# 2019-2020 School Year

## Term Dates

<table>
<thead>
<tr>
<th>Term Dates</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of Term A (6wks)</td>
<td>7/1/2019 to 8/11/2019</td>
<td>1/6/2020 to 2/16/2020</td>
</tr>
<tr>
<td>Part of Term B (6wks)</td>
<td>8/12/2019 to 9/22/2019</td>
<td>2/17/2020 to 3/29/2020</td>
</tr>
<tr>
<td>Part of Term F (8 wks)</td>
<td>7/1/2019 to 8/25/2019</td>
<td>1/6/2020 to 3/1/2020</td>
</tr>
<tr>
<td>Part of Term G (8 wks)</td>
<td>8/26/2019 to 10/20/2019</td>
<td>3/2/2020 to 4/26/2020</td>
</tr>
<tr>
<td>Part of Term H (8 wks)</td>
<td>10/21/2019 to 12/15/2019</td>
<td>4/27/2020 to 6/21/2020</td>
</tr>
<tr>
<td>Part of Term I (16 wks)</td>
<td>8/26/2019 to 12/13/2019</td>
<td>1/27/2020 to 5/15/2020</td>
</tr>
<tr>
<td>Part of Term P (Pharmacy)</td>
<td>8/19/2019 to 12/13/2019</td>
<td>1/13/2020 to 5/15/2020</td>
</tr>
<tr>
<td>Part of Term N (Full Semester)</td>
<td>7/1/2019 to 12/31/2019</td>
<td>1/1/2020 to 6/30/2020</td>
</tr>
</tbody>
</table>

## Progress Report Grades Due* | 10/8/2019 | 3/10/2020 |
## Last Day to Add a Class | 9/6/2019 | 2/7/2020 |
## Last Day to Drop a Class | 11/1/2019 | 4/3/2020 |

## Due Dates for Grades

<table>
<thead>
<tr>
<th>Due Dates for Grades</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PoT A Grades are Due</td>
<td>8/18/2019</td>
<td>2/23/2020</td>
</tr>
<tr>
<td>PoT B Grades are Due</td>
<td>9/29/2019</td>
<td>4/5/2020</td>
</tr>
<tr>
<td>PoT D Grades are Due</td>
<td>11/10/2019</td>
<td>5/17/2020</td>
</tr>
<tr>
<td>PoT E Grades are Due</td>
<td>12/22/2019</td>
<td>6/28/2020</td>
</tr>
<tr>
<td>PoT F Grades are Due</td>
<td>9/1/2019</td>
<td>3/8/2020</td>
</tr>
<tr>
<td>PoT G Grades are Due</td>
<td>10/27/2019</td>
<td>5/3/2020</td>
</tr>
<tr>
<td>All Other Final Grades Due</td>
<td>12/17/2019</td>
<td>6/28/2020</td>
</tr>
<tr>
<td>PoT H Grades are Due</td>
<td>12/22/2019</td>
<td>5/19/2020</td>
</tr>
</tbody>
</table>

## Other Important Dates

<table>
<thead>
<tr>
<th>Other Important Dates</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Year Schedule Sent Out</td>
<td>10/1/2019</td>
<td></td>
</tr>
<tr>
<td>Next Year's Schedule Back to Registrar</td>
<td>11/1/2019</td>
<td></td>
</tr>
<tr>
<td>Next Year's Schedule Back to Schools</td>
<td>1/8/2020</td>
<td></td>
</tr>
<tr>
<td>Last Day for Changes</td>
<td>2/1/2020</td>
<td></td>
</tr>
<tr>
<td>Schedule Open for Student View</td>
<td>2/10/2020</td>
<td></td>
</tr>
<tr>
<td>Registration Opens</td>
<td>3/1/2020</td>
<td></td>
</tr>
</tbody>
</table>

## Academic Courses and Programs Approved for the 2020-2021 School Year | 10/1/2019 |
## Academic Courses and Programs Approved for the Spring 2020 Semester (needs Provost approval) | 11/1/2019 |
## Academic Courses and Programs Approved for the Fall 2020 Semester (needs Provost approval) | 6/1/2019 |

## 2020-2021 Catalog Finalized | 12/31/2019 |

* This is in place of mid-term grades. Please note the date is during the 7th week of classes.
PLAN FOR LOW ENROLLMENT COURSE MANAGEMENT

Twelve days prior to the start of each term, the Registrar’s Office will send a list of low enrollment courses to the school deans and department chairs/program directors for review. If a class is below the normal threshold (typically 7 students per section), AND if the course is taught by an adjunct faculty member OR as overload by a full-time faculty member, departments/programs have 3 options:

Cancel the class
- Dean to notify Registrar’s Office, Bookstore, and Provost’s Office
  (The “Schedule Change Notification Form” is an efficient tool for this communication. It is available in the Forms Repository on the Portal under the category of “Provost’s Office”.)
- Department chair/program director to notify instructor
- Registrar’s Office to notify students who were registered for class

OR

Run the section as usual
- Department chair/program director to notify instructor that:
  o Enrollment will be reviewed again on 3rd Friday of semester
  o Total payment amount will be based on enrollment as of 3rd Friday
  o Start of payment will be delayed by 2 weeks

OR

Convert the section to a Guided Study (GS)
- Dean to notify Registrar’s Office and Provost’s Office
  (The “Schedule Change Notification Form” is an efficient tool for this communication. It is available in the Forms Repository on the Portal under the category of “Provost’s Office”.)
- Department chair/program director to notify instructor that:
  o Enrollment will be reviewed again on 3rd Friday of semester
  o Total payment will be based on enrollment as of 3rd Friday
  o Start of payment will be delayed by 2 weeks
  o Instructor must communicate with students prior to the first day that the class was originally scheduled to meet; arrange meeting times and location

Full-time faculty regular teaching loads should generally average at least 17 students per section; this means a low-enrollment course can be balanced by a higher-enrollment course.
CODING FOR CONCORDIA’S INSTRUCTIONAL METHODS
(E. Evans, C. Brandt, C. Butz, S. Pecor)
02 January 2019 draft

Instructional Method
An instructional method is defined as how the instructor interacts with his/her students in a course, including the percentage of instructional hour times.

