

# Summary and Disclaimer

## Institution

**Full Name of Institution**

QAIT Faruk P Institution

**Department**

Department of Chemistry

**Street Address 1**

123 Main Street

**Street Address 2****City**

Washington

**State**

DC

**Zip Code**

220002

**Department Phone**

2025555555

**Department Phone Extension****Department Website**

www.school.edu

## Chairperson or Head of Department

**Are you the Chairperson?**

Someone else is the  
Chairperson

If you are NOT the chairperson,  
please provide the name and  
email address of your current  
chairperson.

**Salutation**

Dr.

**Title**

Chairperson

**Chairperson's first name**

First name

**Chairperson's last name**

Last name

**Chairperson's email address**

Chair@school.edu

## Dean or Provost

**First Name**

Name

**Last Name**

Lname

**Academic Title**

Dean

**Email Address**

dean@school.edu

## Academic Details and Programs Offered

**Which chemistry degrees are offered at your institution? (choose all that apply)**

Bachelor's

**Which academic calendar does your institution follow?**

Semester

**Number of Weeks of Instruction Per Semester (not including final examination period):**

14

**Is your institution accredited by a regional accrediting body?**

- Yes  
 No

**Name of accrediting body**

SACS

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**Is the chemistry program organized as an independent administrative unit?**

- Yes  
 No

## Salaries-Chemistry Faculty Members

Please enter an approximate average 9-month salary (to the nearest \$1000) for each faculty rank. Consider only faculty in the chemistry department or program.

**Professor**

100000

**Associate Professor**

90000

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**Assistant Professor**

80000

**Instructional faculty**

70000

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## Chemistry Expenditures

**Are the department expenditures, excluding grants (internal and external), salaries, and library costs, greater than \$60,000 dollars annually?**

- Yes  
 No

## Institutional support

**Describe how the institution supports the department in meeting its teaching, infrastructure, and faculty development needs.**

Description

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Please provide the enrollments in each of the following categories for the most recently completed academic year:

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If you're completing this in 2020, then provide the enrollments for the 2019-2020 academic year

**Entire Campus**

30000

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**Total Undergraduate Enrollment**

20000

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**In All Undergraduate Chemistry Courses**

500

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**Chemistry Major Seniors**

40

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**Total Number of Chemistry Graduate Students**

0

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How many bachelor's degree graduates in the past 6 years went on to:

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**Graduate school**

50

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**Professional schools**

50

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How many bachelor's degree graduates in the past 6 years found employment in:

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**Government**

4

---

**Nonprofit**

9

---

**Nongovernment Organizations**

1

---

**Self Employed**

0

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**Industry**

15

---

**Teaching**

6

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**Seeking Employment**

2

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**Other**

11

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## Unknown

40

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### If Other, please explain

Other career paths include

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Please provide the number of and demographics for full-time faculty members in each category.

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Full time, in this context, means faculty members that have a reasonable expectation of continued full time employment. This may include tenured and tenure track faculty as well as instructional faculty with continuing contracts.

Please only include faculty members that are wholly dedicated to the chemistry program. Please do not include adjuncts, visiting faculty, faculty with roles in multiple departments. Please include faculty with dual teaching and research or teaching and administrative duties as long as those duties are in support of the chemistry program.

## Full time Faculty

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### Type

Full Professor

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#### Total

10

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#### Number with Ph.D

10

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#### Number Male

4

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#### Number Female

6

---

#### Number of Non-Binary

0

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#### Number Black or African American

2

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#### Number American Indian or Alaska Native

0

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#### Number Hispanic / Latinx

5

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#### Number of Asian American

2

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#### Number with more than one race

