ARTS & SCIENCES

Applied Exercise Science – Masters – CUW
- Demonstrate knowledge of applied neuromuscular, cardiorespiratory, kinesiology and bioenergetics knowledge in healthy and clinical populations.
- 2) Demonstrate the ability to advocate for healthy lifestyles in diverse populations (e.g. culture, literacy, age, gender, disability) using physical activity and exercise.
- 3) Expand Exercise Physiology communication skills by providing clear and accurate written and oral assessments of human performance.
- 4) Build lifelong learning and critical thinking skills necessary for applying current movement science research to guide evidence based practice.
- 5) Student will evaluate the integration of Christian faith and ethical practice.

Art (Art, Graphic Design, Illustration, Photography) – CUAA/C UW
Art Major - Student Learning Outcomes:
- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

Athletic Training – Master of Science - Major - CUW
- Students will communicate effectively with others in an oral or written professional format.
- Communicate interpersonally and speak to a variety of audiences intelligently, substantively, and confidently.
- Write clearly and professionally, using appropriate athletic training syntax and citation format.
- Demonstrate the ability to work collaboratively with other health care providers in a team approach to practice.
- Utilize various media modes effectively for a variety of purposes and audiences.
• Students will demonstrate the ability to apply appropriate problem solving techniques to analyze research problems and clinical questions.
• Identify the research problem or clinical question clearly and succinctly.
• Analyze the research problem or clinical question by conducting research leading to information regarding the background of and potential solutions to the research problem or clinical question.
• Apply evidence-based research to make informed decisions about patient care.
• Students will demonstrate the knowledge, skills, and abilities expected of an entry-level athletic trainer.
• Demonstrate an understanding of the importance of health promotion and injury prevention.
• Demonstrate the ability to perform a thorough clinical examination and formulate an appropriate diagnosis.
• Design and apply appropriate therapeutic interventions.
• Utilize appropriate psychosocial strategies and recognize the need to refer a patient to another health care provider.
• Students will demonstrate a readiness to embrace their obligations as athletic trainers in the world.
• Demonstrate cultural understanding, which constitutes an awareness and appreciation of, and sensitivity toward, the similarities and differences of various patients.
• Identify the importance of and strategies for future professional development and service.
• Abide by the moral, ethical, and legal obligations established by the Board of Certification and applicable State Regulatory Agencies.
• Students will become successful graduates of the Athletic Training Program.
• Complete the program and graduate in an efficient, reasonable timeframe.
• Achieve a passing score on the Board of Certification examination.
• Obtain sustainable employment in the field of athletic training, a related health profession, or a field of choice.

**Athletic Training – Master of Science - CUAA**

• Students will understand the anatomical and pathological concepts in athletic injuries.*
• Students will be able to evaluate the scientific literature in the discipline, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.*
• Students will be able to apply knowledge of athletic training in a real world setting.*
- Students will demonstrate a responsible sense of citizenship, professional attitude, ethical behavior, and embrace their obligations as an athletic trainer in the world.
- Acquire knowledge and demonstrate the skills/abilities to qualitatively and quantitatively analyze athletic injuries and medical conditions of an entry level athletic trainer.
- The students will use effective communication (oral and written) and pedagogical skills and strategies to enhance student engagement and learning.
- The student will demonstrate knowledge of scientific and theoretical basis of athletic injuries so that they can apply appropriate problem solving techniques plan, implement, and evaluate health care clinical strategies.
- The student will demonstrate and articulate the core social science foundations for collaboration, reflection, and technology.
- The student will demonstrate and articulate the legal implications of professional practice.
- The student will demonstrate and articulate the primacy of their patients and team approach to professional practice.

**Communication Sciences and Disorders – Major – CUW**
Graduates of the BS in CSD program at CUW will demonstrate:
- effective verbal and written professional skills;
- ethical and professional behavior in all contexts of care;
- knowledge in basic speech, language, communication and swallowing processes;
- an understanding of evidence-based prevention, evaluation and intervention practice for speech, language, hearing, communication, and swallowing disorders;
- effective and professional interaction skills with patients, families, and other health care professionals through service learning and/or the provision of clinical services in the CUW interprofessional education (IPE) clinic
- interprofessional education (IPE) skills while working collaboratively with other disciplines

**Computer Science – CUAA/CUW**
- 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
• Possess readiness to use their God-given gifts effectively in their vocation to serve others.

Computer Science – Graduate Program - CUW

• In order to determine student learning outcomes, the attributes of a successful graduate were first determined. The desired characteristics of a CUW computer science program graduate dictated the necessary student learning objectives. These student learning objectives occur at the program level. Individual courses will have outcomes that will map into these high-level objectives. Many of the student learning outcomes listed here were developed by the professional societies in computer science and information technology and are found in their curricular recommendations. (as one example, see The ACM IEEE Computing Curriculum 2013)
• Guiding Principles - Lutheran Christian worldview. A worldview is the lens or filter you use to evaluate ideas. How a person approaches the discipline of computer science, and how a person applies technology to solve problems, are both dependent upon a worldview foundation. From ethical computing to the concept of vocation, our worldview breathes life into the discipline. Computer science and information technology are about solving problems for other people. Our worldview helps us understand how to interact with people. A CUW graduate is expected to understand how worldviews relate to the discipline.
• Familiarity with common themes and principles. In the course of an undergraduate program in computer science, students will encounter many recurring themes such as abstraction, complexity, and information. They will also encounter principles, e.g. those associated with caching, (the principle of locality), with sharing a common resource, with security, with concurrency, and so on. Graduates should recognize that these themes and principles have broad application to the field of computer science and must not compartmentalize them as relevant only to the domains in which they were introduced. A CUW graduate will have mastered the nine Grand Ideas of computer science and information technology (algorithms, abstraction, automation, information, interface, intelligence, cognition, complexity, and creation) and will demonstrate how they related to the discipline.
• Problem-solving skills. Computer science is problem solving. Computer science concerns creating automated solutions to real-world problems
using computer systems. Computer scientists solve problems for other people as a general rule. Graduates need to understand how to apply the computer science and information technology knowledge they have gained to solve real problems, not just write code and move bits. Students should be able to design and improve a system based on a quantitative and qualitative assessment of its functionality, usability and performance. They should realize that there are multiple solutions to a given problem and that selecting among them is not a purely technical activity, as these solutions will have a real impact on people’s lives. Graduates also should be able to communicate their solution to others, including why and how a solution solves the problem and what assumptions were made.

- Technical understanding of computer science. Graduates should have a mastery of the computer science discipline. Core knowledge areas in computer science include: algorithms and complexity, architecture and organization, computational science, discrete structures, graphics and visualization, human-computer interaction, information assurance and security, information management, intelligent systems, networking and communication, operating systems, platform-based development, parallel and distributed computing, programming languages, software development fundamentals, software engineering, systems fundamentals, and social issues and professional practice. A CUW graduate is proficient in at least 80% of these core knowledge areas.

- System-level perspective. The student learning outcomes and objectives associated with individual courses and units tend to emphasize isolated concepts and skills that can lead to a fragmented view of computer science and information technology. Graduates of a computer science program must develop a high-level understanding of systems as a whole. This understanding must transcend the implementation details of the various components to encompass an appreciation for the structure of computer systems and the processes involved in their construction and analysis. A CUW graduate is expected to integrate the individual “pieces” into a wholistic system for solving problems.

- Appreciation of the interplay between theory and practice. A fundamental aspect of computer science is the balance between theory and practice and the essential link between them. Graduates of a computer science program must understand not only the theoretical underpinnings of the discipline but also how that theory influences practice. A CUW graduate is exposed to the theory, practice, and application of the discipline.