Three Main Instructional Methods
Face-to-Face (F): Instructor and students are in the same authorized location(s) and at a given date/time. May use technology to connect two or more authorized locations, but all students/instructors are in the given locations.

Virtual (V): Instructors and/or students are not meeting in an authorized location. They are meeting at a given date/time.

Online (D): All work is done in the Learning Management System. This work can be done at any time, and there is no required meeting time where the students and the instructor are online together. There are no Face-to-Face or Virtual Classroom components to the course.

Blending of Instructional Methods
Any two of the three Instructional Methods listed above may be blended (B) to allow even more flexibility when scheduling a course.

Campus Code Changes
To allow for more distance learning methods, and to clean up some potential confusion with a code being used three or more ways, it is recommended to no longer use the campus code of D for Online. It is recommended to use the campus code Y for technology.

Coding Standards
When a section of a course is a non-blended section (i.e., all instructional hours are done using a single instructional method) a single character will be used to identify the instructional method:
   F for Face-to-Face
   D for Online
   V for Virtual

When a section of a course is a blended section (that is, the instructional hours are divided between two or more instructional methods), three characters will be used to identify the instructional method. The first character is a B. The second character will indicate the instructional method that makes up 50% or more of the instructional hours. The third character will indicate the instructional method making up 50% or less of the instructional hours (this is not an inclusive list):
   BFD for Blended Face-to-Face (≥50%) and Online (≤50%)
   BFV for Blended Face-to-Face (≥50%) and Virtual (≤50%)
   BDV for Blended Online (≥50%) and Virtual (≤50%).

Attendance
Students enrolled in a Face-to-Face section or a Virtual section must be present at the set time of the section in order to be counted as present.

Students enrolled in an Online section must login and submit work as stated in the syllabus to be counted as present. This policy is being reviewed at this time.
<table>
<thead>
<tr>
<th>Primary Mode:</th>
<th>Blended:</th>
<th>Instructional Hours:</th>
<th>Banner Code:</th>
<th>Location:</th>
<th>Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-Face</td>
<td>No</td>
<td>100% Face-to-Face</td>
<td>F</td>
<td>Approved</td>
<td>CELT</td>
</tr>
<tr>
<td>More than 50% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Mode:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>Yes</td>
<td>&gt;50% Virtual &amp; &lt;50%</td>
<td>BFV</td>
<td>Approved</td>
<td>CELT</td>
</tr>
<tr>
<td>Virtual</td>
<td></td>
<td>Face-to-Face</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 50% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>No</td>
<td>100% Virtual</td>
<td>V</td>
<td>Not approved</td>
<td>OCDE</td>
</tr>
<tr>
<td>More than 50% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Hours</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended: Yes</td>
<td>Yes</td>
<td>&gt;50% Virtual &amp; &lt;50%</td>
<td>BFD</td>
<td>Not approved</td>
<td>OCDE</td>
</tr>
<tr>
<td>Instructional Hours:</td>
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<td>Face-to-Face</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banner Code: BFD</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Location: Not approved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support: OCDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended: Yes</td>
<td>Yes</td>
<td>&gt;50% Virtual &amp; &lt;50%</td>
<td>BDV</td>
<td>Not approved</td>
<td>OCDE</td>
</tr>
<tr>
<td>Instructional Hours:</td>
<td></td>
<td>Virtual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended: Yes</td>
<td>Yes</td>
<td>&gt;50% Online &amp; &lt;50%</td>
<td>D</td>
<td>Not approved</td>
<td>OCDE</td>
</tr>
<tr>
<td>Instructional Hours:</td>
<td></td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended: No</td>
<td>No</td>
<td>100% Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Hours:</td>
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<td></td>
</tr>
<tr>
<td>Banner Code: D</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: Not approved</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Support: OCDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Scenario:</td>
<td>Term</td>
<td>CRN</td>
<td>Subject</td>
<td>Course</td>
<td>Campus</td>
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<tr>
<td>-----------</td>
<td>------</td>
<td>------</td>
<td>---------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Face-to-Face graduate level course taking place on the Mequon campus in Stuenkel 109 in the Fall 2019 term</td>
<td>202010</td>
<td>12345</td>
<td>CSC</td>
<td>535</td>
<td>FG</td>
</tr>
<tr>
<td>Blended Face-to-Face and Online undergraduate course taking place in both Green Bay and Miller Parkway during the Fall 2019 term. The Face-to-Face instructor will be located in Green Bay, Miller Parkway will connect via Zoom. There is no coding indication technology is being used from one location to another.</td>
<td>202010</td>
<td>12346</td>
<td>AL</td>
<td>106</td>
<td>GB</td>
</tr>
<tr>
<td>Traditional Face-to-Face course taking place on the Ann Arbor campus in the North Building in the Spring 2020 term</td>
<td>202030</td>
<td>32151</td>
<td>CCE</td>
<td>110</td>
<td>JT</td>
</tr>
<tr>
<td>Traditional blended Face-to-Face and Virtual where the students meet in the classroom on Mondays and Wednesdays. They use Zoom to meet on Fridays. This is taking place in Spring 2020</td>
<td>202030</td>
<td>32152</td>
<td>HIST</td>
<td>120</td>
<td>FT</td>
</tr>
<tr>
<td>An Online class offered in the 2nd sections of Accelerated calendar. This is for Fall 2019</td>
<td>202010</td>
<td>12355</td>
<td>AL</td>
<td>210</td>
<td>T</td>
</tr>
<tr>
<td>A class being offered, not in an authorized location. The instructor and students are not in the same location. This is a Winterim course.</td>
<td>202020</td>
<td>20251</td>
<td>HIST</td>
<td>120</td>
<td>T</td>
</tr>
<tr>
<td>A class being offered online as a self-paced course during Fall 2019.</td>
<td>202010</td>
<td>10245</td>
<td>AL</td>
<td>154</td>
<td>T</td>
</tr>
</tbody>
</table>
Examples of Occasional and Regular Use of Videoconference for Live Delivery of Required Instructional Hours

