ARMS & SCIENCES

Athletic Training

- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Risk Management and Injury Prevention.
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Pathology of Injuries and Illness
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Orthopedic Clinical Examination and Diagnosis
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Medical Conditions and Disabilities
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Acute Care of Injuries and Illnesses
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Therapeutic Modalities
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Conditioning and Rehabilitative Exercise
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Pharmacology
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Psychosocial Intervention and Referral
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Psychosocial Intervention and Referral Illnesses
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Health Care Administration
- The student will articulate, demonstrate, and possess knowledge and skills in the areas of Professional Development and Responsibility

Business Communication

- Write and deliver effective speeches for a variety of audiences;
- Apply different managerial perspectives (e.g., classical, human relations, and human resources) to motivate and manage subordinates;
- Write clear letters, proposals, and persuasive messages that accomplish the intended purposes in the workplace;
- Write a research paper that uses and cites a variety of up-to-date and credible sources;
- Use empathic listening to understand and support those experiencing issues, problems or emotions;
- Negotiate to obtain desired outcomes using either collaborative or competitive approaches, when appropriate; and
- Possess readiness to use their God-given gifts effectively in their vocation to serve others.

English

- an increased understanding of the creative process
- insight into the moral and ethical dimensions of ideas
- the value of a life of intellectual curiosity
- familiarity with English and American literature
• interpretive skills and a variety of critical methods
• skill in written expression
• familiarity with world and non-western literature
• knowledge about literary terms

Health Education: (Minor) in Physical Education

• The student will demonstrate, articulate and apply core concepts of Health Education.
• The student possess and articulate awareness for the promotion of Healthy Lifestyles.
• The student will demonstrate knowledge in and the ability to work in Community Health Advocacy Environments.
• The student will possess and articulate awareness for Healthy Relationships.
• The student will possess, demonstrate, articulate and apply Disease Prevention Methods.
• The student will demonstrate Health Education Pedagogy knowledge and skills.

History

• Students will be able to identify, describe and synthesize the essential narratives of history, particularly in terms of chronology and geography.
• Students will be able to demonstrate knowledge and understanding of European, American and non-Western civilizations and to compare those cultures across time.
• Students will become acquainted with, utilize and analyze historiographical literature, which displays the range of discussion and debate among historians about a given topic.
• Students will develop and demonstrate written and oral skills.
• Students will be able to utilize historical methodology, which enables them to identify and employ relevant primary and secondary sources; to evaluate evidence; to analyze secondary materials; to ask pertinent questions; and to reach sound conclusions regarding specific historical events and issues.
• Students will demonstrate knowledge and understanding of the historical process, including a Christian view of history, that helps to inform present ideas and values.

Mass Communication

• Write in a precise and persuasive manner;
• Examine the role and impact of visual communication, mass media in society, and communication media;
• Construct a substantial research project;
• Distinguish and examine the issues and problems related to mass communication in society;
• Analyze various media messages;
• Evaluate ethical issues in communication; and
• Recognize the cultural differences in communicating with diverse people.

Math

• Demonstrate knowledge of mathematics, including algebra, geometry, probability, and analysis
• Apply mathematical problem-solving strategies in a variety of real-world applications and appreciate mathematics as an appropriate paradigm in order to investigate God’s creation
• Demonstrate the ability to apply mathematical statistics to interpret information
- Demonstrate the ability to prove and disprove conjectures
- Communicate mathematical concepts in oral, symbolic, and written forms
- Effectively use technology to solve mathematical problems and report findings

**Modern Language**

- Students will create oral discourse with the appropriate level of proficiency.
- Students will create and evaluate their own writing in the target language and demonstrate an appropriate level of grammatical accuracy.
- Students will evaluate by comparing and contrasting the cultural practices and perspectives of the target cultures with their own.
- Students will critically analyze an authentic text and be able to utilize the information in a comprehensive project in both a written and oral format.

**Multimedia Communication**

- Write and produce audiovisual material in a precise and persuasive manner;
- Examine the role and impact of visual communication, mass media in society, and communication media;
- Construct substantial multimedia projects;
- Distinguish and examine the issues and problems related to multimedia communication in society;
- Analyze various media messages;
- Evaluate ethical issues in communication; and
- Recognize the cultural differences in communicating with diverse people.