- Significant project experience. To ensure that graduates can successfully apply the knowledge they have gained, all students in computer science programs must be involved in at least one substantial software project. Such a project demonstrates the practical application of principles
learned in different courses and forces students to integrate material learned at different stages of the curriculum. Students should appreciate the need for problem domain knowledge for certain applications, and that this may necessitate study within that problem domain. The problem domain is the area of the user, and is not found within the discipline of computer science per se. For example, creating an accounting software package requires understanding of accounting principles. A CUW graduate will have participated in several significant projects.

- Attention to rigorous thinking. There are numerous formal techniques that include mental discipline epitomized by the use of sound practices. These include planning, tracking progress, measuring and generally managing quality. These disciplines need to be seen as complements to sound design and sound choice of techniques. One consequence of rigorous thinking is the ability to anticipate problems and consequences of system design and implementation. A CUW graduate is able to describe the potential problems associated with a system in order to avoid them.

- Adaptability. One of the essential characteristics of computer science over its relatively short modern history has been the enormous pace of change. Graduates of a computer science program must possess a solid foundation that allows and encourages them to maintain their skills as the field evolves. A CUW graduate is able to adapt quickly to new, emerging technology.

- Commitment to life-long learning. Graduates should realize that the computing field advances at a rapid pace, and graduates must possess a solid foundation that allows and encourages them to maintain relevant skills as the field develops. Specific languages and technology platforms change over time. Therefore, graduates need to realize that they must continue to learn and adapt their skills throughout their careers. To develop this ability, students should be exposed to multiple programming languages, tools, paradigms, and technologies as well as the fundamental underlying principles throughout their education. In addition, graduates are now expected to manage their own career development and advancement. Graduates seeking career advancement often engage in professional development activities, such as certifications, management training, or obtaining domain-specific knowledge. A CUW graduate will have joined one professional society and studied for one certification exam by their graduation date.

- Vocation and professional responsibility. At CUW, computer science and information technology are presented as vocations, and not merely jobs or careers. While a job provides money, and a career provides satisfaction, a vocation is a calling that allows us to be God's masks and serve other people in specific ways. CUW faculty will routinely and consciously integrate and relate faith and leaning. Faculty will also model and describe professional behavior in the context of
computer science. Graduates should recognize the social, legal, ethical, moral, and cultural issues inherent in computer science and information technology. They must further recognize that social, legal, and ethical standards vary among nations and cultures internationally. They should be knowledgeable about the interplay of ethical issues, technical problems, and aesthetic values that play an important part in the development of computing systems. Practitioners must understand their individual and collective responsibility and the possible consequences of failure. They must understand their own limitations as well as the limitations of their tools. A CUW graduate understands how a Lutheran, Christian worldview provides a foundation for ethical behavior in the vocation of computing professional.

- Communication and organizational skills. Graduates should have the ability to make effective presentations to a range of audiences about technical problems and their solutions, involving face-to-face, written, oral presentation and electronic communication. They should be prepared to work effectively as members of teams. Graduates should be able to manage their own learning and development, including managing time, priorities, and progress. A CUW graduate will have practiced and honed communication skills in each and every computer science course.

- Awareness of the broad applicability of computing. Platforms range from embedded micro-sensors to high-performance clusters and distributed clouds. Computer applications impact nearly every aspect of modern life. Graduates should understand the full range of opportunities available in computing. A CUW graduate will have had experience with mobile, portable, desktop, and large computer systems.

- Appreciation of domain-specific knowledge. Students should understand that computing interacts with many different domains. Solutions to many problems require both computing skills and domain knowledge. Therefore, graduates need to be able to communicate with, and learn from, experts from different domains throughout their careers. A CUW graduate will have experienced computing from at least 6 different application domains.

Specific Student Learning Outcomes - Required capabilities, abilities, and skills of CUW graduates

- Cognitive capabilities and skills relating to computer science
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and information technology (especially the nine grand ideas).
• C‌â€‌g Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
• D‌â€‌g Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
• E‌â€‌g Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
• F‌â€‌g Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
• G‌â€‌g Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.
• H‌â€‌g Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.

Practical abilities and skills relating to computer science
• Design and implementation. Students will specify, design, and implement computer-based systems in a variety of environments while focusing on the themes of truth, beauty, and goodness.
• B‌â€‌g Evaluation. Students will evaluate systems in terms of general quality attributes and possible tradeoffs presented within the given problem.
• C‌â€‌g Information management. Students will apply the principles of effective information management, information organization, and information-retrieval skills to information of various kinds, including text, images, sound, and video (including managing any security issues).
• D‌â€‌g Human-computer interaction. Students will apply the principles of human-computer interaction to the evaluation and construction of a wide range of materials including user interfaces, web pages, multimedia systems and mobile systems.
• E‌â€‌g Risk assessment. Students will identify any risks (and this includes any safety or security aspects) that may be involved in the operation of computing equipment within a given context.
• F‌â€‌g Tools. Students will effectively deploy the tools used for the construction and documentation of software, with particular emphasis on understanding the whole process involved in using computers to solve practical problems. (This includes tools for software control including version control and configuration management.)
• G‌â€‌g Software reuse. Students will be aware of the existence of publicly available software (such as APIs or open source materials) and engage effectively in open-source projects.
• Hå€¢ Operation. Students will operate (manage and configure) computing technology and software systems effectively.

Additional transferable skills
• Å€ Lutherian Christian worldview. Students will apply worldview thinking and principles to problem-solving.
• Bå€¢ Communication. Students will make succinct presentations to a range of audiences about technical problems and their solutions. (This involves face-to-face, written communication, and electronic communication.)
• Cå€¢ Teamwork. Students will be able to work effectively as a member of a development team.
• Då€¢ Numeracy. Students will understand and explain the quantitative dimensions of a problem.
• Eå€¢ Self management. Students will manage their own learning and development, including time management and organizational skills
• Få€¢ Professional development. Students will keep abreast of current developments in the discipline to continue their own professional development.
• Gå€¢ Software reuse. Students will understand issues related to open source and separate compilation

Bachelor of Science in Exercise Science – CUAA
• Students will understand the anatomical and biomechanical bases of human movement.*
• Students will understand and apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions.
• Students will be able to evaluate the scientific literature in the discipline, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.*
• Students will be able to apply knowledge of exercise science in a real world setting.
• Students will demonstrate a responsible sense of citizenship, professional attitude, and ethical behavior.*
• Acquire knowledge and demonstrate the skills/abilities to qualitatively and quantitatively analyze human movements during physical activity, training, and performance.

History - CUW
In accordance with the overall mission of the university, the Department of History will provide a program of study that will enable students to:
• recognize, describe and synthesize the essential narratives of history, particularly in terms of chronology and geography;
• demonstrate knowledge and cultural understanding of European, American, and non-Western civilizations and to compare those cultures across time;
• define and describe the concept of historiography, and to identify, utilize and analyze historiographic literature in their own research;
• develop communication skills (written, oral, and interpersonal);
• employ historical methodology (i.e., 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);
• describe and evaluate the concept of historical process, particularly from a Christian perspective, and articulate how this perception of historical process influences present ideas and values.

Life & Earth Sciences: Majors in Biology, Biomedical Sciences and Environmental Sciences – CUAA/CUW
The Student will:
• demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
• demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
• develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
• demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
• recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
• demonstrate an understanding of how/why a Christian sees evidence of God’s design in nature and how to be good stewards of His creation (God’s Design and Stewardship).