All uses of videoconference refer to instruction delivered in real time (live) that includes instructor-student interaction.

**Occasional Use 1: One Student for One Class Session**

Bring in (live) a student who has an athletic excuse. One student at a remote location or a few students each connect individually to a videoconference session initiated by the instructor and transmitted from the physical classroom. The instructor and most of the students are located and interacting in the physical classroom.

Some Policy Connections:
1. Faculty decide if activities allow for a student to participate via VC for a particular session of the course. Faculty decide if they wish to use videoconference.
2. This is intended for a defined, short-term, approved reason for an individual student (i.e. excused absence). This is not intended to be allowed for the students’ “convenience” when they would rather not travel to campus.

**Occasional Use 2: All Students for an Entire Class Session**

Ex 1: Bring in (live) all students due to a weather emergency (“snow day”)
Ex 2: Bring in (live) all students when the instructor is off campus at a conference

For a given session, all students and instructor interact in real time and access the course session only via VC technology. Technology is the only means to access this session; no one is in the physical classroom. Does not involve a pre-planned date before the course starts, so occasional use is not listed in the advance course schedule available to students when they register. Faculty use best practices, plan activities that work with everyone at a distance for the affected sessions and know how to use and troubleshoot the technology.

Some Policy Connections:
1. Allowed in an unusual circumstance such as a snow day (determined by the university) or absence from campus by instructor (department chair is informed).
2. It is implied that faculty do not schedule a required class meeting over VC not listed in the published course schedule.
3. This use may not exceed a small amount of instructional hours (15% max) to remain a face-to-face course.

**Regular Use 1 – Some Scheduled Sessions of a Course (Blended Delivery*)**

All students and instructor interact in real time (live) using only videoconference technology for some sessions which are designated as a regular part of the schedule, which is now defined as a “blended course.” The sessions using VC technology as the sole means to access the course are planned ahead and listed in the published course schedule available to students when they register. There is no one in a physical classroom during those VC sessions, and that classroom could be reassigned for other use or another class during that time.
The percentage of the instructional hours to be delivered via VC should be identified prior to placing the course on the schedule to determine the needed training and who will offer support. Consult with CELT or OCDE on a proposed delivery model for a course or program which includes the full number of required hours of instruction met through these means.

Example: In Spring 2020 HISTORY 205 meets 10:05 -11:00 on Monday and Wednesday in R003 and on Friday 10:05 to 11:00am the course meets in “Virtual.” The required 45 instructional hours for a three credit course are divided as 66% F2F and 33% Virtual. Course is coded as BFV which means “blended face-to-face virtual” and because it is more than 50% face-to-face is supported by CELT. The instructor needs the higher level of training to address course design/delivery issues.

Some Policy Connections for Regular Use in Some Sessions:
1. Departments (not individual instructors) may decide to offer blended courses using VC
2. Must be planned far enough in advance to be listed in the published schedule
3. It is implied that faculty not schedule a required class meeting over VC not listed in the published course schedule.
4. The instructor delivers the “virtual” sessions from a campus location.

**Regular Use 2 – Entire Course Delivered Live via VC**
A department decides to deliver 100% of the required instructional hours live (in real time) via videoconference technology for an entire course. Students may be local or at a distance. This course is coded “V.” This delivery is supported by OCDE so department must contact them significantly in advance of scheduling the course. The scheduled hours of all the sessions are published in advance and available to students before they register. Faculty completes advanced training. The instructor delivers the “virtual” course from a campus or center location to provide for optimal technological and support experience.

**Regular Use 3 - Entire Program Delivered Live via VC**
A department decides to deliver 100% of the required instructional hours live (in real time) via videoconference technology for an entire program. Each course is coded “V.” This would be the addition of a delivery mode to a program which requires the “program change” process. Students may be local or at a distance. This delivery is supported by OCDE so the department must contact them significantly in advance of scheduling the course. The hours of all sessions are published in advance and available to students before they register. Faculty completes advanced training. The instructor delivers the “virtual” course from a campus or center location to provide for optimal technological and support experience.

*Another program option would be a blended program delivery with some “V” courses. Blended courses or programs divide the instructional hours among two of the three possible modes (face-to-face, videoconference, and online asynchronous) with one mode dominant. Consult with CELT or OCDE on a proposed delivery model for a blended course or program. Determine approvals needed.*
I. Overview (I)

Concordia University supports two videoconferencing technologies, Zoom and Blackboard Collaborate. While instructors and students may choose to experiment with other videoconferencing technologies, the university will use its resources to make the two supported technologies useable across the institution.