1

---

#### Number of Pacific Islander or Hawaiian Natives

0

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#### Category

Full Time Faculty

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### Type

Associate Professor

<b>Total</b> 7	<b>Number with Ph.D</b> 7	<b>Number Male</b> 5
<b>Number Female</b> 2	<b>Number of Non-Binary</b> 0	<b>Number Black or African American</b> 1
<b>Number American Indian or Alaska Native</b> 0	<b>Number Hispanic / Latinx</b> 4	<b>Number of Asian American</b> 0
<b>Number with more than one race</b> 0	<b>Number of Pacific Islander or Hawaiian Natives</b> 0	<b>Category</b> Full Time Faculty

**Type**  
Assistant Professor

<b>Total</b> 8	<b>Number with Ph.D</b> 8	<b>Number Male</b> 3
<b>Number Female</b> 4	<b>Number of Non-Binary</b> 1	<b>Number Black or African American</b> 2
<b>Number American Indian or Alaska Native</b> 0	<b>Number Hispanic / Latinx</b> 2	<b>Number of Asian American</b> 0
<b>Number with more than one race</b> 2	<b>Number of Pacific Islander or Hawaiian Natives</b> 0	<b>Category</b> Full Time Faculty

**Type**  
Lecturer

<b>Total</b> 3	<b>Number with Ph.D</b> 3	<b>Number Male</b> 2
<b>Number Female</b> 1	<b>Number of Non-Binary</b> 0	<b>Number Black or African American</b> 0
<b>Number American Indian or Alaska Native</b> 0	<b>Number Hispanic / Latinx</b> 0	<b>Number of Asian American</b> 0
<b>Number with more than one race</b> 0	<b>Number of Pacific Islander or Hawaiian Natives</b> 0	<b>Category</b> Full Time Faculty

## Please provide the number of and demographics for part-time faculty members in each category

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Part time: Work full time at the institution but are not wholly dedicated to the chemistry program; may have appointments in more than one department.

Part time, tenured: Full or associate professors who have appointments split between two departments.

Part time, pre-tenure: Assistant professors who have appointments split between two departments.

Part time, Instructional: Long term, non-tenure track faculty whose appointment is split between two departments or is hired on a part time contract.

### Part Time Faculty

<b>Type</b>		<b>Total</b>
		0
<b>Number with Ph.D</b>	<b>Number Male</b>	<b>Number Female</b>
0	0	0
<b>Number of Non-Binary</b>	<b>Number Black or African American</b>	<b>Number American Indian or Alaska Native</b>
0	0	0
<b>Number Hispanic / Latinx</b>	<b>Number of Asian American</b>	<b>Number of Pacific Islander or Hawaiian Native</b>
0	0	0
<b>Number with more than one race</b>	<b>Category</b>	
0		

Temporary, full time faculty include visiting professors, sabbatical replacements

Temporary, part time faculty include adjuncts hired to teach a limited number of courses on a semester by semester basis.

Please do not include instructional faculty who teach full time, but are classified by your institution as part time or temporary.

## Temporary Faculty

<b>Type</b> Full Time	<b>Total</b> 2	<b>Number with Ph.D</b> 2
<b>Number Male</b> 1	<b>Number Female</b> 1	<b>Number of Non-Binary</b> 0
<b>Number Black or African American</b> 0	<b>Number American Indian or Alaska Native</b> 0	<b>Number Hispanic / Latinx</b> 0
<b>Number of Asian American</b> 0	<b>Number of Pacific Islander or Hawaiian Native</b> 0	<b>Number with more than one race</b> 0
<b>Category</b> Temporary Faculty		

<b>Type</b> Part Time	<b>Total</b> 5	<b>Number with Ph.D</b> 4
<b>Number Male</b> 2	<b>Number Female</b> 3	<b>Number of Non-Binary</b> 0
<b>Number Black or African American</b> 0	<b>Number American Indian or Alaska Native</b> 0	<b>Number Hispanic / Latinx</b> 0
<b>Number of Asian American</b> 0	<b>Number of Pacific Islander or Hawaiian Native</b> 0	<b>Number with more than one race</b> 0
<b>Category</b> Temporary Faculty		

## Diversity

**Please describe any attributes of diversity of your faculty that are not captured above.**

LGBTQ+, first generation faculty members, faculty with a disability

**Please describe the role of temporary faculty in student instruction**

How are adjuncts used to further the educational mission of the institution. Which courses do adjuncts teach.