Mass Communication – Major and Minor – CUAA/CUW
• Develop and present cogent, coherent, and accurate writing for general and specialized audiences;
• Communicate effectively to audiences by listening actively and responding constructively as Scripture instructs within various contexts;
• Draw from various disciplines to describe orally and in writing how existing knowledge or practice is advanced, tested, and revised in each core field studied;
• Distinguish and examine communication-related problems from a
  Christian perspective to better serve society;
• Cultivate appropriate organizational skills related to professionalism, work
  ethic, and attitude; and
• Examine the role and impact of visual communication, mass media in
  society, and communication media.

**Mathematics – Major and Minor – CUAA/CUW**

Program/major student learning outcomes

• Demonstrate knowledge of mathematics, including algebra, geometry,
  probability, and analysis
• Apply mathematical problem-solving strategies in a variety of real-world
  applications
• 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
• Apply and appreciate mathematics as an appropriate paradigm in order
  to investigate God’s creation

**Modern Languages – CUW**

German Minor - CUW

Students in this course will show progress in Department Student Learning
Outcomes:

• Creating oral discourse with the appropriate level of proficiency;
• Creating and evaluating their own writing in the target language and
  demonstrating an appropriate level of grammatical accuracy;
• Evaluating cultural practices and perspectives of the target cultures with
  their own by comparing and contrasting;
• Critically analyzing an authentic text, in this case for meaning.

Spanish Major – CUW

Students in this course will show progress in Department Student Learning
Outcomes:

• Creating oral discourse with the appropriate level of proficiency;
• Creating and evaluating their own writing in the target language and
  demonstrating an appropriate level of grammatical accuracy;
• Evaluating cultural practices and perspectives of the target cultures with
  their own by comparing and contrasting;
• Critically analyzing an authentic text, in this case for meaning.
Spanish Minor – CUAA/CUW
Students in this course will show progress in Department Student Learning Outcomes:
- Creating oral discourse with the appropriate level of proficiency;
- Creating and evaluating their own writing in the target language and demonstrating an appropriate level of grammatical accuracy;
- Evaluating cultural practices and perspectives of the target cultures with their own by comparing and contrasting;
- Critically analyzing an authentic text, in this case for meaning.

Political Science – Major and Minor – CUAA/CUW
Knowledge Base of Political Science: Demonstrates familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Political Science.
- Research Methods in Political Science: Understand and apply basic research methods in Political Science, including research design, data analysis, and interpretation.
- Critical Thinking Skills in Political Science: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to political behavior and processes.
- Application of Political Science: Understand and apply political principles to personal, group, and social issues.
- Values in Political Science: Appreciate the role that religion, faith, and Christianity play in the civic realm; value empirical evidence; understand partisan differences; act ethically; and reflect other values that are the underpinnings of Political Science as a science.
- Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communication Skills: Communicate effectively in a variety of formats.
- Sociopolitical and International Awareness: Recognize, understand, and respect how the complexity of sociopolitical and international diversity affects political processes.
- Personal Political Development: Develop insight into their own and others™ political behavior and apply effective strategies for self-management and self-improvement in politics in the context of a Christian worldview, underpinned by the Lutheran two-kingdom theology.
- Career Planning and Development: Set realistic goals for implementing their political knowledge, skills, and values in vocations in a variety of settings, guided by integrating their faith into the public square.
Psychology – Major and Minor – CUAA/CUW
Goal 1: Knowledge Base in Psychology
• Describe key concepts, principles, and overarching themes in psychology
• Develop a working knowledge of psychology’s content domains
• Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking
• Use scientific reasoning to interpret psychological phenomena
• Demonstrate psychology information literacy
• Engage in innovative and integrative thinking and problem solving
• Interpret, design, and conduct basic psychological research
• Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World
• Apply ethical standards to evaluate psychological science and practice
• Build and enhance interpersonal relationships
• Adopt values that build community at local, national, and global levels

Goal 4: Communication
• Demonstrate effective writing for different purposes
• Exhibit effective presentation skills for different purposes
• Interact effectively with others

Goal 5: Professional Development
• Apply psychological content and skills to career goals
• Exhibit self-efficacy and self-regulation
• Refine project-management skills
• Enhance teamwork capacity
• Develop meaningful professional direction for life after graduation

Public Relations – Major – CUAA/CUW
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
• Readiness to apply your God-given gifts in service to others for your vocation.

BUSINESS AND LEGAL STUDIES

Accounting – Major – CUAA/CUW
Create and analyze financial statements prepared in accord with Generally Accepted Accounting Principles (GAAP) and perform basic financial management techniques in order to make sound quantitative/systematic business decisions.
• 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
• Demonstrate an understanding of the domestic and international economic and regulatory environment of business
• Demonstrate an understanding of Information Systems appropriate to entry level business positions
• Demonstrate an understanding of the legal and ethical responsibilities of businesses and businesspersons from a Christian perspective

Economics – Major – CUAA/CUW
• Understand and correctly use the basic terms and concepts of the economics profession, as applied in actual economic analysis
• Identify, describe, and analyze different market environments (i.e. free market, oligopoly, etc.)
• Utilize graphs and quantitative analysis to describe market environments and the behavior of market participants
• Understand the basic factors that contributed to the origin of competing schools of macroeconomic thought and demonstrate basic knowledge concerning the competing and complementary presuppositions of the competing schools as well as the efficacy of their predictive capacities.
• Evaluate and assess information from a variety of sources that indicate the status of particular macroeconomies.
• Evaluate and assess the wisdom or folly of particular policy choices by macroeconomic policymakers and understand the mechanisms by which these choices intentionally or inadvertently impact particular macroeconomies

Entrepreneurship – Major – CUAA/CUW
• Develop and grow an entrepreneurial network of individuals, organizations and professionals.
• Develop and display knowledge and skills related to innovation, creativity, problem-solving, perseverance and adaptability.
• Ideate and identify emerging markets, trends, problems, and challenges.
• Demonstrate competence in leveraging technology in market research and identification.
• Articulate a vision for and commitment to ethical business practice in the education sector.
• Demonstrate adaptability and ‘pivot-ability.’
• Develop a business model and prototype an idea for a business or service.
• Create and develop business plans.
• Start or participate in starting a company/new business venture.
Finance – Major – CUAA/CUW
- Conduct financial analysis to assess the drivers of an organization’s profitability and make recommendations to improve overall profitability or reduce risk.
- Collect, organize, and analyze data to make allocation and investment decisions.
- Make capital allocation recommendations to help institutions and individuals manage their resources and plan their operations using the various methods, instruments, and markets available.
- Build an operating and financial plan for an institution or individual that includes financial projections.
- Apply time value of money techniques to make capital allocation and project decisions.
- Measure and properly analyze risk when comparing projects or other investment opportunities.

Justice and Public Policy Major – CUAA/CUW
- Students will professionally and effectively communicate through writing and oral presentations using appropriate criminal justice terminology.
- Students will demonstrate knowledge of theories of the causes of criminal activity and public policies that aid in crime prevention.
- Students will accurately describe the role and function of law enforcement, corrections, juvenile procedures, probation, parole, and the courts in society.
- Students will evaluate the effectiveness of criminal justice and security professional in crime prevention and in criminal justice prosecutions.
- Students will be able to gather, analyze and evaluate relevant information to create ethical legal decisions based upon Christian principles.

