

ACCOUNTING

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Accounting Knowledge and Skills: Our students will demonstrate the ability to prepare and analyze financial information used in managerial decision-making and external reporting, including non-profit organizations. Our students will understand accounting systems and their related internal controls, and be able to audit financial statements that are generated from these accounting systems. Our students will be able to apply federal tax law in the preparation of individual tax returns.

ACCOUNTING—FINANCE

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Accounting and Finance Knowledge and Skills: Our students will demonstrate the ability to prepare and analyze financial information used in managerial decision-making and external reporting, including non-profit organizations. Our students will understand accounting systems and their related internal controls, and be able to audit financial statements that are generated from these accounting systems. Our students will be able to apply federal tax law in the preparation of individual tax returns. Our students will demonstrate knowledge and skills that meet or exceed requirements to compete for entry-level positions in corporate finance and the financial services industry. This includes knowledge of finance principles, investments, and advanced topics in corporate finance.

BIBLICAL & RELIGIOUS STUDIES

1. Demonstrate basic knowledge of Bible and Theology content.
2. Demonstrate ability to read, comprehend, and interpret the Christian scriptures within grammatical-historical, redemptive-historical, and genre contexts.

3. Demonstrate ability to read, comprehend, and evaluate the thought of Christian thinkers of the past and present in terms of the presuppositions and historical contexts of their claims about the Christian faith as well as the implications of such thought for Christian confession, worship, and practice.
4. Demonstrate ability to comprehend the major issues in Christian theology as well as the ability to interact with the concerns and perspectives of other religions and worldviews in order to develop the skills necessary to think through what one believes and why.
5. Demonstrate integrated knowledge of Scripture and historical-systematic-philosophical theology in order to articulate the consequences of a consistent Christian theistic worldview.
6. Demonstrate basic and maturing research, writing, and speaking skills.

BIOCHEMISTRY

1. Knowledge in the areas of general, analytical, organic, physical, inorganic chemistry and biochemistry, and apply chemical principles and knowledge to solving chemical problems.
2. Knowledge in the areas of macromolecular structure, enzymology, intermediary metabolism for energy transformation along with molecular synthesis and degradation, molecular biology, classical and molecular genetics and cell biology.
3. An ability to use laboratory techniques and skills to effectively conduct experiments, interpret results, and accurately maintain a laboratory notebook.
4. Proficiency in the operation of modern instrumentation and the ability to analyze and interpret instrumental data.
5. An ability to search the scientific literature as well as read and comprehend content in professional scientific journals.
6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.

BIOLOGY

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.
2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.
3. Developing critical thinking skills and a strong foundation in the fundamental concepts of molecular mechanisms, organismal systems and physiology, and the environment and ecology.
4. Developing proficiency in laboratory and field technical skills when using equipment and instrumentation, evaluating problems, analyzing data, and reporting findings results in both oral and written formats.
5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.

6. Displaying college-graduate-level mastery of the subject matter from across the full range of the biological sciences.

BIOLOGY: CONSERVATION

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.
2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.
3. Developing critical thinking skills and a strong foundation in the fundamental concepts of molecular mechanisms, organismal systems and physiology, and the environment and ecology.
4. Developing proficiency in laboratory and field technical skills when using equipment and instrumentation, evaluating problems, analyzing data, and reporting findings results in both oral and written formats.
5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.
6. Developing proficiencies in ecological principles and organismal life histories, practicing the field techniques and data analysis techniques employed by conservation biologists, and correctly and professionally writing research reports.

BIOLOGY/GENERAL SCIENCE/SECONDARY EDUCATION

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.
2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.
3. Developing critical thinking skills and a strong foundation in the fundamental concepts of molecular mechanisms, organismal systems and physiology, and the environment and ecology.
4. Developing proficiency in laboratory and field technical skills when using equipment and instrumentation, evaluating problems, analyzing data, and reporting findings results in both oral and written formats.
5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.
6. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
7. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.

8. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.

9. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.

10. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for Biology and General Science Secondary Education programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

BIOLOGY: HEALTH

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.
2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.
3. Developing critical thinking skills and a strong foundation in the fundamental concepts of molecular mechanisms, organismal systems and physiology, and the environment and ecology.
4. Developing proficiency in laboratory and field technical skills when using equipment and instrumentation, evaluating problems, analyzing data, and reporting findings results in both oral and written formats.
5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.
6. Integrating knowledge and skills from selected courses that are often required during the preparation and advancement into various health science graduate fields.

BIOLOGY: MOLECULAR BIOLOGY

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.
2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.
3. Developing critical thinking skills and a strong foundation in the fundamental concepts of molecular mechanisms, organismal systems and physiology, and the environment and ecology.
4. Developing proficiency in laboratory and field technical skills when using equipment and instrumentation, evaluating problems, analyzing data, and reporting findings results in both oral and written formats.

5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.
6. Developing hands-on laboratory skills through independent laboratory experiences and research projects, and proficiency in communication and data analysis by in-depth study of experimental data, with focus placed on data published in primary scientific literature.

BIOLOGY: NEUROSCIENCE (currently suspended)

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.
2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.
3. Developing critical thinking skills and a strong foundation in the fundamental concepts of molecular mechanisms, organismal systems and physiology, and the environment and ecology.
4. Developing proficiency in laboratory and field technical skills when using equipment and instrumentation, evaluating problems, analyzing data, and reporting findings results in both oral and written formats.
5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.
6. Demonstrating an understanding of the structure of the nervous system at the cellular, system, and organismal levels, and of how each structural level relates to neurological function, behavior, and cognition.