**Number of Administrative Staff members**

3

**Number of staff that work in or manage the stockroom**

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3

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**Number of Instrument Technicians**

4

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**Number of Laboratory Coordinators**

2

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**Number of staff in other roles**

0

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**Please comment on whether the number of staff in these roles is adequate for your program's needs. Comment on the number of student workers hired and their general duties.**

Ideally faculty should not be doing administrative work (unless they have a course release), instrument repair and maintenance, managing the stockroom, prepping for labs.

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## Sabbatical and Leave of Absence

How many chemistry faculty members, including those in instructional roles, have taken or requested a sabbatical or professional leave of absence in the past 6 years?

**Requested**

5

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**Granted**

5

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## Diversity

**Please describe any activities that your program has engaged in over the previous 6 years to recruit, retain, and welcome a diverse faculty, student body, and staff. In addition to racial and ethnic diversity, you may also want to include faculty members that identify as a person with a disability, or identify as LGBTQIA+, or were first generation college students.**

This focuses more on your department's efforts to hire diverse faculty and staff. Describe how faculty searches are conducted to promote diversity

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# Teaching Assistant

**Do you use teaching assistants (either undergraduate or graduate students)?**

- Yes
- No

**How are teaching assistants trained? What guidance or assistance are they provided?**

Describe the steps the department uses to ensure good teaching practices from TAs

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**How are teaching assistants supervised in the laboratory?**

Who supervises them, how are problems addressed, who designs the labs, who creates the grading rubrics, exams, quizzes, assignments

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Rate the following based on whether or not the needs of the undergraduate program are being met.

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**Lab instrumentation**

- Meets needs
- Does not meet needs

**Describe how the department/program's needs are not being met.**

If you need additional instrumentation that will further your department's educational mission, describe that here. This is not necessarily a place where CPT will place you on noncompliance if you voice concerns.

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**Research instrumentation**

- Meets needs
- Does not meet needs

**Apparatus in teaching labs**

- Meets needs
- Does not meet needs

**Apparatus available for research**

- Meets needs
- Does not meet needs

**Facilities**

- Meets needs
- Does not meet needs

**Space**

- Meets needs
- Does not meet needs

**Any other infrastructure category you would like to report?**

- Yes

Yes  
 No

## Maintenance and off-site Access

**Please describe the arrangements for repair, replacement, and maintenance of department instrumentation.**

Describe your plans for repair, replacement, maintenance of instrumentation.

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**If you depend on off-site access to instrumentation to meet teaching and, or, research needs, please describe those arrangements.**

Which institution? How far away? How do you access the instrument? To what extent are students involved in the process?

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## NMR Spectrometers

**Instrument/Apparatus Name**

NMR Spectrometers

**Year Acquired**

2017

**Manufacturer**

Thermo Scientific

**Model**

picoSpin 80

Used For Instruction

Used for Research

**Category**

NMR Spectrometer

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**Instrument/Apparatus Name**

NMR Spectrometers

**Year Acquired**

2018

**Manufacturer**

Bruker

**Model**

Avance Neo

Used For Instruction

Used for Research

**Category**

NMR Spectrometer

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## Optical Molecular Spectroscopy