Legal Studies Minor – CUAA/CUW
- Knowledge Base of Legal Studies: Demonstrates familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Legal Studies.
- Research Methods in Legal Studies: Understand and apply basic research methods in Legal Studies, including electronic research, case law review, legislative and/or policy analysis and interpretation.
- Critical Thinking Skills in Legal Studies: By definition, critical thinking involves taking conscious control of the process of ratiocination, which is the process of forming universals from particular experience; a skill that is part and parcel of legal studies and the entire legal process.
• Application of Legal Studies: Understand and apply legal principles to personal, group, and social issues.
• Values in Legal Studies: Appreciate the role that religion, faith, and Christianity play in the civic realm; value empirical evidence; understand partisan differences; act ethically; and reflect other values that are the underpinnings of Legal Studies as a discipline.
• Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
• Communication Skills: Communicate effectively in a variety of formats.
• Sociopolitical and International Awareness: Recognize, understand, and respect how the complexity of sociopolitical and international diversity affects legal processes.
• Personal Political/Legal Development: Develop insight into their own and others' political and legal behavior and apply effective strategies for self-management and self-improvement in politics and law in the context of a Christian worldview, underpinned by the Lutheran two-kingdom theology.
• Career Planning and Development: Set realistic goals for implementing their legal knowledge, skills, and values in vocations in a variety of settings, guided by integrating their faith into the public square.

Management – Major – CUAA/CUW
• Demonstrate the ability to use critical thinking skills in the business context
• Demonstrate the ability to use creative thinking skills in the business context
• Demonstrate strategic decision making skills in the development of a business plan
• Develop knowledge of operations and management - planning, organizing, leading and controlling the resources of an organization
• Demonstrate knowledge of human resource issues within the business organization
• Understand and apply the dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis
• Apply basic accounting principles and construct and interpret financial statements

Marketing – Major – CUAA/CUW
• Identify target markets
• Analyze target market needs
• Develop products attuned to target market needs
• Prepare a comprehensive communications plan to reach the target market
• Prepare a distribution plan to bring product to target market
• Price product to cover costs and meet return objectives
• Prepare a comprehensive marketing operational plan

EDUCATION

Alternative Education – Graduate Level – Add-on Teaching License - CUW

• The alternative education teacher understands the central concepts of the core content areas, tools of inquiry, and structures of the subjects taught and can create learning experiences that make the subject matter meaningful and relevant for students.
• The alternative education teacher understands how students with a broad range of abilities learn and provides instruction that supports their intellectual, social, and personal development. To that end, the alternative education teacher organizes and plan systematic instruction based upon knowledge of subject matter, pupils, technology, the community and the curriculum goals.
• The alternative education teacher understands how students differ in their approaches to learning and the barriers that impede learning and can differentiate instruction to meet the diverse needs of students.
• The alternative education teacher has the ability to use education, research, research methods, technology, and knowledge about issues and trends to improve practice in the classroom.
• The alternative education teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
• The alternative education teacher implements a learning plan that engages the student in transition planning for the following: Regular education, community participation, employment, independent living and/or post-secondary education.
• The alternative education teacher is able to comprehensively address the wide range of social, emotional, behavioral and physical issues or circumstances which may limit students’ abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
• The alternative education teacher is able to develop and maintain a safe, respectful, caring, and orderly climate and culture in the classroom.
• The alternative education teacher understands the critical aspects of collaboration and interacts successfully with students, parents, professional educators, employers, and community providers such as juvenile justice, public health, employers, human services, community agencies, tribes, and adult education to support student learning and
well-being. The educator acts with integrity, fairness and in an ethical manner.

• The alternative education teacher understands multicultural diversity and socio-economic issues in order to provide understanding of school, home and community for all students and families.
• The alternative education teacher uses multiple assessments that continually monitor the academic, behavioral, life skills, service coordination, and transitional needs of the student, which are used to make individual programming decisions for the student.
• The alternative education teacher systematically conducts evaluations on two levels of continuous improvement.
• The alternative education teacher understands and can apply state and federal statutes and regulations, as well as district policy, to identify and meet the needs of at-risk students.

**Art Education – Graduate – CUW**

SLOs for Graduate Art Education

• Upon completion of the MSAE Program, students will be able to:
  • Appropriately locate and apply the academic literature of the field of Art Education;
  • Distinguish the developmental characteristics of children at various age levels as they pertain to drawing behaviors;
  • Recount the history of the field of Art Education and its relevancy to present practice;
  • Design meaningful curricula for educational settings;
  • Describe image making as an incarnational act and an innate feature of the human condition;
  • Demonstrate advanced studio skills in at least one art medium;
  • Take on the professional behaviors, obligations, and challenges of the field of art education.

**Classical Education – CUAA/CUW**

At the conclusion of the program, students will demonstrate:

• An understanding of the philosophy of classical Lutheran education (to include completion of a course emphasizing the classical disciplines of the liberal arts, including the trivium and quadrivium), and the ability to distinguish between various educational philosophies and to assess them in light of Lutheran theology;
• Familiarity and facility with the methods distinct to classical Lutheran education, including content-driven pedagogy and the Socratic method/shared inquiry model;
• Familiarity with classical education curricula, textbooks, standards, rubrics, and classroom management;
• Competency in the principles and methods of Lutheran catechesis, including a knowledge of foundational Lutheran educational documents and a command of Luther’s Small Catechism;
• Competency in at least one of the classical languages;
• Practical experience in a classical education setting, by means of field work and/or internship;
• Content knowledge in core disciplines of Classical Studies and/or a liberal arts content area (i.e., History, English, Mathematics, Science, etc.).

Counseling – Graduate - CUW
Concordia University’s Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God’s children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit. Graduates of the Counseling program will:
• integrate evidence-based counseling theories, techniques and interventions into professional practice;
• adhere to professional and ethical standards;
• actively engage in self-reflection and lifelong learning;
• serve clients according to their unique diverse needs;
• help clients to lead purposeful and fulfilling lives in mind, body and spirit.

Doctorate of Education in Leadership in Innovation and Continuous Improvement (LICI)
Leadership Student Outcomes
• L1: Overall Leadership: Graduates will demonstrate the knowledge, skills, attitudes, competencies, and habits of mind in innovative, entrepreneurial, vocational, servant, and exemplary leadership theory and practice. (GE3, GE4, GE5, GE6)
• L2: Christian Servant Leadership: Graduates will demonstrate and apply Christian servant leadership professional and vocational settings. (GE1, GE2)
• L3: Application of Leadership Best Practices: Graduates will embody and apply leadership best practices within their chosen field(s). (GE4, GE6)
• L4: Leading Transformational Change: Graduates will demonstrate leadership skills with diverse constituencies in transformational change. (GE4)

Research Student Outcomes
• R1: Methodology: Graduates will apply qualitative, quantitative, action, and other research methodology and strategies in professional experiences and vocational contexts. (GE4, GE5, GE6)
• R2: Service: Graduates will apply their God-given gifts and abilities for impactful service to Christ in the Church and in the world. (GE1, GE2, GE4, GE5)

Innovation and Improvement Science Student Outcomes
• I1. Application of Improvement Science and Innovation: Graduates will apply data-driven research, improvement science, and innovation to a broad spectrum of cross-disciplinary issues, challenges, or opportunities in communities and causes of interest. (GE2, GE3, GE4, GE5, GE6)
• I2: Leading Change with Improvement Science and Innovation: Graduates will manage change forces and lead the change process. (GE3, GE4)
• I3: Biblical View of Innovation and Improvement Science: Graduates will defend a vision for innovation and improvement science that is rooted in the biblical understanding of the love for truth, love for neighbor, and an eternal perspective of life. (GE1, GE4, GE5)

Elective Emphasis Student Outcomes
• Graduates will choose, solve, produce, or construct sustainable or breakthrough solutions, innovations, projects, or ventures that will directly affect and benefit communities of interest or causes of concern. (GE1, GE2, GE3, GE4, GE5, GE6)
• Graduates will lead or facilitate positive, sustainable change to an identified community, profession, or organizational need. (GE1, GE2, GE3, GE4, GE5, GE6)
• Graduates will formulate and integrate innovative theory and practice to produce rapid, sustainable, breakthrough change. (GE1, GE2, GE3, GE4, GE5, GE6).