As with any technology, the two Concordia University-sponsored videoconference systems provide both pedagogical opportunities and limitations for a Concordia class. Instructors have both the right and the responsibility to evaluate and implement these technologies in their specific classes, according to the technical and administrative policies stated below.

Both instructors and students should become comfortable with the videoconferencing technology prior to participating in the classroom experience. All should use the opportunities for training provided by CELT and/or OCDE. Concordia University requires instructor training when the technology is a significant, ongoing part of a Concordia course or academic program.

Concordia University will work with instructors and/or academic departments/programs to use videoconference technology as the only (100% of instructional hours), the primary (more than 50% of instructional hours), or secondary (less than 50% of instructional hours) delivery system for a course or academic program. Fully videoconferenced courses will be coded as “V” in Banner, per “Coding for Concordia’s Instructional Methods,” and will be identified as “virtual” courses in the instructional method field. Blended courses use B and then the appropriate letters (V for virtual, D for online, or F for face-to-face) depending on the mix of instructional hours.
II. General technical and administrative policies (A)

1. An approved university system should be utilized whenever required real-time instructional hours are delivered through videoconference technology. Currently those systems are Zoom and Collaborate.

2. Individuals using videoconferencing technology must have the minimum requirements on their computing devices, per the Information Technology Department. That information can be found in Concordia’s portal → Resources → Audio Visual Services.

3. To ensure a consistent experience, individuals should be on a wired network with a minimum speed of 1.2 Mbps internet connection.

4. The use of Collaborate is always through Blackboard; contact CELT or OCDE if you want to use Collaborate. Access to Zoom will also be available through Blackboard when departments intentionally schedule part of a section (i.e., 10:05 to 11am, on M, W in LU 006 and Friday on Zoom) or where all of a section’s instructional hours to be delivered solely through videoconference.

5. Before using Zoom, faculty should activate their Concordia accounts. Using the free Zoom “basic” account does not offer the same benefits as our corporate account. Information can be found in Concordia’s portal → Resources → Audio Visual Services. If a non-Concordia account was accidently established, contact AV to convert it to a Concordia account.

6. Faculty members will create a link for the Zoom classroom experience through the Zoom Outlook plugin, the Zoom app itself, or at https://cuwaa.zoom.us/. Blackboard will be available as above (#4).

7. Instructors may invite external participants to their videoconferenced classes through the process at this link: Link

8. Students will log into Zoom using the university’s videoconferencing page, https://cuwaa.zoom.us/, where they can set up an account to download the “Zoom Client.”

9. To ensure consistency in the Zoom experience for students in anything more than an occasional use in a course, instructors must deliver their courses from a Concordia location (a campus or a center) through the university’s wired network. In addition, best practice would encourage instructors to use a videoconference-enabled classroom equipped with microphones and cameras whenever possible.

10. Videoconferencing allows accessibility for all students as a universal design and might be used in the Concordia “classroom” to address individuals with documented need for accommodations. As with all accommodations, the Director of Accessibility Services will set this up with the instructor and the student. Zoom enables FERPA/HIPAA compliance and provides end-to-end 256-bit encryption. Accessibility for Zoom is maintained by Zoom Video Communications,
III. Using videoconferencing technology in classroom situations on an “occasional” basis. (A)

An instructor may choose to use videoconferencing technology occasionally in a course in several ways: for example, to bring an external speaker into a classroom, to allow a student (or students) unable to attend a class physically to join by videoconference, to host a class when not physically on campus her/himself, or to provide an alternative class for students when ace-to-face classes are cancelled (i.e. “snow day”), among others. The decision to use occasional videoconference technology belongs to the individual instructor. When the technology is used, the following policies will apply:

1. Before the course begins, the instructor must note in the course syllabus about the possible use of videoconferencing.
2. An instructor may choose to record a class through videoconferencing technology. If that is the case, the instructor must inform students about that possibility in the syllabus.
3. Videoconferencing participants must meet the university’s minimum technical requirements.
4. The university will recognize the course attendance of instructors and students when they attend through the videoconferencing on an occasional basis. They must attend and participate in real time; student attendance will be taken. Watching a recording of a class session does not constitute attendance.
5. University standards for classroom behavior and deportment apply to faculty and students (including the Concordia student conduct code) attending class through videoconferencing.
6. In order to comply with federal financial aid restrictions, “occasional” use of videoconference technology as the only means students can participate in a session is limited to 15% of the scheduled instructional hours of the course. This limitation does not apply to cases where some students participate through videoconference but the instructor and the rest of the class still meet in the physical classroom.

IV. Using videoconferencing technology intentionally incorporated in a section or more of a course or in an academic program – “regular use” (A)
Academic departments and programs may choose to schedule a regular portion of an individual section’s instructional hours or all of an individual section’s instructional hours through videoconference. This information will be included in the student schedule in advance. Departments may choose, through the program change process, to add videoconference delivery to an entire program. The decision to use videoconference technology on a “regular” basis belongs to the academic department or program. When the technology is used, the following policies will apply:

1. Instructors planning to use videoconferencing as a primary or secondary delivery method for a course must successfully complete the university’s training for that technology.

2. All of the instructional hours that students are required to attend must be identified in advance in the student course schedule used for registration. Faculty may not add required live videoconference sessions to the schedule after the course begins.

3. Before the course begins, the instructor’s course syllabus must clearly state policies concerning the required use of videoconferencing. The instructor’s syllabus must also note that videoconferencing participants must meet the university’s minimum technical requirements.

4. An instructor may choose to record a course through videoconferencing technology. In that case, the instructor must inform all students about that possibility in the syllabus. The university supports Panopto as the technology to retain recordings of class sessions for student access.