**Instrument/Apparatus Name**

UV-Vis spectrometer

**Year Acquired**

2000

**Manufacturer**

Fisher Scientific

**Model**

Genesys 140/150

Used For Instruction

Used for Research

**Category**

Optical Molecular Spectroscopy

**Instrument/Apparatus Name**

IR spectrometer

**Year Acquired**

2014

**Manufacturer**

Bruker

**Model**

Alpha II Compact FT-IR

Used For Instruction

Used for Research

**Category**

Optical Molecular Spectroscopy

## Optical Atomic Spectroscopy

**Instrument/Apparatus Name**

Atomic absorption/emission

**Year Acquired**

2018

**Manufacturer**

ThermoFisher

**Model**

iCE 3500 AAS

Used For Instruction

Used for Research

**Category**

Optical Atomic Spectroscopy

## Mass Spectrometry

**Instrument/Apparatus Name**

GC-Mass spectrometer

**Year Acquired**

2019

**Manufacturer**

ThermoFisher

**Model**

TSQ 9000 Triple Quadrupole GC-MS

Used For Instruction

Used for Research

**Category**

Mass Spectrometry

## Chromatography and separations

<b>Instrument/Apparatus Name</b> Gel electrophoresis		
<b>Year Acquired</b> 2010	<b>Manufacturer</b> ThermoFisher	<b>Model</b> Owl EasyCast B1 Mini Gel
<input checked="" type="checkbox"/> Used For Instruction	<input type="checkbox"/> Used for Research	<b>Category</b> Chromatography and separations

## Electrochemistry

<b>Instrument/Apparatus Name</b> None		
<b>Year Acquired</b>	<b>Manufacturer</b>	<b>Model</b>
<input type="checkbox"/> Used For Instruction	<input type="checkbox"/> Used for Research	<b>Category</b> Electrochemistry

## Other

<b>Instrument/Apparatus Name</b> None		
<b>Year Acquired</b> 0	<b>Manufacturer</b>	<b>Model</b>
<input type="checkbox"/> Used For Instruction	<input type="checkbox"/> Used for Research	<b>Category</b> Other

## Additional Instruments (list up to three, over \$10,000 in cost)

<b>Instrument/Apparatus Name</b> EPR Spectrometer		
<b>Year Acquired</b> 2018	<b>Manufacturer</b> Bruker	<b>Model</b> EMXnano
<input checked="" type="checkbox"/> Used For Instruction	<input type="checkbox"/> Used for Research	<b>Category</b> Additional Instrument (over \$10,000 in cost)

## Journals and Online Database

How many chemistry journals do your students have immediate institutional access to?

- 13 or fewer
- 14 or more

Do your students and faculty have access to journals that are not available on campus through interlibrary loan?

- Yes
- No

To which of the following online databases do your students have access?

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## Laboratory Environment

What is the maximum number of students in a lab section that are directly supervised per faculty member or TA?

24

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Are the following safety items regularly tested and are they adequate for your instructional program?

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**Are Safety Showers adequate?**

- Yes
- No

**Are Safety Showers inspected and tested?**

- Yes
- No

**Are Eye Washes adequate?**

- Yes
- No

**Are Eye Washes inspected and tested?**

- Yes
- No

**Are Fire Extinguishers adequate?**

- Yes
- No

**Are Fire Extinguishers inspected and tested?**

- Yes
- No

**Are the Hoods adequate?**

- Yes
- No

**Are Hoods inspected and tested?**

- Yes
- No

**Is the Ventilation adequate?**

- Yes
- No

**Is the Ventilation inspected and tested?**

- Yes
- No

Please answer the following questions related to your department's efforts to promote a safety culture.

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**Are regular safety inspections of teaching and research laboratories conducted?**

- Yes
- No

**Does your department have a written chemical hygiene plan?**

- Yes
- No

**Are there adequate facilities and arrangements for disposal of chemical waste?**

- Yes
- No

**Are safety information and reference materials (e.g. MSDS, SDS, SOPs) readily available to all students and faculty?**

- Yes
- No

**Is appropriate personal protective equipment available and used by all students and faculty?**

- Yes
- No

## Safety Committee and Office

**Does the chemistry department have a safety committee?**

- Yes
- No

**Does the chemistry department have a safety officer?**

- Yes
- No

**How often does it meet?**

Twice each semester

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## Degree Tracks

**Please provide a link to the pages in your current course catalog or program website that describes the courses and labs that students must take to complete the certified degree. Please be sure that the page includes information about all certified tracks.**