**Music**

- Students will demonstrate technical facility and aesthetic sensitivity on one or more instrument or voice in a solo and ensemble setting
- Students will have knowledge of *relative* concepts in music history and theory
- Students will apply music theory and history to composition and performance
- Students will design, implement and evaluate music instruction appropriate to various grade levels and performance media
- Student will apply knowledge of music worship practices to a parish music ministry

**Natural Science**

- an understanding of and an ability to explain major scientific concepts;
- the ability to perform standard laboratory procedures safely and effectively and use modern scientific equipment appropriately;
- the ability to communicate scientific information effectively to both scientists and non-scientists using oral and written forms of expression;
- analyze data appropriately, and draw appropriate conclusions from the data; and
- an understanding of how/why a Christian sees evidence of God’s design in nature in order to describe the Christian perspective regarding God’s revelation in the natural world.
Physical Education

- The student will demonstrate, articulate and apply core concepts, terminology, and principles, in the basic sciences as related to motor skills and movement activities (e.g. anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development, motor learning and student growth and development).
- The student will possess, demonstrate and articulate basic knowledge and application in management, motivation and communication.
- The student will possess and apply the concepts and principles for student planning, instruction, and assessment.
- The student will demonstrate and articulate the core social science foundations for collaboration, reflection and technology.

Psychology

- Students will demonstrate knowledge skills.
- Students will demonstrate research skills.
- Students will demonstrate critical thinking skills.
- Student will demonstrate application skills.
- Students will demonstrate value and support.

Public Relations

- Write in a precise and persuasive manner;
- Express yourself verbally in various contexts;
- Evaluate ethical dilemmas from a spiritual perspective;
- Recognize the cultural differences in communicating with diverse people;
- Construct a substantial research project;
- Design a public relations strategic campaign; and
- Readiness to apply your God-given gifts in service to others for your vocation.

BUSINESS AND LEGAL STUDIES

Accounting

- create and analyze financial statements prepared in accord with Generally Accepted Accounting Principles (GAAP) and perform basic managerial accounting analyses.
- understand and correctly use, at an entry-level of business, the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
- understand and apply basic financial management techniques in order to make sound quantitative/systematic business decisions (assignments from
- evaluate business situations and recommend effective managerial action.
- demonstrate an understanding of the legal and social environment of business
- demonstrate an understanding of the economic environment of business
- demonstrate sound quantitative analytical reasoning
- demonstrate an understanding of MIS appropriate to entry level business positions
• demonstrate an understanding of the ethical responsibilities of businesses and businesspersons from a Christian perspective (assignment to be identified and collected)

**Business Management**

• Students demonstrate the ability to use critical thinking skills in the business context.
• Students demonstrate the ability to use creative thinking skills in the business context.
• Students demonstrate strategic decision making skills in the development of a business plan.
• Students develop knowledge of operations and management - planning, organizing, leading and controlling the resources of an organization.
• Students demonstrate knowledge of human resource issues within the business organization.
• Students understand and apply the dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis.
• Students apply basic accounting principles and construct and interpret financial statements.
• Business Finance: Students demonstrate knowledge of business financing strategies and processes.

**Criminal Justice Management**

- Students will demonstrate knowledge of public sector management techniques within the criminal justice system.
- Students will demonstrate knowledge of the dynamics and development of constitutional, criminal, and administrative law, as it pertains to the management and operations of criminal justice activities, at all levels of government; federal, state and municipal.
- Students will recognize the value and importance of ethics and how ethics applies to criminal justice professionals.
- Students will be able to identify and evaluate the theories for the causes of crime and public policies that assist in the prevention of crime.
- Students will demonstrate an appreciation of the use of statistics in criminal justice decision making and research.
- Students will describe the role and functions of law enforcement, corrections, and the courts in a modern democratic society.

**Health Care Management**

• Analyze health care systems demonstrating acceptance of individuals as holistic beings created by God, respecting the dignity, worth and rights of the individual;
• Synthesize knowledge from the sciences, humanities, and management theories as a basis for problem-solving and decision-making in health care;
• Evaluate research results applicable to health care practice;
• Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team;
• Create a reflective self plan for personal and professional growth;
• Recognize current and future trends and issues relative to health care management;
• Respect diversity within the health care community for both those who are served and the providers of care.
• Demonstrate the ability to communicate effectively in writing and through presentations.

