

## **HUMA 102: CIVILIZATION AND THE BIBLICAL REVELATION**

1. Demonstrate an understanding of the primary purposes of the Bible.
2. Demonstrate an understanding of the Bible in its historical, cultural, covenantal setting, in its immediate context, and in its overall context.
3. Demonstrate an understanding of how the Bible relates to them as they live in the contemporary world.
4. Demonstrate the ability to read, comprehend, analyze, and evaluate the primary and secondary sources studied in the course.
5. Demonstrate competency in the research and analytical methods used in religious studies.

## **HUMA 200: Western Civilization: Historical and Intellectual Foundations**

1. Demonstrate a basic understanding of Western civilization's seminal thinkers, formative ideas, and decisive moments that have shaped Western culture from ancient times to the present day.
2. Demonstrate comprehension of the role that revelation, reason, and experience have played in the "Great Conversation" of the West.
3. Demonstrate understanding of the concept of civilization.
4. Demonstrate the ability to read, comprehend, and evaluate primary and secondary sources and texts.

## **HUMA 202: CIVILIZATION AND LITERATURE**

1. Demonstrate knowledge of how literature has influenced the development of Western civilization in each of its major historical periods through an analysis of the central ideas and themes that inform particular works of great literature.
2. Demonstrate ability to read works from a variety of literary genres and to appreciate the major aesthetic elements of a literary work that contribute to its stature as a work of art.
3. Demonstrate ability to engage literature from a Christian perspective by exploring the transcendent questions and issues raised by seminal literary works regarding the nature of God, humanity, good and evil, moral choice, the purpose of life, and the meaning of salvation.
4. Demonstrate skills involved in literary research and analysis.

## **HUMA 301: CIVILIZATION AND THE ARTS**

1. Demonstrate an understanding of the relationship between Christianity and the arts.
2. Identify all works included in the class outlines by artist / composer, title, and era.
3. Know and be able to apply the technical vocabulary of the arts.
4. Demonstrate the ability to articulate the relationship between a work of art and its historical context and worldview.

## **HUMA 303: CHRISTIANITY AND CIVILIZATION: MODERN AND POSTMODERN CHALLENGES**

1. Demonstrate a basic understanding of classical Christian theism.

2. Demonstrate a comprehension of how shifts in key ideas about reality, knowledge, and the good life in the Modern period raised serious questions about the intellectual credibility of classical Christian theism.
3. Demonstrate an understanding of Christian theism's response to the challenges stemming from Modernity and Postmodernity.
4. Demonstrate a comprehension of Christian theism's relevance to contemporary life, including ethics and vocation.

### **INTERNATIONAL OUTCOMES**

1. Demonstrate an understanding of the characteristics of cross-cultural communication via written, oral and/or nonverbal discourse.
2. Demonstrate an understanding of their own cultural perspective and compare it to other cultural perspectives in meaningful ways.
3. Demonstrate an understanding of the relationship among religious, political, economic, and social forces and the behavior of individuals, groups, and nations.

### **QUANTITATIVE/LOGICAL REASONING**

1. Demonstrate a set of abilities that facilitate college-level quantitative problem solving. These abilities would include but are not limited to designing mathematical models, reasoning with numbers (number sense), analyzing data, and analyzing and properly applying a process.
2. Demonstrate proficiency in mechanical and algorithmic processes relevant to the course. These processes would include but are not limited to algebraically manipulating mathematical expressions, solving equations in a variety of settings, and using algorithms and mathematical processes to solve problems and answer questions that arise in both pure and applied settings.
3. Demonstrate an understanding of the underlying mathematical concepts and theory relevant to the course. The methods of demonstrating this understanding would include but are not limited to testing hypotheses, generating conjectures, proving results, providing counter examples, synthesizing new results, and developing strategies and approaches for problem solving.
4. Demonstrate a set of abilities that facilitate college-level logical problem solving in a broad variety of contexts. These abilities would include but are not limited to gathering and representing relevant information in an appropriate symbolic form, and recognizing and applying the necessary general and/or discipline-specific rules of inference and methods of analysis available in problem solving (deduction, induction, etc.), while using other key elements of logical reasoning (differences among facts, inferences, assumptions, opinions, theories, etc.).

### **FOUNDATIONS OF SOCIAL SCIENCE**

1. Students will demonstrate an ability to discuss some of the insights that a Christian worldview brings to this social science discipline.
2. Students will demonstrate an ability to discuss the convergence and divergence of various theories of this social science discipline.

3. Students will demonstrate an ability to discuss the philosophical assumptions underlying various approaches to this social science discipline.
4. Students will demonstrate an ability to discuss the methods of research in this social science discipline, as well as the strengths and limitations of these methodologies.
5. Students will demonstrate the knowledge of the core concepts of this social science discipline.