Most recent catalog page URL

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To have an approved program, chemistry departments must have at least one degree track that meets the ACS Guidelines. Please list only those tracks that meet the guidelines

**Track 1**

Chemistry

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**Track 2**

Biochemistry

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**Track 3**

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**Track 4**

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**Track 5**

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## Introduction

**For all faculty members in your department that teach courses, is the average number of contact hours per week 11 or fewer? Do not include teaching assistants in this calculation.**

- Yes  
 No

**Do any faculty members have 12 or more contact hours per week?**

- Yes  
 No

**Track 1**  
Chemistry

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**Track 2**  
Biochemistry

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**Track 3**

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**Track 4**

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**Track 5**

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Please enter information for all courses taught by chemistry faculty.

## Course Work

<b>Category</b> Other Contact Hours Course	<b>Course Number (e.g. CHEM123)</b> CHEM100	<b>Course Title</b> Chemistry in Context
	<b>Total Lab Hours (per semester/quarter)</b> 0	<b>Total Class Hours (per semester/quarter)</b> 42
<b>Credit Hours</b> 3	<input type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement		

<b>Category</b> Other Contact Hours Course	<b>Course Number (e.g. CHEM123)</b> CHEM100L	<b>Course Title</b> Chemistry in Context Lab
	<b>Total Lab Hours (per semester/quarter)</b> 42	<b>Total Class Hours (per semester/quarter)</b> 0
<b>Credit Hours</b> 1	<input checked="" type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement		

<b>Category</b> Introductory Course	<b>Course Number (e.g. CHEM123)</b> CHEM131	<b>Course Title</b> General Chemistry I
<b>Textbook Name</b> Text	<b>Textbook Author(s)</b> Authors	
	<b>Total Lab Hours (per semester/quarter)</b> 0	<b>Total Class Hours (per semester/quarter)</b> 42
<b>Credit Hours</b> 2	<input type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?

3

course?

online?

This course is used to meet the biological macromolecule requirement

**Category**

Introductory Course

**Course Number (e.g. CHEM123)**

CHEM131L

**Course Title**

General Chemistry I Lab

**Textbook Name**

In house text

**Textbook Author(s)**

Department

**Total Lab Hours (per semester/quarter)**

42

**Total Class Hours (per semester/quarter)**

0

**Credit Hours**

1

Is this a laboratory course?

Is this course taught online?

This course is used to meet the biological macromolecule requirement

**Category**

Foundation Course

**Course Number (e.g. CHEM123)**

CHEM241

**Course Title**

Organic Chemistry I

**Textbook Name**

Organic Text

**Textbook Author(s)**

Authors

**Type**

Organic

**Total Lab Hours (per semester/quarter)**

0

**Total Class Hours (per semester/quarter)**

42

**Credit Hours**

3

Is this a laboratory course?

Is this course taught online?

This course is used to meet the biological macromolecule requirement

**Track 1**

Required

**Track 2**

Required

**Track 3**

**Track 4**

**Track 5**

**Category**

Foundation Course

**Course Number (e.g. CHEM123)**

CHEM241L

**Course Title**

Organic Chemistry I Lab

<b>Textbook Name</b> Organic Lab Manual	<b>Textbook Author(s)</b> Authors	<b>Type</b> Organic
	<b>Total Lab Hours (per semester/quarter)</b> 42	<b>Total Class Hours (per semester/quarter)</b> 0
<b>Credit Hours</b> 1	<input type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input checked="" type="checkbox"/> This course is used to meet the biological macromolecule requirement		
<b>Track 1</b> Required	<b>Track 2</b> Required	<b>Track 3</b>
<b>Track 4</b>	<b>Track 5</b>	