**Human Resource Management**

• strategies for recruitment and selection of employees (staffing)
• issues related to employee health, safety and security;
• knowledge of strategic management in the human resources context;
  ▪ compensation systems and employee benefits (total rewards)
  ▪ key legislation and legal cases which affect the employment relationship (labor relations)
• strategies for training and development of employees (employee development)

**Master of Business Administration**

• Articulate a response to ethical situations which recognizes responsibility beyond the law from a Christian perspective
• Demonstrate proficiency in written and oral business professional communication including proper grammar, organization, presentation, and use of sources
• Solve diverse and ill-structured problems using higher order thinking and analysis
• Develop a global view of business beyond the American business mindset
• Use quantitative skills to evaluate problems faced by the businessperson
• Concentration: demonstrate specialized knowledge in their area of concentration
• Demonstrate ability to engage in teamwork at a professional level of competence

**Traditional Undergraduate Business**

• Communicate effectively; orally. in writing, and using proper business terminology;
• Use technology effectively as it applies to business.
• Analysis and Decision-Making; gather summarize, and interpret relevant information to make sound and ethical business decisions; and evaluate and apply business concepts from multiple business areas in an integrated manner.
• Ethical and Spiritual Development; demonstrate consideration of ethical issues and propose ethical business decision. Demonstrate an understanding of ethical responsibilities of business and business persons from a Christian perspective.

**EDUCATION**

**Alternative Education**

• to know what alternative education entails in the state of Wisconsin
• to design a project for their own school or school district
Counseling

- Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- Studies that provide an understanding of career development and related life factors.
- Studies that provide an understanding of the counseling process in a multicultural society.
- Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Curriculum and Instruction

- Program completers draw on their knowledge of how students learn and develop in order to understand their students and guide curricular and instructional decisions.
- Program completers draw on their knowledge of subject matter to establish goals and to facilitate student learning within and across the curriculum.
- Program completers demonstrate proficient knowledge and skills to establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks practice democracy, and work collaboratively and independently.
- Program completers are knowledgeable about and, where available, use current technologies and select, adapt and create engaging resources to promote student learning.
- Program completers create elegant and powerful approaches to instructional challenges and rely on their extensive pedagogical knowledge to make curricular decisions, select instructional strategies, develop instructional plans and formulate assessment plans.
- Program completers demonstrate proficient knowledge and skills to require students to confront, explore, and understand important and challenging concepts, topics, and issues and to improve skills in purposeful ways.
- Program completers understand the strengths and weaknesses of different assessment methods, demonstrate proficient knowledge and skills to employ multiple methods of assessment, base their instruction on ongoing assessment, and encourage students to monitor and reflect on their own learning.
- Program completers demonstrate proficient knowledge and skills to regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.
- Program completers demonstrate proficient knowledge and skills to work to involve families in their children’s education, help the community understand the role of the curriculum in today’s world, and, to the extent possible, involve the community in support of instruction.
- Program completers demonstrate proficient knowledge and skills to work with colleagues to improve schools and to advance knowledge and practice in their field.

Early Childhood
Early Childhood Graduate students apply their knowledge of curriculum planning and child development to developing an understanding of young children as individuals with unique needs and with distinctive relationships to children and families.

Early Childhood Graduate students create safe and secure learning environments; modeling behaviors, respecting the individual differences and unique needs of each child in the classroom, and empowering children to treat others with fairness and dignity.

Early Childhood Graduate students analyze strengths and weaknesses of assessment tools while utilizing these tools effectively. Students observe, monitor, document and evaluate the data measuring children’s growth and development to share with parents and include in research projects.

Early Childhood Graduate students promote children’s social, physical, emotional, cognitive, and spiritual development; organizing and orchestrating the play and learning environment to best facilitate quality interactions and development.

Early Childhood Graduate students design and implement developmentally appropriate learning experiences that integrate play and literacy within and across the disciplines.

Early Childhood Graduate students creatively design practices and resources to promote individual development, meaningful learning, and social cooperation.

Early Childhood Graduate students identify and synthesize strategies to collaborate with families and communities to support young children’s learning and development.

Early Childhood Graduate students work as leaders and collaborators in the professional community: making and defending decisions based on developmentally appropriate practice and recommending programs for improvement.

Early Childhood Graduate professionals model Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspire others to do likewise in their personal, professional and community life.

Educational Administration

• Proficient understanding of and demonstrate competence in the teacher standards
• Proficient knowledge and skills that shows they can lead by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
• Proficient knowledge and skills to manage by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
• Proficient knowledge and skills to ensure management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
• Proficient knowledge and skills that model collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
• Proficient knowledge and skills to act with integrity, fairness, and in an ethical manner.
• Proficient knowledge and skills to understand, respond to, and interact with the larger political, social, economic, legal, and cultural context that affects schooling.
• Proficient knowledge and skills to model Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.