5. University standards for classroom behavior and deportment apply to faculty and students (including the Concordia student conduct code) attending class through videoconferencing.

6. To meet federal requirements, attendance policies need to be clearly stated for fully-virtual courses and for blended courses with virtual portions.

V. Training and Support for Faculty (A)

Concordia University provides two levels of instructor training. The first level is available for those individuals who wish to use videoconference technology in their courses, including those who wish to record classroom sessions. This first level of training supports “occasional use” (see III above). The second level of training is required for faculty teaching courses that a department or school schedules with “regular use” of the videoconference technology (see IV above) for part or all of the instructional hours of the course. In “regular use” the technology is a significant, planned, ongoing part of a Concordia course or academic program.

1. Training for “Occasional Use”
   The first level of training is a self-paced Blackboard mini-course which includes features of Zoom, using the equipment, pedagogy considerations, course design for
any sessions where all students and the instructor access the session via videoconference and there is no meeting in a physical classroom (such as the instructor is away at a conference), and how to use Zoom to support accessibility accommodations.

2. Support for “Occasional Use”
Videoconference technology used occasionally in an otherwise face-to-face course is supported by Audio Visual Services and CELT.

3. Training for “Regular Use”
When videoconference is used as the sole means to deliver required instructional hours for a regular part of or all of a section of a course, which is by definition “regular use,” CELT and OCDE will provide additional training and support for faculty, going beyond what is included in the self-paced course described as the training for occasional use.

4. Support for “Regular Use”
CELT provides support in face-to-face courses or in blended courses that are more than 50% face-to-face; OCDE provides support in online courses, in blended courses that are more than 50% virtual or online, or in fully virtual courses.
### Schedule Types

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Applied Music</td>
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<tr>
<td>B</td>
<td>Lab</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Ed Units</td>
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<tr>
<td>D</td>
<td>Distance Learning</td>
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<tr>
<td>F</td>
<td>Field Wk/Intern/Pract</td>
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<tr>
<td>L</td>
<td>Lecture</td>
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<td>S</td>
<td>Seminar</td>
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# Campus Codes

<table>
<thead>
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<th>Code</th>
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<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>B</td>
<td>Beloit</td>
</tr>
<tr>
<td>D</td>
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<tr>
<td>FE</td>
<td>Mequon ELI</td>
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<tr>
<td>FG</td>
<td>Mequon Graduate Students</td>
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<td>FT</td>
<td>Mequon Traditional Students</td>
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<td>G</td>
<td>Green Bay</td>
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<tr>
<td>H</td>
<td>Miller Park Way</td>
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<tr>
<td>HT</td>
<td>Miller Park Traditional</td>
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<td>Ann Arbor Traditional Students</td>
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<td>JX</td>
<td>Ann Arbor Off Campus</td>
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<td>Kenosha</td>
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<td>M</td>
<td>Madison</td>
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<td>Midtown Center</td>
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<td>W</td>
<td>Wausau</td>
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<tr>
<td>X</td>
<td>Off Campus Location</td>
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<td>School of Nursing</td>
</tr>
<tr>
<td>PH</td>
<td>School of Pharmacy</td>
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</table>
Standard Teaching Blocks

Traditional Undergraduate Classes

MWF
7:30 - 8:20
8:30 - 9:20
10:05 - 10:55
11:05 - 11:55
12:05 - 12:55
13:10 - 14:00
14:10 - 15:00
15:10 - 16:00
16:10 - 17:25

TR
8:05 - 9:20
10:05 - 11:20
11:35 - 12:50
13:10 - 14:25
14:35 - 15:50
16:00 - 17:15

Evening classes
MTWRF
18:30 - 21:15

Adult Education classes
MTWR
18:00 - 22:00

Graduate Evening
MTWR
17:00 - 21:00 or
18:00 - 22:00
Creating Next Year’s Schedule - RULES

- When a course is on the list, and not going to be offered next year – highlight entire row in red
  - When a course is on the list, and one of the following changes takes place for next year – highlight entire row in yellow
    - Change of day (Column AM)
    - Change of Start Time: use 24 hour times i.e. 1300 = 1 pm (Column AN)
    - Change of End Time: use 24 hour times i.e. 1300 = 1 pm (Column AO)
    - Change of instructor: please list only primary instructor at this time, include full name, no nicknames, abbreviations, or initials. Please be sure F00 number is correct (Column AH for name, AI for F00)
    - **NO OTHER CHANGES CAN BE MADE AT THIS TIME**
  - When a course which exists in Banner, but not on the list
    - Highlight the entire row in green
    - Enter the following information by column, only including the following information. **Do not fill in any other columns**
      - Column B: Term (202110 for Fall, 202120 for Winterim, 202130 for Spring or 202140 for Summer)
      - Column C: Part of Term (see PoT handout)
      - Column D: Subj Code
      - Column E: Course Number
      - Column F: Sequence Number (0 for first/single section, if more than one sections second number is 2, then sequential after that: 0, 2, 3, 4...)
      - Column H: A
      - Column I: Schedule Type (see Schedule Type handout)
      - Column J: Campus Code (see Campus Code handout)
      - Column K: Department Code (ask if you are not sure)
      - Column L: School Code (see School Code handout)
      - Column M: Instructional Method (see Instruction Method handout)
      - Column P: Course Title (ask if you are not sure of exact Banner title – this must match and cannot be changed here)
      - Column T: Max enrollment, set at 0 to restrict registration
      - Column X: Y
      - Column Y: N
      - Column AA: B
      - Column AH: Primary instructor, include full name, no nicknames, abbreviations, or initials.
      - Column AI: F00 number, Please be sure F00 number is correct
      - Column AK: CLAS
      - Column AM: Days meeting (M, T, W, R, F, S)
      - Column AN: Start Time (use 24 hour times – 1300 = 1 pm)
      - Column AO: End Time (use 24 hour times – 1300 = 1 pm)
      - Column AW: If there is a second day, that does not meet at the same times, enter the day(s) here (M, T, W, R, F, S)
      - Column AX: If there is a second day, that does not meet at the same times, enter the Start Time (use 24 hour times – 1300 = 1 pm)
      - Column AY: If there is a second day, that does not meet at the same times, enter the End Time (use 24 hour times – 1300 = 1 pm)
  - If the course is new, and not in Banner, contact the Registrar’s Office before adding to this list
Creating Next Year’s Schedule – Other Items