<b>Category</b> Foundation Course	<b>Course Number (e.g. CHEM123)</b> CHEM223	<b>Course Title</b> Bioanalytical Chemistry
<b>Textbook Name</b> Text name	<b>Textbook Author(s)</b> Authors	<b>Type</b> Distributed
	<b>Total Lab Hours (per semester/quarter)</b> 0	<b>Total Class Hours (per semester/quarter)</b> 42
<b>Credit Hours</b> 3	<input type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement	<b>If the course content spans multiple disciplines of chemistry, please indicate the approximate percentage of material in the following: analytical, biochemistry, inorganic, organic, and physical.</b> 75% Analytical Chemistry 25% Biochemistry	
<b>Track 1</b> Required	<b>Track 2</b> Alternate/Elective	<b>Track 3</b>
<b>Track 4</b>	<b>Track 5</b>	

<b>Category</b> In-Depth Course and Research	<b>Course Number (e.g. CHEM123)</b> CHEM342	<b>Course Title</b> Quantum Mechanics & Spectroscopy
<b>Textbook Name</b> Physical Chemistry Text	<b>Textbook Author(s)</b> Authors	

<b>Foundation Course Prerequisite Course Number</b> CHEM341	<b>Total Lab Hours (per semester/quarter)</b> 0	<b>Total Class Hours (per semester/quarter)</b> 42
<b>Credit Hours</b> 3	<input type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement		
<b>Track 1</b> Required	<b>Track 2</b> Required	<b>Track 3</b>
<b>Track 4</b>	<b>Track 5</b>	

<b>Category</b> In-Depth Course and Research	<b>Course Number (e.g. CHEM123)</b> CHEM342L	<b>Course Title</b> Quantum Mechanics & Spectroscopy Lab
<b>Textbook Name</b> Physical Chemistry Text	<b>Textbook Author(s)</b> Authors	
<b>Foundation Course Prerequisite Course Number</b> CHEM341	<b>Total Lab Hours (per semester/quarter)</b> 42	<b>Total Class Hours (per semester/quarter)</b> 0
<b>Credit Hours</b> 1	<input checked="" type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement		
<b>Track 1</b> Required	<b>Track 2</b> Required	<b>Track 3</b>
<b>Track 4</b>	<b>Track 5</b>	

<b>Category</b> Physics and Mathematics Course	<b>Course Number (e.g. CHEM123)</b> PHYS223	<b>Course Title</b> Calc Based Physics I
	<b>Total Lab Hours (per semester/quarter)</b> 0	<b>Total Class Hours (per semester/quarter)</b> 42
<b>Credit Hours</b> 3	<input type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement		

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<b>Category</b> Physics and Mathematics Course	<b>Course Number (e.g. CHEM123)</b> PHYS223L	<b>Course Title</b> Calc Based Physics I Lab
<b>Credit Hours</b> 1	<b>Total Lab Hours (per semester/quarter)</b> 42	<b>Total Class Hours (per semester/quarter)</b> 0
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement	<input checked="" type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?

<b>Category</b> In-Depth Course and Research	<b>Course Number (e.g. CHEM123)</b> CHEM399	<b>Course Title</b> Research
<b>Textbook Name</b> None	<b>Textbook Author(s)</b> None	
<b>Foundation Course Prerequisite Course Number</b> CHEM223	<b>Total Lab Hours (per semester/quarter)</b> 90	<b>Total Class Hours (per semester/quarter)</b> 0
<b>Credit Hours</b> 3	<input checked="" type="checkbox"/> Is this a laboratory course?	<input type="checkbox"/> Is this course taught online?
<input type="checkbox"/> This course is used to meet the biological macromolecule requirement		
<b>Track 1</b> Required	<b>Track 2</b> Alternate/Elective	<b>Track 3</b>
<b>Track 4</b>	<b>Track 5</b>	

## Attachments

For all files, please use the following naming conventions: Institution-type-year.pdf

For example: ACSUniversity-Exams-2020.pdf

Please submit the following:

1. Syllabi and exams from 5 in depth courses (as a two separate pdfs), from each subdiscipline of chemistry. If you don't have 5 in depth courses, then you may use material from a foundation course. Materials must be less than two years old.
2. A list of experiments from courses that are used to cover four of the five foundation areas (as a single pdf). Include a descriptive title for each experiment as well as lists of the instruments and compounds needed. Include the course title and number for each experiment list.