### **SCIENCE, FAITH, AND TECHNOLOGY**

1. Students will demonstrate an understanding of the theological and philosophical foundations of science and their implications as to the proper role of science in society.
2. Students will demonstrate an understanding of seminal historical events that have influenced the development of science.
3. Students will demonstrate an ability to compare different viewpoints regarding:
  - A. SSFT 212: modern theories about the origins of biodiversity, humankind, and/or the universe.
  - B. All other SSFT courses: one or more of the following topics: modern theories about the origins of biodiversity, humankind, and/or the universe.
4. Students will demonstrate an ability to articulate the best arguments for and against each of the differing viewpoints mentioned in (c), (i.e. arguments held by expert proponents of the view as well as critiques by expert opponents of the view).
5. Students will demonstrate an understanding of technological advances in light of the theological and philosophical foundations of science, including implications as to ethical decision-making.

### **FITNESS AND WELLNESS**

1. Specific knowledge objectives:
  - A. Develop a heightened awareness of personal fitness and wellness.
  - B. Distinguish between health and wellness.
  - C. Identify heart disease risk factors and the roles fitness and wellness can play in disease prevention.
2. Specific core curriculum objectives:
  - A. Understand proper nutritional information and eating practices.
  - B. Understand weight management and its effects on wellness.
  - C. Understand and treat overuse injuries.
  - D. Understand basic information concerning muscular strength and endurance.
3. Specific performance outcomes:
  - A. Identify and define the five health related fitness components.
  - B. Identify strategies for dealing with stress and problem resolution.

- C. Develop an appropriate fitness program based on personal goals and objectives.
- D. Complete a personal fitness appraisal.

### **NATURAL SCIENCES (WITH LABORATORIES)**

1. Knowledge of the scientific method and its application in the process of scientific discovery in the natural sciences.
2. An understanding of the fundamental principles governing the study and practice of a substantial breadth of the natural sciences, and the ability to apply that understanding to solve scientific problems.
3. The proper use of laboratory equipment, and the ability to carry out scientific experiments.
4. The ability to derive and communicate accurate conclusions from the analysis of experimental data.
5. A recognition of the impact of the natural sciences on society, their relation to our Christian mission, and the ability to critically evaluate scientific information presented in the media.

### **FOREIGN LANGUAGE**

1. Demonstrate an understanding of main ideas and supporting details about familiar topics from materials and texts with a predictive structure in the target language.
2. Communicate information and express thoughts about familiar topics using connected series of sentences.
3. Demonstrate an understanding of biblical principles of hospitality, cultural humility, and appreciation of difference, and of our responsibilities as global citizens in Christ's world.
4. Demonstrate increasing knowledge of the history, perspectives, practices, and linguistic diversity of the target culture.

### **WRITING INTENSIVE**

1. Within the General Education Core
  - A. Write informative, evaluative, analytical, and persuasive documents.
  - B. Use rhetorical strategies to develop their writing and to achieve specific writing goals.
  - C. Apply critical thinking strategies to evaluate multiple perspectives and to explain and defend their own views in cogent writing.
  - D. Engage an effective writing process or strategy to complete various types of writing tasks.
2. Within each Major Program
  - A. Use writing to learn and think critically about key issues in their major or discipline.
  - B. Write a paper or report using the research, citation/documentation, and format conventions of their major.

- C. Write professional and grammatically correct prose using the stylistic conventions of their major.

### **SPEAKING INTENSIVE—Within each Major Program**

1. Identify the conventions and expectations of oral communication appropriate to the discipline.
2. Create, organize, and support ideas for various types of oral communication appropriate to the discipline.
3. Deliver professional presentations appropriate to the discipline utilizing effective verbal and nonverbal communication skills.

### **INFORMATION LITERACY**

1. Within the General Education Core
  - A. Identify authoritative information sources based on information need.
  - B. Recognize that similar content may be presented in different contexts, which may affect interpretation of the content.
  - C. Select a source that best meets an information need based on the audience, context, and purpose of various formats.
  - D. Give credit to the original ideas of others through attribution and/or formal conventions.
  - E. Formulate questions for research of an appropriate scope, based on information gaps or by reexamining existing information.
  - F. Evaluate information from a variety of perspectives in order to shape their own knowledge base.
2. Within each Major Program
  - A. Identify markers of authority recognized by disciplines, professions, and other communities of knowledge and practice.
  - B. Distinguish between format and method of access, understanding that these are separate entities.
  - C. Formulate questions for research of an appropriate scope, based on information gaps or by reexamining existing information.
  - D. Select research methodology(ies) based on need, circumstance, and type of inquiry.
  - E. Demonstrate persistence, adaptability, and reflection as components of inquiry.
  - F. Design searches strategically, considering and selecting systems to search and evaluate search results.
  - G. Reflect on the search process in order to refine searches.
  - H. Identify how information systems are organized in order to access relevant information.