**Early Childhood Education - Undergraduate Major, with several licensable and non-licensable minors - CUW**

• Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning history experiences that make these aspects of the subject matter meaningful for pupils.
• Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
• Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
• Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
• Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
• Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
• Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
• Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
• Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
• Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

Graduate – Literacy - CUW
Christian Servant Leadership Standard: 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. How do you model these servant leadership skills to your colleagues, parents, and community.
• ILA Standard I: Foundational Knowledge
  Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
• ILA Standard II: Curriculum and Instruction
  Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
• ILA Standard III: Assessment and Evaluation
  Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
• ILA Standard IV: Diversity
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
• LA Standard V: Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
• ILA Standard VI: Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Master of Science in Education - Teaching and Learning - with Cross Categorical Special Education Licensure – CUW
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.
Program Outcomes
• Standard #1 Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
• Standard #2 Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
• Standard #3 Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
• Standard #4 Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
• Standard #5 Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Standard #6 Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional
media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Standard #7 Instructional Planning:** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- **Standard #8 Assessment Strategies:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- **Standard #9 Reflective Practitioner:** The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
- **Standard #10 Positive Relationships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
- **Standard #11 Character/Faith Development:** The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

**Master of Science in Education - Teaching and Learning - with Early Childhood Licenses - CUW**

**Program Outcomes**

- **Standard #1 Subject Matter Competency:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
- **Standard #2 Student Growth and Development:** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- **Standard #3 Knowledge of Diverse Learners:** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- **Standard #4 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- **Standard #5 Classroom Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Standard #6 Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
• Standard #7 Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
• Standard #8 Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
• Standard #9 Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
• Standard #10 Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
• Standard #11 Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church â€“ Missouri Synod.

Master of Science in Education - Teaching and Learning - with Elementary Licensure - CUW
• Standard #1 Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
• Standard #2 Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
• Standard #3 Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
• Standard #4 Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage childrenâ€™s development of critical thinking, problem solving, and performance skills.
• Standard #5 Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning
environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Standard #6 Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard #7 Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- Standard #8 Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- Standard #9 Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
- Standard #10 Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
- Standard #11 Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

Master of Science in Education - Teaching and Learning - with ESL Licensure - CUW

- Standard #1 Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
- Standard #2 Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Standard #3 Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- Standard #4 Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
• Standard #5 Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

• Standard #6 Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

• Standard #7 Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

• Standard #8 Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

• Standard #9 Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.

• Standard #10 Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.

• Standard #11 Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

ESL Teaching Standards:

• Language Competence: Teachers have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English language, and recognize the processes through which languages are acquired in both formal and informal contexts.

• Developmental, Social, Political, and Cultural Contexts: Teachers of English language learners address the developmental, social, political, and cultural contexts of their students’ lives and educational experiences. They comprehend how these relate to classroom performance and educational practice.

• Curriculum, Instruction, and Assessment: Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.

• The School Environment: Teachers recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.
Professional Development: Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (see Standard 9, Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.

Master of Science in Education - Teaching and Learning - with ESL and Bilingual Licensure – CUW

Program Outcomes

- **Standard #1 Subject Matter Competency:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
- **Standard #2 Student Growth and Development:** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- **Standard #3 Knowledge of Diverse Learners:** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- **Standard #4 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- **Standard #5 Classroom Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Standard #6 Communication Techniques:** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Standard #7 Instructional Planning:** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- **Standard #8 Assessment Strategies:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- **Standard #9 Reflective Practitioner:** The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
- **Standard #10 Positive Relationships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to
support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.

- **Standard #11 Character/Faith Development:** The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church "Missouri Synod.

**Bilingual Teaching Standards:**

- **Language Competence:** Teachers have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English language, and recognize the processes through which languages are acquired in both formal and informal contexts.
- **Developmental, Social, Political, and Cultural Contexts:** Teachers of English language learners address the developmental, social, political, and cultural contexts of their students’ lives and educational experiences. They comprehend how these relate to classroom performance and educational practice.
- **Curriculum, Instruction, and Assessment:** Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.
- **The School Environment:** Teachers recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.
- **Professional Development:** Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (see Standard 9, Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.
- **Linguistic and Cultural Proficiency:** Teachers have achieved an advanced level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.
- **Bilingual Pedagogy:** Teachers will recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.

**Master of Science in Education - Teaching and Learning - with Gifted and Talented Teacher Licensure - CUW**

**Program Outcomes**

- **Subject Matter Competency:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
- Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
- Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
- Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

Student learning outcomes are also based on the NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education:
- Learner Development and Individual Learning Differences: Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide
meaningful and challenging learning experiences for individuals with exceptionalities.

- Learning Environments: Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

- Curricular Content Knowledge: Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

- Assessment: Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

- Instructional Planning and Strategies: Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

- Professional Learning and Ethical Practice: Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

- Collaboration: Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

**Master of Science in Educational Design and Technology – CUAA/CUW**

- 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.
Middle Childhood Through Early Adolescence Program (Elementary Education Major, with several licensable and non-licensable minors) - CUW

- Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
- Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
- Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
- Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.
Master of Science in Education - Teaching and Learning - with Secondary Licensure - CUW

Program Outcomes

- **Standard #1 Subject Matter Competency:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.

- **Standard #2 Student Growth and Development:** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

- **Standard #3 Knowledge of Diverse Learners:** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

- **Standard #4 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.

- **Standard #5 Classroom Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **Standard #6 Communication Techniques:** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Standard #7 Instructional Planning:** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

- **Standard #8 Assessment Strategies:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

- **Standard #9 Reflective Practitioner:** The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.

- **Standard #10 Positive Relationships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.

- **Standard #11 Character/Faith Development:** The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian
mission and service according to the doctrines and teachings of the Lutheran Church â€“ Missouri Synod.

**Physical Education – Bachelor of Science - CUAA**

- Students will know and apply discipline-specific scientific and theoretical concepts critical to the development of educated individuals.*
- The students will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- The student will demonstrate knowledge of scientific and theoretical basis for human movement so that they can plan, implement, and evaluate health and physical activity programs. *
- The student will demonstrate and articulate the core social science foundations for collaboration, reflection, and technology.
- The student will gain the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards.*

**Secondary/K12 Department - We have both majors and minors within my program. Most of these majors and minors lead to a teaching license, some do not lead to licensure. - CUW**

- Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
- Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
• Instructional Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
• Assessment Strategies: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
• Reflective Practitioner: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
• Positive Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
• Character/Faith Development: The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church "Missouri Synod.

Special Education Major – CUW
Undergraduate Program Outcomes
• Subject Matter Competency: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
• Standard #2 Student Growth and Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
• Standard #3 Knowledge of Diverse Learners: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
• Standard #4 Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
• Standard #5 Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Standard #6 Communication Techniques: The teacher uses effective verbal and nonverbal communication techniques as well as instructional
media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Standard #7 Instructional Planning:** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- **Standard #8 Assessment Strategies:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- **Standard #9 Reflective Practitioner:** The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
- **Standard #10 Positive Relationships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity and fairness and in an ethical manner.
- **Standard #11 Character/Faith Development:** The teacher models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

### HUMAN SERVICES

**Diagnostic Medical Sonography - CUW**

- 100% program completion rate
- 100% of our graduates successfully obtain credentialing within one year
- 100% positive job placement rate within 6 months of graduation

Concordia University of Wisconsin Diagnostic Medical Sonography Program General/Vascular Outcome Statistics

**Standard for Attrition:** Not to exceed 20% of total enrollment (including attrition due to academic dismissal, clinical dismissal, student withdrawal)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Accepted</th>
<th>Students Graduated</th>
<th>Attrition Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>2016</td>
<td>3</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>2017</td>
<td>2</td>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Standard for credentialing success for multiple concentration programs:** 60% overall take and pass rate and earn a credential within one year of graduation AND at some point during the five or ten year accreditation cycle the program must demonstrate that some graduates have been successful obtaining in all of the credentials the curriculum is designed to teach.
Pass 1 credential within 1 year

<table>
<thead>
<tr>
<th>Grad year</th>
<th>Abdomen</th>
<th>OB/GYN</th>
<th>Vascular</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grad Year % 1 credential in 1 year % obtaining all in 5 yrs

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>% employed as sonographers within 6 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>100%</td>
</tr>
<tr>
<td>2016</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>100%</td>
</tr>
</tbody>
</table>

Standards for number of graduates employed in a relevant setting: At least 75% of graduates must be employed as sonographers, continuing their education, or in the military in one of the program’s accredited specialties within six months of graduation.