Education Technology

• Facilitate and inspire learning and creativity using existing and emerging technologies
• Design and develop effective and engaging learning experiences, environments, resources, and assessments
• Model digital-age work, research, collaboration and learning
• Promote and model digital citizenship and Christian discipleship within the context of the digital age.
• Promote research and data-driven decisions about technology-enhanced teaching and learning environments.
• Engage in ongoing professional growth and leadership

Environmental Education

• Students should be able to demonstrate either the ability to communicate information about original curricular materials or the results of research in the field of environmental education effectively to both scientists and non-scientists using written forms of expression.
• Students should be able to demonstrate the ability to develop original curricular materials in an area relevant to environmental education or to collect data in the field of environmental education, analyze the data appropriately, and draw conclusions from the data.
• Students should be able to demonstrate an understanding of the Christian belief that God has clearly revealed Himself through Creation and the ability to defend this belief based on evidence from the natural world.

Reading

• The student has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
• The student has knowledge of the foundation of reading and writing processes and instruction.
• The student uses a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
• The student uses a variety of assessment tools and practices to plan and evaluate effective reading instruction.
• The student creates a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
The student views professional development as a career-long effort and responsibility.
The student leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
The student manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
The student ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
The student models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
The student acts with integrity, fairness, and in an ethical manner.
The student understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.
That the educational professional models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life (see appendix grid for detailed curriculum mapping document)

Special Education

- Demonstrate knowledge of the field of special education including an understanding of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
- Distinguish the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).
- Demonstrate an understanding of the effects an exceptional condition can have on an individual’s learning in school and throughout life, and how the individual’s language, culture, and family background impact his/her academic and social abilities.
- Develop, select and adapt evidence-based instructional strategies to individualize and modify instruction for individuals with exceptional learning needs (ELN).
- Create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, active engagement, independence, self-motivation, self-direction, personal empowerment, and self-advocacy.
- Describe typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Develop individualized strategies to enhance language development and teach communication skills to individuals with ELN.
- Create long-range individualized instructional plans anchored in both general and special curricula, and modify plans based on ongoing analysis of the individual’s learning progress.
- Conduct formal and informal assessment and use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.
• Evaluate their own ethical and professional practice and adjust their practice based on self-reflection.
• Demonstrate the ability to effectively collaborate with families, other educators, related services providers, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with ELN are addressed throughout schooling.
• Model Christian servant leadership through consistent, moral, and ethical behaviors and, by example, inspire others to do likewise in their personal, professional, and community life.

Teacher Certification
• Students will be able to thoughtfully reflect upon their clinical hours and tie in course learning to what they are observing in K-12 classrooms.
• Completers will be rated proficient in at least 9 of the 11 standards and no lower than emerging in 2 of the 11 standards.
• Student teachers will be rated proficient in at least 9 of the 11 standards and no lower than emerging in 2 of the 11 standards.
• Students will successfully integrate technology tools into their curriculum and methods coursework.
• 75% of student teachers will integrate technology into their weekly lessons.

HUMAN SERVICES

Bachelor of Science in Nursing-Traditional Program

• Utilize nursing theory as a framework for synthesizing knowledge from the sciences and humanities as a basis for critical thinking in the practice of nursing.
• Use the nursing process at all levels of prevention to improve individual and population health
• Utilize the neuman systems theory as the framework of client’s response to stressor when caring for clients with diverse backgrounds.
• Use communication and collaboration with patients and health care team members for quality health outcomes.
• Demonstrate accountability for nursing decisions based on ethical, legal and professional standards.
• Demonstrate knowledge and skills in information management and technology
• Demonstrate leadership/management capabilities for patient safety and quality care.
• Evaluate research results for applicability to nursing practice.
• Identify strategies for personal and professional growth.
• Incorporate current trends and issues impacting health care delivery in the development of nursing plans of care.

Bachelor of Science in Nursing- Completion Program

• Be a Christ-centered servant leader who applies Christian core values to nursing practice.
• Utilize nursing theory as a framework for synthesizing knowledge from the sciences and humanities as a basis for critical thinking in the practice of nursing in the continuum of health care environments.
• Apply the Neuman Systems Theory when caring for clients including individuals, families, groups, communities, and populations.
• Integrate knowledge and skills in cultural competence in caring for clients with diverse backgrounds and vulnerable populations.
• Use the nursing process at all levels of prevention to improve individual and population health and disease prevention.
• Communicate and collaborate with patients and healthcare team members for quality health outcomes.
• Demonstrate accountability for nursing decisions based on ethical, legal, professional and Christian standards.
• Utilize knowledge and skills in information management and patient care technology.
• Demonstrate leadership/management capabilities for patient safety and quality care.
• Evaluate research results for applicability to nursing practice.
• Incorporate strategies for Christian personal and professional growth.
• Recognize the impact of current trends, issues, and health care systems and policies on healthcare.

