continuous improvement plans.
3. Apply best practices through effective instructional programs and comprehensive professional development plans at the building and district levels.
4. Examine curriculum design, development and reform as influenced and impacted by federal and state standards.
5. Understand the components of a professional code of ethics as they pertain to the legal rights and responsibilities of students, parents, faculty, staff, administration and community members.

MAEd in Leadership in Technology for Teaching and Learning

1. To increase one's knowledge of how computers, software, and other forms of educational technology can be used to improve learning outcomes;
2. To examine issues and trends in educational technology;
3. To develop skills in instructional design and implementation;
4. To develop leadership skills to assure effective and efficient uses of technology to support the instructional and administrative functions of a school or other public/private institution.

School Social Work

1. Apply social work ethical principles to guide professional practice.
2. Apply critical thinking to inform and communicate professional judgments.
3. Engage in research-informed practice and practice-informed research.
4. Apply knowledge of human behavior and the social environment.
5. Engage in policy practice to advance well-being and deliver services.
6. Respond to contexts that shape practice.
7. Engage with individuals, groups, organizations, and communities.

MAEd in Mild to Moderate Educational Needs

1. The candidate will be able to articulate philosophical, historical, and legal foundations of special education that are consistent with national, state, and local standards.
2. The candidate will demonstrate knowledge of the characteristics of individuals with learning disabilities;
3. The candidate will be able to design, implement, & manage teaching and learning environments for special needs students in a variety of K12 classroom settings (i.e. full inclusion, resource center).

Leadership in Higher Education

1. Apply appropriate developmental and leadership theory for effective professional practice in student and academic affairs.
2. Demonstrate an understanding of the historical, philosophical and cultural contexts of their professional practice
3. Use the tools of inquiry to assess the effectiveness of their own and established programs.
4. Provide evidence of the ability to take multiple perspectives in their roles, i.e., administrative, developmental, multi-cultural, etc.
5. Develop the leadership skill of reflective practice, focusing in particular on ethical decision-making.
6. Demonstrate the leadership ability to analyze policy, assess students' needs, create, implement, and evaluate programs, and foster environments that enhance student learning in all areas of campus life.

Physician Assistant

Knowledge-Related Outcomes

K1- Biomedical and Clinical Science Knowledge

Demonstrate knowledge of biomedical and clinical sciences and the ability to integrate and apply this knowledge to the care of patients.

K2- Differentiating Normal & Abnormal in Evaluation & Dx

Differentiate between the normal and the abnormal in anatomic and physiologic findings and diagnostic test data and imaging.

K3- Holistic Approach to Caring for Unique Patients

Explain the implications of psychological, socioeconomic, cultural, and spiritual dimensions of human health and illness and tailor their approach to evaluating and managing patients to optimize care when contextually appropriate.

K4- Evidence-Based Prevention and Wellness

Identify effective evidence-based interventions for prevention of disease conditions and promotion of healthy living behaviors.

Values & Attitude-Related Outcomes

VA1- Ethical Practice & Sensitivity to Unique & diverse Pts

Commit to high ethical standards and demonstrate sensitivity and responsiveness to the unique needs of individual patients to include consideration of culture, age, gender, and disabilities.

VA2- Respect, Compassion, Integrity, and Accountability

Demonstrate respect, compassion, integrity, and accountability to patients, society, and the profession.

VA3- Developing & Sustaining Sound Prof. Relationships

Create and sustain sound professional relationships with patients and members of the healthcare team.

VA4- Resilience/Stability/Adaptability /Flexibility/Self-Care

Demonstrate emotional resilience, emotional stability, adaptability, and flexibility. Demonstrate tolerance of ambiguity and anxiety with an awareness of the importance of maintaining one's own well-being.

Skill-Related Outcomes

S1 - Eliciting Comprehensive & Focused Health Histories

Perform a comprehensive health history, accurately eliciting and documenting acquired information. Demonstrate the ability to focus the health history based on the contextual nature of the patient presentation as well as information elicited during the interview process.

S2 - Performing Comprehensive & Focused Physical Exams

Perform a comprehensive physical examination and accurately documents findings. Demonstrate the ability to focus the physical examination based on the contextual nature of the patient presentation and developed differential diagnosis.

S3 - Developing Pt-Centered Assessments & Mgt Plans

Demonstrate effective clinical problem solving, reasoning, and decision-making by developing comprehensive patient-centered assessments and management plans through integrating and applying health history and physical examination information, diagnostic and imaging data, and patient preferences.

S4 - Performing Dx & Therapeutic Clinical Procedures

Identify evidence-based indications and contraindications for, and accurately perform, diagnostic and therapeutic clinical procedures for common primary care and emergent conditions.

S5 - Applying EBM & Digital Literacy Skills at Point of Care

Apply principles of evidence-based medicine and high proficiency digital literacy skills to quickly access, critically evaluate, and apply high quality evidence-based information to unique patients at the point of care.

S6 - Collaborating w/ Team to Provide Pt-Centered Care

Effectively collaborate with members of the healthcare team to provide comprehensive patient-centered care across the lifespan.

S7 - Engaging, Communicating with, and Educating Patients

Utilize evidence-based patient engagement and communication strategies to provide effective patient education for common primary care conditions and health promotion situations.

S8 - Learn & Practice Reflectively, Recognize Limitations

Demonstrate the capacity to learn and engage in patient care reflectively, with a critical awareness of the scope and limits of one's knowledge, skills, and attitudes.

Speech-Language Pathology

1. Students will accurately utilize EBP to create a variety of diagnostic and intervention plans.
2. Students will provide appropriate intervention, diagnostic and preventative services for clients from various cultural backgrounds.
3. Students will prepare accurate and appropriate materials regarding the identification, prevention, and/or intervention of communication disorders for families, caregivers, and/or other professionals.

Public Health

1. Have a social-ecological perspective of health
 - a. The social-ecological perspective is a way to conceptualize health through multiple levels from the individual (biology, psychology, etc.) to their society (institutions, culture, etc.).
 - b. MPH students are expected to utilize the social-ecological perspective in describing health issues and in generating action.
2. Effective written and oral communication
 - a. It is important for students to be able to take public health information and research and synthesize it for consumption and usability for many different populations (scientific, political, neighborhood, etc.).
 - b. MPH students are expected to be able to write and speak effectively

3. Utilizing research methodologies for public health purposes
 - a. Public health requires that its activities utilize scientific evidence when implementing any activity.
 - b. MPH students are expected to conduct and communicate scientific activities on their own.
4. Working effectively with diverse individuals and communities.
 - a. Public health students need to understand and describe how various cultural and socio-economic backgrounds can affect people's lives and health.
 - b. MPH students are expected to understand how diverse experiences can affect people's lives and incorporate their understanding in their work.
5. Public Health Leadership
 - a. Public Health students are expected to uphold public health code of ethics in the practice of population health.
 - b. MPH students need to understand and explain how different systems interact and how they can be used to improve population health.