### **Type of Document**

Course Syllabus; Course Exam

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#### **Course Syllabus Upload**

- Institution-Syllabi-2020.pdf

#### **Course Exam Upload**

- Institution-Exams-2020.pdf
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## Macromolecular, Supramolecular, and Nanoscale Coverage (MSN)

**How is the requirement for coverage of at least two of the following areas - synthetic polymers, biological macromolecules, supramolecular aggregates and, or, meso or nanoscale systems(see Section 5.1 in the ACS Guidelines) satisfied within course work required for certification?**

- One or more stand alone courses that are required for certification
- Distributed coverage among course required for certification

## Additional Area Covered by Curriculum

Please upload files using the following naming convention:

Syllabus: Single pdf, named Institution-MSN Area-Syllabus-YEAR

Exams: Single pdf, name Institution-MSN Area-Exams-YEAR where MSN Area = Synthetic, Supra, Meso, or Nano

## Synthetic Polymers

### Do you cover Synthetic polymers?

- Yes  
 No

### Hours in Lecture

20

### Course number

CHEM223

### Hours in Lab

5

### Course Number

CHEM223L

### Syllabus Upload

- SyntheticPolymers-Syllab...

### Exam

- SyntheticPolymers-Exams-...

Provide specific examples of how these systems are covered and how the student learning is assessed.

### Characterization

Characterized by.... in course.... student learning is assessed by ....

### Physical properties

Describe how physical properties are studied.... in course.... student learning is assessed by ....

### Preparation/synthesis

Describe synthesis/prep.... in course.... student learning is assessed by ....

## Supra-molecular aggregates

### Do you cover Supra-molecular aggregates?

- Yes  
 No

## Meso or Nanoscale Materials

**Do you cover Meso or Nanoscale materials?**

- Yes  
 No

## Technology and Hands-on using instruments

**How do students gain hands-on experience using instruments?**

In which courses? How do students get experience with instruments?

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**Describe the computational chemistry facilities and software that students use in their course work and research.**

Computational chemistry facilities and software. Identify courses in which computational methods are used.

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## Undergraduate Research Details

Please specify the total number of undergraduate students who participated in research during the last five years (do not count students more than once).

**Number of chemistry majors involved:**

---

**Number of chemistry faculty members involved:**

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**Number of faculty members involved (not in chemistry department):**

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**Describe the mechanisms for financial support for students and faculty participating in undergraduate research.**

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## Undergraduate Research and Safety



How are research students provided with laboratory-specific safety education and training? Please check all that apply

one-on-one training with a faculty advisor

one-on-one training with graduate student or postdoctoral researcher

read and sign a document with common SOPs for the research

a face-to-face safety course

online training

## Research to Meet Requirements

**Do you use undergraduate research to fulfill lab or in-depth course certification requirements?**

Yes

No

If you use research to meet certification requirements for in-depth coursework, then please submit 3-5 student research reports or theses, spanning multiple disciplines and faculty mentors. Each report should show the grade earned and the number of semesters (or quarters) that the student performed research.

Please submit the reports as a single pdf (compressed if necessary).