- If the course was IS or GS last year
  - If it is to be offered next year, in the Sequence column (column F) enter a 0 for first/single section, if more than one sections second number is 2, then sequential after that. (0, 2, 3, 4…)
  - If it is not to be offered next year, highlight entire row in red
  - Any IS/GS that does not follow either of the two options above will be deleted in the Registrar’s Office prior to uploading into Banner

- For 7 week courses run in PoT 1, in the Sequence Column (column F)
  - If run in the first 7 weeks enter A1, A2, A3...
  - If run in the second 7 weeks enter B1, B2, B3...

- For Ann Arbor courses, in the Sequence Column (column F)
  - If it is the only section of the course, enter a J
  - If there are multiple sections of the course, enter J, J2, J3...

- ALL courses will need an Instructional Method
  - Enter the Instructional Method into column M based on the Instructional Method handout
  - If this is the only change to the row, do NOT highlight in yellow

- All courses are to be in the standard time periods. Any course not in a standard time period needs prior approval (see time period hand out)
Final Grade Entry Using Banner 9

Starting in December 2018, CUWAA will be using the Banner 9 Faculty Grade Entry Screen. We will also be implementing a new Incomplete Grade Entry procedure in this term. Below you will find directions for both of these new procedures.

To enter grades with no Incompletes:

1. Log into the portal (my.cuw.edu or my.cuaa.edu)
2. Go to the Faculty tab
3. Scroll to the Banner Self Service block
4. Click on the Banner Self-Service folder
5. Click on the Faculty and Advisors link
6. Click on the Grade Entry link

7. Once the Faculty Grade Entry screen opens, click on Midterm Grades or Final Grades depending on which one you are entering. Please do NOT click on the Gradebook option.
8. Currently all courses, for all terms will show up on the list. To limit what is seen enter one of the following options in the search box in the upper right hand corner of the screen:
   a. Current Term (201910, 201920, 201930, 201940)
   b. CRN
   c. Course Number (101, 501, 210...)
   d. Subject Code (BIO, ENG, MATH...)
   e. Course Title, or any portion of title
   f. Course Description, or any portion of description
9. The Grading Status and Rolled (grades made official) indicators will show up in one of three colors with the following wording:
   a. Green/Completed: shows the courses where all grades have been entered or rolled
   b. Orange/In Progress: shows the courses where some of the grades have been entered or rolled, and some have not been entered or rolled
   c. Red/Not Started: no grades have been entered or rolled
10. Click anywhere in the row showing the class in which you want to enter grades.

![Step 7]

11. Using the dropdown, enter the grade for the student. Please note, when entering Final Grades, a column for Midterm Grades will be displayed, but no data can be entered there. If you are entering an Incomplete grade, please consult the Incomplete Grade directions.

12. Please do NOT enter information into the Last Attend Date or Hours Attended columns.

13. Use the options in the lower right hand corner to show more students on the list, or to go to the next page of students.

14. Once all grades are entered, click on the Save button in the lower right hand corner. If you have a large class, it is recommended to save often, even if you are not done entering grades for the whole class. (Banner does not recognize entering of grades on a screen, and can therefore timeout unexpectedly)

![Step 11]

15. Once you are completed with a class, you can select another class or just close out of the browser if you are completely done.

![Step 13]
Incomplete Grades

To streamline the Incomplete process, faculty members may now grant incompletes at their discretion when a student is experiencing extenuating circumstances (e.g. serious accident or illness, death of close relative) without seeking prior approval from the Provost Office. Incomplete grades should only be used for final grades and not mid-term grades. Faculty can enter an “I” grade into Banner and then enter the grade the student will earn if the coursework is not completed (the “default grade”) by the due date. The due date, typically three weeks after the last date of the term, is seen on the screen to the right of the grades. If there is a reason for more time than three weeks to be allowed, this extension must go through the Provost Office. Faculty members must request a grade change from the Registrar Office once the work has been completed and graded. If no grade change request is made, the “I” grade will typically change to the default grade on the Friday following the date specified on the screen.

Faculty do not need to enter an “I” for non-completed experiential learning courses that extend beyond the typical academic terms (student teaching, practicum courses, fieldwork courses, etc.). Please notify the Registrar about these courses in writing.

To enter an Incomplete Grade follow steps 1-11 in the Enter Grades directions. At step 11, after entering the “I” grade, the following needs to be done:

1. Verify you are on the correct student, as all students who have previously earned an “I” in the course will be seen on this screen.
2. Enter the Default Grade to be used if NO work is turned in prior to the Extension Date seen on the screen. By system default, the grade of “F” is listed.
3. Do NOT change the Extension Date.
4. Click on the Save button
5. Click on the Roster link found on the left hand side above the student’s names to go back to the main grade entry screen
6. Continue entering grades as described in step 12 of the Enter Grades directions.