Diagnostic Medical Sonography

• 75% of pre-clinical students at CUW will achieve a 3.0 GPA in required courses upon completion of the application (sophomore year)
• 100% of the students applying to the clinical phase (hospital based) of the DMS program will successfully complete the interview process and be offered a clinical placement
• 100% of the CUW DMS students in the clinical phase will complete their education at the hospitals, thus maintaining academic standards of each program.

Doctor of Nursing Practice

• Function at the highest level of practice in nursing in their area of Advanced Nursing Practice Direct Care, * eligible for to sit for national specialty APN certification (FNP/ANP/GNP) if not already obtained.
• Apply scientific underpinnings from ethics, biophysical, psychosocial, analytical and organizational science to develop and evaluate nursing practice and care delivery models for practice
• Employ Organizational and Systems Leadership for Quality Improvement and Systems thinking to eliminate health disparities and to promote patient safety and excellence in practice.
• Design and Evaluate Clinical Scholarship and Analytical Methods for Evidence-Based Practice for patient care and systems of care delivery
• Create and utilize Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
• Design Health Care Policy for Advocacy in Health Care
• Facilitate effective leadership in establishing Interprofessional Collaboration for Improving Patient and Population Health Outcome.
• Incorporate clinical prevention and population health for improving the nations’ health

Master of Science in Nursing

• Lead change to improve quality outcomes
• Advance a culture of excellence through lifelong learning
• Build and lead collaborative interprofessional care teams.
• Navigate and integrate care services across the health care system
• Design innovative nursing practices
• Translate evidence into practice
• Apply for national specialty certification (FNP/ GNP/NE)
• Advance the Gospel of Jesus Christ

Occupational Therapy

• MOT students will analyze and apply principles and facts from basic science and basic clinical knowledge underpinning occupational therapy practice
• MOT students will apply and use the OT process skillfully and accurately to deliver services
• MOT students will demonstrate respect and competence to work with diverse client populations.
• MOT students will integrate theories with best practice methods to clients in a variety of clinical contexts.
• MOT students will incorporate client’s perspectives, interests, goals and desires into the evaluation and creation of the OT intervention plan.
• MOT students will understand the complexity of occupation intervention treatment and create an occupation based treatment plan.
• MOT students will analyze and apply best research evidence for clinical decision making.
• MOT students will participate in service learning projects throughout the curriculum and values service to the global community.

Physical Therapy

• Demonstrate the knowledge and skills for entry-level practice of physical therapy as a generalist clinician
• Embody the multiple facets of professionalism, within the clinic
• Value service to the church, community, and profession.
• Demonstrate knowledge and skills for adapting to changes in health care delivery systems
Radiologic Technology

- The student will be clinically competent.
- The student will be able to communicate effectively.
- The student will use critical thinking & problem solving skills in the clinical environment.
- The student will participate in professional growth and development. The program will be effective (Students will pass the ARRT national certification on the 1st attempt)

Rehabilitation Science (Bachelors)

- Demonstrate the ability to perform basic rehabilitative skills.
- Demonstrate the ability to communicate orally and in writing in a professional manner.
- Apply medical ethics to rehabilitation and be able to solve problems in an ethical manner.
- Students will explain their understanding and apply the concept of health promotion in a rehabilitative context. Students will be able to explain and understand the impact of culture in rehabilitation.
- Students will be able to explain and understand the impact of culture in rehabilitation.
- Students will be able to distinguish the effects of societal and political policies on rehabilitation.

Rehabilitation Science (Masters)

- Develop advanced evidence-based knowledge in specialty areas of clinical practice that will enhance clinical decision making.
- Demonstrate advanced research skills that will increase the amount and quality of clinic-based research conducted.
- Demonstrate leadership skills to provide services in new and emerging practice areas.

Social Work

- Apply Social Work Ethical Principles to guide professional practice.
- Advance human rights and social and economic justice.
- Students will demonstrate competence in Generalist Social Work Practice.