## Publications and Presentations

**Have the results of recent undergraduate research projects been published?**

Yes

No

**If your program does not offer a Ph.D, please attach a list of publications from the last six years. Please submit the list as a single pdf. Use the following naming convention:  
Institution-Pubs-YEAR**

- Institution-Pubs-2020.pdf
- 

**Describe the opportunities that students have to present their research.**

Poster and presentation opportunities

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## Off Campus Work

**Do undergrads in your program participate in research outside of your institution?**

- Yes
- No

For each of the following professional skills, please provide a narrative that describes (a) how the skill is developed, include the course(s) in which it is introduced, (b) the course(s) in which it is developed, and (c) specific examples of how it is assessed in each course. Please provide specific curricular examples of how the skill is developed.

## Problem Solving Skills

**Course/Lab where skill is first introduced**

Looking for scaffolding of skills across the curriculum.

---

**Courses where development of this skill is emphasized.**

Looking for scaffolding of skills across the curriculum.

---

**Provide up to 3 examples of assignments and assessments**

Any classroom or lab assignment that focuses on this skill and a description of how the faculty assess that assignment.

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## Reading and, or, searching the primary literature

**Course/Lab where skill is first introduced**

Looking for scaffolding of skills across the curriculum.

---

**Courses where development of this skill is emphasized.**

Looking for scaffolding of skills across the curriculum.

---

**Provide up to 3 examples of assignments and assessments**

Any classroom or lab assignment that focuses on this skill and a description of how the faculty assess that assignment.

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## Communication: Writing

**Course/Lab where skill is first introduced**

Looking for scaffolding of skills across the curriculum.

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**Courses where development of this skill is emphasized.**

Looking for scaffolding of skills across the curriculum.

---

**Provide up to 3 examples of assignments and assessments**

Any classroom or lab assignment that focuses on this skill and a description of how the faculty assess that assignment.

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## Communication: Oral

**Course/Lab where skill is first introduced**

Looking for scaffolding of skills across the curriculum.

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**Courses where development of this skill is emphasized.**

Looking for scaffolding of skills across the curriculum.

---

**Provide up to 3 examples of assignments and assessments**

Any classroom or lab assignment that focuses on this skill and a description of how the faculty assess that assignment.

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## Ethics

**Course/Lab where skill is first introduced**

Looking for scaffolding of skills across the curriculum.

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**Courses where development of this skill is emphasized.**

Looking for scaffolding of skills across the curriculum.

---

**Provide up to 3 examples of assignments and assessments**

Any classroom or lab assignment that focuses on this skill and a description of how the faculty assess that assignment.

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## Safety

**Course/Lab where skill is first introduced**

Looking for scaffolding of skills across the curriculum.

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**Courses where development of this skill is emphasized.**

Looking for scaffolding of skills across the curriculum.

---

**Provide up to 3 examples of assignments and assessments**

Any classroom or lab assignment that focuses on this skill and a description of how the faculty assess that assignment.

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## Team Skills

**Course/Lab where skill is first introduced**

Looking for scaffolding of skills across the curriculum.

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**Courses where development of this skill is emphasized.**

Looking for scaffolding of skills across the curriculum.

---

**Provide up to 3 examples of assignments and assessments**

Any classroom or lab assignment that focuses on this skill and a description of how the faculty assess that assignment.

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## Program Self-Evaluation

**What is the department's mission?**

New questions for 2020.

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**How does it align with the institution's mission?**

New questions for 2020.

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**What are the current strategic goals?**

New questions for 2020.

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**How often and in what way are these goals assessed?**

New questions for 2020.

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**How is the program evaluated and what is the procedure? (External, internal, etc.)**

New questions for 2020.

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**What are the current metrics to define advancement in education and training of students, improving infrastructure, advancing the DEI (Diversity, Equity, and Inclusion) climate, and improving the work environment for all faculty and staff.?**

New questions for 2020.

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## Comments

**Please comment on changes in the last six years in diversity initiatives, professional development, support personnel, facilities, capital equipment, curriculum, and any other items related to your program that you believe would be of interest to CPT. We are especially interested in any new programs you are about to undertake. Please do not include actual self-evaluation documents or reports**

Please provide a summary here rather than a comprehensive description.

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