Please note: By clicking on the Incomplete Grades link for a class, the Incomplete default grade can be changed if the incomplete has not been rolled.

Please remember to contact the Registrar Office when any Incomplete grade is completed so the grade can be updated prior to the date listed on the screen.

If you have any difficulties or questions, please contact the Registrar.
Teaching Observation Instructions

Instructions
This form can be used for formative or summative observations in the classroom or online teaching and consists of four parts.

Part One: A pre-observation meeting where the observer explains the overall process and shares the observation form and (if applicable) the evaluation form. The instructor provides a brief overview of the course and some context for the specific observation such as learning objectives and activities or relevant assignments.

Part Two: The observation. The observer uses this form to objectively document what was seen/heard. The observer should not include what s/he expects to see or hear, or what s/he (the observer) would say or do. In other words, the observation is a process of gathering data. The observer may want to use blank paper (or the back of this form) to document what is noticed during the observation. After the observation, the observer relates the data to best practices, using this form to document relevant examples according to specific categories.

After the observation, the instructor will also complete this form as much as possible as a way to reflect on his/her teaching.

Part Three: A post-observation meeting where the instructor and observer discuss what each recorded and noticed, referring to specific examples and relating them to best practices. The observer has the opportunity to ask clarifying questions at this time.

[Summative evaluations only: At the end of the meeting, the observer shares the ratings that will appear on the Evaluation form as well as the top 1 – 3 suggestions or recommendations. There should be no surprises between the end of this meeting and completion of the Evaluation form. This will also give the observer the flexibility to talk in as much detail as desired but leave the “big picture” and overall comments to the summative evaluation piece.]

Part Four (Summative Evaluations Only): The observer completes the Teaching Observation Summative Evaluation form and shares with instructor. The instructor is also encouraged to complete the Post-Observation Reflection (optional), attached to the Evaluation form. The completed and signed Teaching Observation Summative Evaluation form and Post-Observation Reflection (if completed) are filed in the appropriate locations, including the Academic Office.

Resources
Resource List of Teaching Best Practices (readings and websites):
http://celt.cuw.edu/resource-list-for-teaching-best-practices/

For teaching observation of fully online courses, this same form is used. Follow this link to a document that provides clarification and resources specifically related to observing online teaching:
http://celt.cuw.edu/teaching-observation-process-and-form/

References
Teaching Observation Form
(Use this form to record what you see and hear when observing the session)

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Observer Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Date/Length/Period of Observation:</td>
</tr>
<tr>
<td>Location/Room/Campus:</td>
<td></td>
</tr>
<tr>
<td>Session Period/Course Context:</td>
<td></td>
</tr>
</tbody>
</table>
Organization and Clarity

“When students experience greater exposure to clear and organized instruction, they perceive their faculty as being more invested in their learning and development, and they report being more academically motivated and engaged in their studies. Moreover, students who enter college less academically prepared benefit more from exposure to clear and organized instruction” (Roska, Trolian, Blaich, & Wise, 2017).

During the observation, effective organization and clarity might be observed in the following ways:

- Relevant learning outcomes conveyed;
- Relationship of this lesson to other aspects of the course conveyed;
- Effective organization of content displayed, posted, or used as handouts;
- Relevant expectations conveyed;
- Content is clear and well organized with an identifiable structure.

For fully online courses, evidence might be found in course announcements or discussion forum posts.

Describe specific examples from the observation to discuss during post-observation meeting.

Summative Evaluations Only: Preliminary Category Rating: Proficient/Developing/Unsatisfactory/NA
(Final rating and comments appear on Teaching Observation Summative Evaluation)
Presentation Skills (Content-specific Communication by the Instructor)

“An effective teacher is an excellent communicator and therefore thinks about improving his or her presentation skills. One of the most important aspects of communicating is shaping both content and style to fit your audience. In the classroom, if you cannot communicate in a way that is both comprehensible and interesting to your students, their learning will be greatly reduced.”
(Washington University, 2009)

Effective presentation skills might be observed in the following ways:
- Relevant examples incorporated;
- Humor used effectively;
- Pausing and pacing used effectively (in an online environment, this refers to frequency and timing of instructor posts to course);
- Effective use of tone, volume, and/or inflection;
- Ideas grouped in a logical order;
- Clear transitions between ideas;
- Important points summarized;
- Class period, activities, or units begin and end on time.

For fully online courses, evidence might be found in course announcements or discussion forum posts.

Describe specific examples from the observation to discuss during post-observation meeting.

Summative Evaluations Only: Preliminary Category Rating: Proficient/Developing/ Unsatisfactory/NA
(Final rating and comments appear on Teaching Observation Summative Evaluation)
**Instructor Presence and Rapport**

"The quality of the instructor – student relationship is not a frill or ‘feel-good’ aspect of schooling, it is an essential feature of learning" (Rodgers & Raider-Roth, 2006).

Effective presence, rapport and engagement with students might be observed in the following ways:

- Appears enthusiastic*;
- Facial expression;
- Gestures;
- Instructor moving about the room;
- Uses student names*;
- Reinforces expectations*;
- Attempts to motivate and encourage students when needed*.

*For fully online courses, evidence might be found in course announcements or discussion forum posts.

Describe specific examples from the observation to discuss during the post-observation meeting.

---

**Summative Evaluations Only: Preliminary Category Rating:** Proficient/Developing/ Unsatisfactory/NA  
(Final rating and comments appear on Teaching Observation Summative Evaluation)
Instructioinal Strategies

Incorporating a variety of instructional strategies, including active learning strategies, can promote student engagement and increase learning.