Doctor of Nursing Practice – Graduate Program - CUW

DNP Program Outcomes

- Synthesize liberal arts and scientific background into advanced nursing roles.
- Develop leadership skills for quality improvement initiatives related to advanced nursing roles across healthcare delivery systems.
- Demonstrate advanced levels of scholarship and analysis in implementing and evaluating evidence-based approaches to advanced nursing roles at the systems level.
- Evaluate information systems and patient care information technologies to improve healthcare.
- Influence healthcare policy development as related to healthcare delivery systems and the nursing profession.
- Lead intraprofessional and interprofessional teams to influence health outcomes of individuals and populations.
- Use cultural, epidemiological, biostatistical, and environmental data to influence clinical prevention and population health outcomes at the systems level.
- Model scholarship, professionalism, and excellence in advanced nursing roles.
- Use advanced clinical judgment, systems thinking, and accountability to provide evidence-based care in the area of specialization or in systems leadership.
Masters of Science in Nursing – CUW

MSN Program Outcomes

- Integrate liberal arts and sciences into advanced nursing roles and education.
- Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.
- Integrate evidence-based approaches into advanced nursing practice and education.
- Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
- Analyze healthcare policies, finances, and regulations that impact healthcare systems.
- Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
- Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.
- Assume accountability for advanced nursing practice and lifelong learning.
- Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

Nursing Program – Traditional Undergraduate – CUAA/CUW

- Apply liberal arts education and scientific background information into practice.
- Apply organizational and leadership principles in practice to improve quality and patient safety.
- Apply current evidence into professional nursing practice.
- Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
- Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
- Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
- Apply knowledge of health promotion and disease prevention to improve individual and population health.
- Demonstrate professionalism and professional values in the context of a Christian perspective.
- Engage in the professional roles of the nurse as care provider, care manager/ coordinator, lifelong learner and member of the profession.
Medical Assisting (Certificate) - CUW

- Communicate effectively with patients
- Perform rescue breathing, CPR, use a defibrillator, and care for choking victims
- Establish, document, and maintain medical records
- Perform your duties within legal and ethical boundaries
- Use computer software for scheduling and maintaining records
- Administer medication and assist with minor office surgery
- Handle basic medical office functions including coding, insurance, and practice finances
- Sterilize and sanitize equipment
- Obtain and record vital signs
- Prepare patients for examinations

Occupational Therapy Program – Master Program - CUW

Educational Goals
The following student outcomes reflect the philosophy of the OT curriculum and provide a basis for assessment of the success of the program.

- Scientific and Clinical Knowledge: analyze and apply principles and facts from the basic science and basic clinical knowledge underpinning occupational therapy practice;
- Professional Skills: apply and use the occupational therapy process skillfully and accurately to deliver services;
- Client Populations: demonstrate respect for and basic competence to work with diverse populations;
- Practice Contexts: apply occupational therapy in a variety of practice contexts;
- Client Centered: incorporate client’s perspectives, interests, goals, and desires into the evaluation and the creation of the occupational therapy plan;
- Occupation-based: understand the complexity of occupation intervention treatment and creates an occupational based intervention plan;
- Evidence-Based: analyze and apply the best research evidence for clinical decision making;
- Service: participate in service learning projects throughout the curriculum and value service to the global community.

We also have separate goals for both service learning and IPE. See below.
Service Learning: Our curriculum is designed to provide students with the following in regards to service learning:

Knowledge:
- Define service-learning
- Identify the key elements of service-learning
• Identify how we as occupational therapists can be of service to the community
• Identify the individual student’s gifts/strengths that can be shared/promoted toward service projects
• Identify the student and profession’s ethical responsibility to serve the community

Skills:
• Perform a needs assessment
• Perform critical reflection of the benefits of service learning to the student and the community
• Demonstrate the ability to work collaboratively with people from different backgrounds (socioeconomic, cultural, religious, etc.) and with differing needs
• Demonstrate the ability to actively participate in a service learning project

Application:
• Develop a plan demonstrating a commitment for future service

Attitudes:
• Demonstrate a belief that service builds the foundation for functional and self-sustaining communities
• Share the belief that service is a source of personal fulfillment
• Demonstrate a belief/ethical commitment that service is a benefit to self and others.

IPE

• Domain 1: Values/Ethics for Interprofessional Practice
• Work with individuals of other professions to maintain a climate of mutual respect and shared values.
• Domain 2: Roles/Responsibilities
• Use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.
• Domain 3: Interprofessional Communication
• Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
• Domain 4: Teams and Teamwork
• Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient/population-centered care that is safe, timely, efficient, effective, and equitable.
Physician Assistant Studies – Graduate program - CUAA

PA graduates will:
- Apply medical knowledge to practice and evaluate patient care in a legal, culturally sensitive, and ethical manner
- Perform minor medical and surgical procedures including first or second assistant in the operating room
- Interpret medical lab and radiologic tests
- Demonstrate the ability to instruct patients and families on medically related conditions that take into consideration the mind, body, and spirit
- Work as part of a health care team
- Demonstrate an ability to communicate with other health care professionals, families, and patients in both written and oral formats
- Provide culturally sensitive, ethical, and legal patient care in a professional manner
- Respect patient rights and comply with HIPAA
- Analyze the medical literature and apply best practices to clinical decision making
- Navigate diverse health care delivery systems and utilize resources to provide best practices

Physical Therapy – CUW

Program Student Learning Outcomes
- Demonstrate knowledge & skills for safe clinical practice
- Possess entry-level knowledge & skills for client management
- Value & use evidence in practice
- Follow legal and ethical standards of clinical practice
- Demonstrate Professional Behavior
- Demonstrate effective written, oral, and non-verbal communication
- Demonstrate cultural sensitivity in practice
- Report a belief in service as a professional duty*
- Report participation in service activities*
- Possess ability to direct & supervise PT support persons
- Possess the ability to manage financial resources
- Be prepared to be a consultant in the health care system
- Possess knowledge & skills related to developing health promotion & wellness programs
- Possess the knowledge & skills related to the management of care delivery
- Value the role of PT in social responsibility & advocacy*
Rehabilitation Science (Undergraduate) – CUW

• Learning Outcome One: Students will be able to demonstrate basic rehabilitation skills.
• Learning Outcome Two: Students will demonstrate the ability to communicate in a professional manner both orally and in written communication.
• Learning Outcome Three: Students will apply medical ethics in a rehabilitation context and be able to solve problems in an ethical manner.
• Learning Outcome Four: Students will demonstrate the ability to use research as a means to promote evidence-based practice.
• Learning Outcome Five: Students will be able to explain and understand the impact of culture in rehabilitation.
• Learning Outcome Six: Students will be able to apply the tenets of Christian faith to their interactions in a health care environment with colleagues and patients.