School of Pharmacy

- Servant Leadership Program Outcome: Develop pharmacists committed to the service of their profession and communities and in possession of the leadership skills required to provide service regardless of the pharmacist’s position or title.
- Biomedical Science Program Outcome: Develop pharmacists who have solid foundational and applicable knowledge of 1) how organisms function at system, organ,
cellular, and molecular levels to maintain homeostasis and 2) how individual patient attributes and various disease states alter these functions.

- **Drug Action Program Outcome**: Develop pharmacists with a fundamental knowledge of the discovery, development, structure, mechanism of action, ADME (absorption, distribution, metabolism, excretion), therapeutic function, and associated adverse effects/toxicity of clinically important therapeutic pharmacological agents.

- **Drug Delivery Program Outcome**: Develop pharmacists who demonstrate the ability to analyze, select, evaluate, compound, and recommend products for patients based on 1) the physical and chemical properties of pharmaceutical products and 2) characteristics of absorption, distribution, metabolism, and elimination for individual patients and specific formulations.

- **Drug Information Program Outcome**: Develop pharmacists who retrieve, assess, evaluate, interpret, apply, and communicate drug information for individual patients, healthcare providers, and patient populations to promote evidence based health care, appropriate medication use systems and resource management, and public health initiatives.

- **Social and Administrative Sciences Program Outcome**: Develop pharmacists who demonstrate an ability to lead, manage, and practice in the profession in the context of health care delivery systems, incorporating legal and ethical obligations, values, unique patient attributes and public health issues.

- **Therapeutics Program Outcome**: Develop pharmacists with the clinical knowledge, skills, and judgment to provide patient care in cooperation with other health care providers. Clinical decisions are based on sound therapeutic principles of drug and disease state management, treatment guidelines, and relevant individual patient factors, with the goal of providing evidence based, safe, and appropriate medication use for patients.

- **Communication Program Outcome**: Develop pharmacists who, as individuals and in collaboration with others, utilize effective verbal, non-verbal, and written communication skills to promote evidence-based, safe, and appropriate medication use to achieve optimal patient care.

<table>
<thead>
<tr>
<th>Majors Minors</th>
<th>SLO Outcomes</th>
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<tbody>
<tr>
<td>Biblical Languages for Translation and Missions Major</td>
<td>1) Scripture: Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God’s word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.</td>
</tr>
<tr>
<td>Biblical Languages for Translation and Missions Major</td>
<td>2) Doctrine: Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.</td>
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<tr>
<td>Biblical Languages for</td>
<td>3) Church History: Students will develop an appreciation for how God has</td>
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<td>Majors Minors</td>
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<tr>
<td>Translation and Missions Major</td>
<td>worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.</td>
</tr>
<tr>
<td>Biblical Languages for Translation and Missions Major</td>
<td>5) Communication and Culture: Students will observe, assess, and interpret today’s cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.</td>
</tr>
<tr>
<td>Core Theology</td>
<td>1) Scripture: Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God’s word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.</td>
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<tr>
<td>Core Theology</td>
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</tr>
<tr>
<td>Core Theology</td>
<td>3) Church History: Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.</td>
</tr>
<tr>
<td>Core Theology</td>
<td>5) Communication and Culture: Students will observe, assess, and interpret today’s cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.</td>
</tr>
<tr>
<td>Lay Ministry Major</td>
<td>4) Vocation and Personal Application: Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.</td>
</tr>
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<td>Lay Ministry Major</td>
<td>5) Communication and Culture: Students will observe, assess, and interpret today’s cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.</td>
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<td>Lay Ministry Major</td>
<td>6) Research Skills: Students will demonstrate an understanding of research skills in the discipline.</td>
</tr>
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<td>Missions Major</td>
<td>1) Scripture: Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God’s word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting</td>
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<td>1) Scripture: Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God’s word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.</td>
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<td>Philosophy Major</td>
<td>10) Metaphysics: The student will learn a variety of metaphysical theories and study their implications for what exists and why it exists.</td>
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<td>11) History of Philosophy: The student will learn the most important contributions of the great ancient, medieval, and modern philosophers.</td>
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<td>Philosophy Major</td>
<td>12) Apologetics: The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.</td>
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<td>7) Logic: The student will learn and use logic for argumentation.</td>
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<td>8) Ethics: The student will learn a variety of ethical theories and use them in practical problem solving.</td>
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<td>9) Epistemology: The student will learn a variety of theories of knowledge and study their implications for what can be known and how we know it.</td>
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<td>Pre-seminary Studies Major</td>
<td>1) Scripture: Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God’s word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.</td>
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