Effective instructional strategies might be observed in the following ways:

- Uses a variety of instructional strategies including active learning strategies;
- Lecture (if used) is incorporated effectively;
- Checks for student understanding;
- Encourages student questions and responds effectively;
- Provides timely and meaningful feedback when applicable. For an online environment, feedback may be in the form of group feedback in a course announcement or discussion post, or feedback given to students on assignments.

For fully online courses, evidence might be found in course announcements or discussion forum posts.

Describe specific examples from the observation to discuss during post-observation meeting.

Summative Evaluations Only: Preliminary Category Rating: Proficient/Developing/ Unsatisfactory/NA
(Final rating and comments appear on Teaching Observation Summative Evaluation)
Good practice reflects our mission and values, and connects to faith and learning.

Effective incorporation of faith and learning might be observed in the following ways:

- Use of prayer and/or praise;
- Use of Bible verses;
- Discussion incorporates faith and learning;
- Connects faith to course content effectively.

For fully online courses, evidence might be found in course announcements or discussion forum posts.

Describe specific examples from the observation to discuss during post-observation meeting.
Effective instructors are experts in their field.

Effective discipline-specific expertise might be observed in the following ways:

- Demonstrates current knowledge and skills in the discipline;
- Teaches in line with current thought in the discipline;
- Communicates with students about the discipline appropriate to their level of background knowledge.

For fully online courses, evidence might be found in course announcements or discussion forum posts.

Describe specific examples from the observation to discuss during post-observation meeting.

Summative Evaluations Only: Preliminary Category Rating: Proficient/Developing/ Unsatisfactory/NA
(Final rating and comments appear on Teaching Observation Summative Evaluation)

Summative Evaluations Only – Ratings and recommendations below are preliminary. Final ratings, recommendations and comments appear on the Teaching Observation Summative Evaluation.

Preliminary Overall Rating* of Teaching Observation: Proficient Developing Unsatisfactory

*Rating Scale Descriptions:

- Proficient: Most of the time the instructor uses pedagogical practices that are effective and appropriate to this course and these students.
- Developing: Some of the time the instructor uses pedagogical practices that are effective and appropriate to this course and these students.
- Unsatisfactory: The instructor does not use effective or appropriate pedagogical practices for this course and/or these students.
- N/A: Not applicable to the observation.

Top 1 – 3 Recommendations
# Teaching Observation Summative Evaluation

Use this form to summarize what was observed, and provide recommendations

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Observer Name:</th>
</tr>
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<tbody>
<tr>
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<table>
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<tr>
<th>Location/Room/Campus:</th>
<th>Date/Length/Period of Observation:</th>
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<table>
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<tr>
<th>Session Period/Course Context:</th>
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## Overall Summary of the Observation

Overall Summary of the Observation
<table>
<thead>
<tr>
<th>Category</th>
<th>Overall Category Rating* (circle one)</th>
<th>Overall Comments by Category (include areas of strength and areas of improvement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Clarity</td>
<td>Proficient</td>
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</tr>
<tr>
<td></td>
<td>Developing</td>
<td></td>
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<tr>
<td></td>
<td>Unsatisfactory</td>
<td></td>
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<td></td>
<td>N/A</td>
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<td>Presentation Skills</td>
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<tr>
<td>(Content-specific Communication by Instructor)</td>
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<tr>
<td></td>
<td>Unsatisfactory</td>
<td></td>
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<tr>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Presence and Rapport</td>
<td>Proficient</td>
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<tr>
<td></td>
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<td></td>
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<td>Instructional Strategies</td>
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<tr>
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<tr>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Overall Rating* of Teaching Observation (circle one):  Proficient    Developing    Unsatisfactory

*Rating Scale Descriptions:
- Proficient: Most of the time the instructor uses pedagogical practices that are effective and appropriate to this course and these students.
- Developing: Some of the time the instructor uses pedagogical practices that are effective and appropriate to this course and these students.
- Unsatisfactory: The instructor does not use effective or appropriate pedagogical practices for this course and/or these students.
- N/A: Not applicable to the observation.
Final Comments – Include Top 1 – 3 Recommendations:

Faculty Self-Reflection (optional): Use this area to reflect on your teaching during this session, the observation and post-observation discussion. What was successful related to your teaching? What might you change or do differently?

Observer Signature_______________________________________________________ Date_______________________

Instructor Signature______________________________________________________ Date_______________________
Concordia University Global Learning Outcomes

These outcomes describe the difference we want to make in the lives of our graduates and in the world. University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world.

Results Consistent with a Liberal Arts education, our graduates demonstrate the following proficiencies:

1 Christian Faith
Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.

2 Service and Global Citizenship:
Our graduates are globally minded citizens.

3 Integrated Disciplinary Knowledge:
Our graduates integrate insights from a wide range of disciplines.

4 Critical Thinking /Creative Problem Solving:
Our graduates think rationally, critically and creatively.

5 Communicative Fluency:
Our graduates will communicate effectively.

6 Analytical Fluency:
Our graduates work with data effectively.

Student Learning Experiences Across the University

#1 Christian Faith & World View
#2 Service & Global Citizenship
#3 Integrated Disciplinary Knowledge
#4 Critical Thinking & Creative Problem Solving
#5 Communication Fluency
#6 Analytical Fluency

What does each major / UG program or stand-alone certificate expect students to know and be able to do at completion that contributes to the six university learning outcomes?

Where do co-curricular experiences foster student learning?
- Campus Ministry
- Academic Clubs
- Community Service
- Athletics/ Res Life
- Student Govt & Activities

What does each grad professional program or stand-alone certificate expect students to know and be able to do at completion that contributes to the six university learning outcomes?