Rehabilitation Science (Masters) – CUW

• Students will be able to apply evidence-based knowledge in specialty areas of clinical practice that will enhance clinical decision-making.
• Students will be able to demonstrate advanced research skills facilitating the amount and quality of clinic-based research.
• Students will demonstrate leadership skills to provide services in new and emerging practice areas.
• Students will demonstrate the ability to communicate orally and in writing in a professional manner.
• Students will be able to apply the tenets of religious faith to their interactions in a health care environment with colleagues and patients.

Bachelor of Social Work – Major – CUAA/CUW

• Demonstrate Ethical and Professional Behavior
• Engage Diversity and Difference in Practice
• Advance Human Rights and Social, Economic, and Environmental Justice
• Engage in Practice-informed Research and Research-Informed Practice
• Engage in Policy Practice
• Engage with Individuals, Families, Groups, Organizations, and Communities
• Assess Individuals, Families, Groups, Organizations, and Communities
• Intervene with Individuals, Families, Groups, Organizations, and Communities
• Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
**Master of Social Work – Graduate Program - CUW**

Indicators of Good Practice in Academic Program-level Assessment of Student Learning

- Are these elements of good practice demonstrated in the annual program/major assessment process/report? Y/N
- Collaborative Work: Notes
- Is the program assessment process collaborative so that many faculty participate in the processes (such as developing SLOs, collecting data, mapping, developing conclusions, and implementing improvements)?
- Student data is collected across the curriculum by all faculty. Faculty integrated the global ends into their curriculum mapping. The global ends are tracked across learning objectives through course assignments.
- Does the process invite the creation of shared responsibility within/ across departmental faculty? Yes, all faculty assess social work competencies and these align with our global ends.
- Y/N Quality of the Program-level Student Learning Outcomes (SLOs):
  - Do the student learning outcomes (SLOs) address student learning (rather than program operational goals)?
  - Students are assessed individually based on their demonstrated achievement of the nine social work competencies/SLOs.
  - Do SLOs describe levels of knowledge, skills or attitudes students should have acquired by program completion/exit? Yes, the SLOs/social work competencies are evaluated for knowledge, skills, values and cognitive/affective responses.
  - Do SLOs reach higher levels of student learning on Bloom’s or a similar taxonomy? Yes, students must initially demonstrate the acquisition knowledge and then move to demonstrated application of knowledge and theory.
  - Are the SLOs described at a level and in a manner that is measurable? Yes, they are clear and closely aligned with the social work competencies.
  - Do the SLOs relate to performance standards or benchmarks (including external) in this discipline/program area? Yes, the SLOs are integrated into the social work competencies.
  - Is the level of student achievement desired described for each SLO? Yes, the expectation are clearly articulated through a Likert scale on our evaluation forms.
  - Is there at least one program-level SLO related to mission-specific university outcomes? Yes, the mission of the BSW program reflects the mission of the University.
  - Is the cycle/schedule indicating when each program SLO is assessed included? Yes, the SLOs are measured at least twice throughout the social work program for each student (once in field education and once in academic curriculum). Y/N
Curriculum Mapping:
- Has the department engaged in curriculum mapping of major or program courses/learning processes to the program-level SLOs? Yes, the program has created assignments that highlight the SLOs. Assignments are charted on a curriculum map.
- Does the curriculum map supplied identify courses where content/course level outcomes are related to each program SLO? Exemplary versions of maps identify more information such as where learning is introduced (I), developed (D), and assessed (A). Yes, the curriculum map identifies where it is introduced, developed and assessed.
- Has a map of the program SLOs to university-level SLOs been created and used? We have not developed a specific SLO map for the University because we use a curriculum map for the social work competencies that are aligned with Concordia’s global ends.
- If applicable, are the program SLOs also mapped to the gen ed curriculum? N/A

Measurement Tools and Procedures:
- Are measurement tool(s) described for each program SLO reported on this year? The program has created assessment forms that measure outcomes.
- Does the tool accurately measure the nature and level of learning described in each SLO? Yes, the dimensions of competency are measured in the academic curriculum and in field, measures include the degree to which students demonstrate and apply knowledge, values, skills and cognitive affective responses.
- Are tools primarily direct measures (that actually measure student learning)? Yes, the tool each student individually.
- If a tool measures more than one SLO, is the report/department clear about which aspect of that tool accurately measures a particular SLO? (i.e. one row in a rubric rather than grades on an assignment). The tool does not measure more than one competency/SLO.
- Is information provided about when and how each tool is used to collect data? The syllabus provides each student with the tool which details how it will be used.
- Do indirect measures (such as student perceptions about learning) support but not replace the use of direct measures?

Concordia University Wisconsin Assessment Committee - Draft 5 - February 10, 2017

Evidence/Results:
- Are reported results aggregated across groups of students rather than reported for individual students? Data on individual students is aggregated to the level of the annual graduating cohort.
- Are data/results provided for each program SLO being assessed this year?
• Does evidence/results arise from data acquired through the identified tools? Data is aggregated to the level of the program and faculty review the results and process where changes need to occur.
• Is the evidence analyzed and described according to each program SLO (rather than aggregated across multiple SLOs) so changes may be recommended to improve student learning for individual SLOs where performance is too low?
• Faculty are able to look at data for each individual student and data as it aggregates to the program level. Y/N

Conclusions:
• Do the conclusions/evaluations relate to evidence collected on student learning (results) for each SLO? The faculty use data to justify continued use or revisions for course delivery.
• Do the results/conclusions provide sufficient information to identify where changes can be made?
• Do the conclusions compare evidence/results (actual achievement) to the level of achievement desired (desired achievement) for each program SLO?
• Are conclusions meaningful? Y/N

Changes/ Improvements Recommended:
• Are proposed changes based on conclusions?
• Are proposed changes specific and identify how and when they will be implemented? Yes, faculty discussion on necessary changes are discussed during faculty meets and recorded in the minutes for the program and implementation is demonstrated in syllabi revisions.
• Do proposed changes address the weak areas in student performance? Y/N

Impact of Previous Recommendations:
• Were previously recommended changes implemented and tracked? Yes, through department meeting notes.
• Has the program been able to link recommendations implemented to changed results? In February 2018, the program’s accreditation was reaffirmed. The self-study and changes in the curriculum were approved as part of the reaffirmation of accreditation.

Uses of the Information:
• Does the program/school or college/university use assessment processes and/or results to further develop the curriculum, standards, or teaching?
• Does the program/school or college/university use assessment processes and/or results to improve departmental policies/procedures/processes?
• Does the program/school or college/university use assessment processes and/or results to improve the assessment process itself?
• Does the program/school or college/university use assessment processes and/or results to improve student achievement/student learning?
• Does the program/school or college/university use assessment information to identify priorities or initiatives in their strategic plan or budgets?
• Does the program/school or college/university use the information to communicate student success to the public and other stakeholders?
• An outcome report is on our CUW social work website.

School of Pharmacy - CUW

Student Learning Outcomes for Servant Leadership
• SL1: The student will articulate the roles, responsibilities, and characteristics of leaders who are engaged in service to their organizations, communities, and profession. (1)
• SL2: The student will possess and articulate awareness of self as a leader through the discovery of their strengths and values. (1)
• SL3: The student will demonstrate a service orientation toward others by utilizing their talents, knowledge and skills to achieve the common good. (2)
• SL4: The student will demonstrate the ability to work in teams by utilizing the principles of combining individual strengths, team dynamics, and emotional intelligence. (2)
• SL5: The student will participate in leading change, within groups and organizations, aimed at accomplishing goals for the common good. (3)

Student Learning Outcomes for Biomedical Sciences
• BMS1. The student will explain the relationship between structure and function of body systems within healthy individuals. (1)
• BMS2. The student will explain the relationship between structure and function of body systems within the pathophysiologic or diseased state. (2)
• BMS3. The student will demonstrate knowledge of the molecular, genetic and cellular nature of biological processes. (2)
• BMS4. The student will explain the structure and action of commensal and pathogenic microbes in infectious pathophysiology. (1)
• BMS6. The student will demonstrate knowledge of immunologic processes including but not limited to: antigen/antibody interaction, active and passive immunity, allergic responses and acquired and innate immunity. (2)

Student Learning Outcomes for Drug Action
• DA1. The student will explain the strategies and process of developing new molecular entities. (1)
• DA2. The student will describe the relationships among drug structures, ADME, and mechanisms of action. (1)
• DA3. The student will identify drug class and predict therapeutic action and possible side effects based on mechanism of action, pharmacokinetic properties, and structure. (3)
• DA4. The student will compare and contrast the structures and mechanism of action of drug entities when considering drug selection, therapeutic intent, and side effect profiles for diverse patient populations. (2)

Student Learning Outcomes for Drug Delivery
• DD1. The student will analyze a drug product’s active and inactive ingredients to identify potential applications, warnings, and contraindications. (2)
• DD2. The student will select appropriate routes of administration, dosage forms, and drug delivery systems to optimize bioavailability and therapeutic efficacy and safety. (2)
• DD3. The student will evaluate physicochemical properties of drug substances that influence solubility, drug action, and stability to identify and select optimal pharmacotherapeutic agents. (3)
• DD4. The student will evaluate commercially available and extemporaneous drug products on the basis of their characteristic physical attributes to optimize drug product selection. (3)
• DD5. The student will prepare and compound extemporaneous preparations and sterile products, utilizing appropriate techniques, procedures and equipment related to drug preparation, compounding and quality assurance. (2)
• DD6. The student will recommend and provide appropriate packaging, storage, handling, administration, and disposal of medications. (3)

Student Learning Outcomes for Drug Information
• DI1. The student will demonstrate the ability to systematically retrieve drug information from multiple resources, including texts, journals, electronic databases, and patient records. (2)
• DI2. The student will assess the drug information to determine its validity and the appropriateness for the clinical situation and intended recipient. (3)
• DI3. The student will critique the scientific and clinical merit of drug information to make appropriate recommendations for individual patients and other members of the health care team. (3)
• DI4. The student will analyze drug information and explain it to individual patients and other health care providers in the context of medication use systems, or individual patients or populations. (2)
• DI5. The student will use a systematic and efficient process to identify the drug information needs of individual patients, patient populations, and other healthcare professionals, assess the available drug information, and
use evidence-based medicine, guided by unique patient circumstances, beliefs and attitudes, to make clinical decisions. (2)

**Student Learning Outcomes for Social and Administrative Sciences**

- **SAS1.** The student will differentiate between leadership and management, categorize different styles of leadership and management, and apply them to financial, personnel, and operations management. (2)
- **SAS2.** The student will identify, discuss, and critique the types of government roles and policies that influence the delivery of health care. (3)
- **SAS3.** The student will list and explain economic factors that play a role in health care delivery for the patient, the health care provider, and the public as a whole. (1)
- **SAS4.** The student will describe and apply the legal standard of care for the provision of pharmacy services in diverse professional settings. (2)
- **SAS5.** The student will list and define ethical principles and apply a process for analyzing an ethical situation to justify an appropriate course of action. (3)
- **SAS6.** The student will assess the patient’s personal and social situation including beliefs, attitudes, and socioeconomic background and incorporate these factors in optimal patient care. (3)

**Student Learning Outcomes for Therapeutics**

- **TH1.** The student will define and explain the terminology, lab findings, physical signs/symptoms, risk factors, and evidence-based clinical practice guidelines related to diseases and medical conditions. (1)
- **TH2.** The student will analyze and compare drug therapies for safe, effective, and convenient use, including therapeutic benefits, potential side effects, contraindications, appropriate dosing, administration, and duration of therapy. (2)
- **TH3.** The student will recommend the appropriate drug and non-drug therapies for treatment of diseases and medical conditions, including specific uses, indications, mechanisms of action, and drugs of choice. (3)
- **TH4.** The student will identify, interpret, and evaluate relevant individual patient factors including medical, genetic, social, cultural, and economic aspects to recognize actual or potential drug therapy problems. (3)
- **TH5.** The student will design a patient-centered, culturally sensitive care plan, including goals of treatment, appropriate drug and non-drug therapies, and monitoring parameters for safety and efficacy. (3)
- **TH6.** The student will describe the importance of wellness and disease prevention in patient care and design appropriate care plans to promote these elements using evidence-based clinical practice guidelines. (3)

**Student Learning Outcomes for Communication**

- **COM1.** The student will develop skills to be able to effectively retrieve information from and convey information to a variety of patients, family
members, caregivers, health care professionals, and members of the
general public. (3)

- COM2. The student will demonstrate professional, ethical, and
  compassionate communication skills, including active listening, and
  appropriate verbal, non-verbal, and written techniques. (2)
- COM3. The student will apply knowledge of culture, literacy level, age,
  gender, disability, and other pertinent patient factors to achieve sensitive,
  individualized communication, and in a manner that will be best
  comprehended by the intended audience. (2)
- COM4. The student will use appropriate tools to communicate information
  and recommendations clearly, accurately, concisely, and in a timely
  manner. (2)
- COM5. The student will demonstrate and verify the proper administration
  techniques for medications and devices within the scope of pharmacy
  practice. (2)
- COM6. The student will provide clear and accurate documentation of
  patient care activity to facilitate communication and collaboration
  among healthcare providers. (3)

THEOLOGY

Biblical Languages for Translation and Missions – Major – CUAA/CUW

- 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.
- 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.
- Criteria under this Objective:
- Students will recognize Greek vocabulary, distinguish between the various
  parts of speech, analyze Greek morphology, and apply rules of syntax in
  order to create translations of Greek texts that represent a synthesis of
  Greek vocabulary, morphology, and syntax.
- Students will recognize Hebrew vocabulary, distinguish between the
  various parts of speech, analyze Hebrew morphology, and apply rules of
  syntax in order to create translations of Hebrew texts that represent a
  synthesis of Hebrew vocabulary, morphology, and syntax.
Director of Church Ministries - CUW

- 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.
- 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.
- Students will demonstrate an understanding of research skills in the discipline.

Missions – Major – CUAA/CUW

- 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.
- 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.
- The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.

Philosophy – Major - CUW

- 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.
- 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.
- 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.
- Vocation and Personal Application: Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- 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.
- Research Skills: Students will demonstrate an understanding of research skills in the discipline.
- Logic: The student will learn and use logic for argumentation.
• Ethics: The student will learn a variety of ethical theories and use them in practical problem solving.
• 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.
• Metaphysics: The student will learn a variety of metaphysical theories and study their implications for what exists and why it exists.
• History of Philosophy: The student will learn the most important contributions of the great ancient, medieval, and modern philosophers.
• Apologetics: The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.

Pre-Seminary Studies – Major – CUAA/CUW
• 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.
• 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.
• 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.

Theological Languages – Major – CUAA/CUW
• 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.

The following are two criteria used under this SLO:
• Students will recognize Greek vocabulary, distinguish between the various parts of speech, analyze Greek morphology, and apply rules of syntax in order to create translations of Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.
• Students will recognize Hebrew vocabulary, distinguish between the various parts of speech, analyze Hebrew morphology, and apply rules of syntax in order to create translations of Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.
Theology Major – CUAA/CUW

- 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.
- 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.
- 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.