BUSINESS ECONOMICS

1. Articulate the philosophy of economics in a Christian worldview.
2. Explain the working of the market economy.
3. Analyze economic events with theory and evidence.
4. Demonstrate competence in researching, writing, and discussing articles in economics.
5. Obtain entry-level jobs in business-economics fields.

CHEMISTRY

1. Knowledge in the areas of general, analytical, organic, physical, inorganic chemistry and biochemistry, and apply chemical principles and knowledge to solving chemical problems.
2. Knowledge and proficiency in basic computational methods applied to chemical problems.
3. An ability to use laboratory techniques and skills to effectively conduct experiments, interpret results, and accurately maintain a laboratory notebook.

4. Proficiency in the operation of modern instrumentation and the ability to analyze and interpret instrumental data.
5. An ability to search the scientific literature as well as read and comprehend content in professional scientific journals.
6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.

CHEMISTRY GENERAL SCIENCE SECONDARY EDUCATION

1. Knowledge in the areas of general, analytical, organic, physical, inorganic chemistry and biochemistry, and apply chemical principles and knowledge to solving chemical problems.
2. The ability to design, prepare, teach and supervise a general chemistry laboratory experiment.
3. An ability to use laboratory techniques and skills to effectively conduct experiments, interpret results, and accurately maintain a laboratory notebook.
4. Proficiency in the operation of modern instrumentation and the ability to analyze and interpret instrumental data.
5. An ability to search the scientific literature as well as read and comprehend content in professional scientific journals.
6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.
8. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
9. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
10. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
11. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
12. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for Chemistry and General Science Secondary Education programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and

accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

CHEMISTRY SECONDARY EDUCATION

1. Knowledge in the areas of general, analytical, organic, physical, inorganic chemistry and biochemistry, and apply chemical principles and knowledge to solving chemical problems.
2. The ability to design, prepare, teach and supervise a general chemistry laboratory experiment.
3. An ability to use laboratory techniques and skills to effectively conduct experiments, interpret results, and accurately maintain a laboratory notebook.
4. Proficiency in the operation of modern instrumentation and the ability to analyze and interpret instrumental data.
5. An ability to search the scientific literature as well as read and comprehend content in professional scientific journals.
6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.
8. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
9. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
10. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
11. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
12. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for Chemistry Secondary Education programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

CHRISTIAN MINISTRIES

1. Demonstrate basic knowledge of Bible and Theology content.
2. Demonstrate ability to read, comprehend, and interpret the Christian scriptures within grammatical-historical, redemptive-historical, and genre contexts.

3. Demonstrate ability to read, comprehend, and evaluate the thought of Christian thinkers of the past and present in terms of the presuppositions and historical contexts of their claims about the Christian faith as well as the implications of such thought for Christian confession, worship, and practice.
4. Demonstrate ability to comprehend the major issues in Christian theology as well as the ability to interact with the concerns and perspectives of other religions and worldviews in order to develop the skills necessary to think through what one believes and why.
5. Demonstrate integrated knowledge of Scripture and historical-systematic-practical theology in order to articulate the consequences of a consistent Christian theistic worldview.
6. Demonstrate basic and maturing analytical, writing, and speaking skills.
7. Demonstrate basic and maturing ministry skills.

COMMUNICATION STUDIES

1. **Communication Knowledge & Skills:** Our students will demonstrate the verbal and written skills necessary to communicate with both popular and scholarly audiences. This includes the information literacy skills needed to interpret and evaluate communication scholarship. It also includes demonstrating skill in articulating the importance of communication expertise in public and private life and applying entry level communication knowledge and skills to address local, national, and global issues.
2. **Creativity:** Our students will demonstrate the ability to create messages appropriate to the audience, purpose, and context. This includes demonstrating the ability to select and present creative and appropriate modalities and technologies to accomplish communicative goals.
3. **Critical Thinking:** Our students will demonstrate the ability to analyze messages appropriate to the audience, purpose, and context and to critically reflect on one's own messages.
4. **Ethics:** Our students will demonstrate a Christian perspective of communication which reflects their moral and ethical responsibilities to serve multiple audiences and to apply competent communication to improve the quality of human life and relationships.
5. **Global Perspective:** Our students will demonstrate an ability to be culturally self-aware and to adapt one's communication in diverse cultural contexts. This also includes demonstrating skill in collaboration and in the application of evaluating individual and cultural similarities and differences.

COMPUTER INFORMATION SYSTEMS

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

COMPUTER SCIENCE

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

ECONOMICS

1. Articulate the philosophy of economics in a Christian worldview.
2. Explain the working of the market economy.
3. Analyze economic events with theory and evidence.
4. Demonstrate competence in researching, writing, and discussing articles in economics.
5. Obtain entry-level jobs in economics fields and admission to graduate studies.

EDUCATION: MIDDLE LEVEL MATH/ENGLISH EDUCATION

1. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
2. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
3. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
4. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
5. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in middle level 4-8 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for middle level education and the subject-specific content requirements for Middle Level Math/English Education

programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of the middle and junior high school, pre-adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

EDUCATION: MIDDLE LEVEL MATH/HISTORY EDUCATION

1. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
2. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
3. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
4. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
5. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in middle level 4-8 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for middle level education and the subject-specific content requirements for Middle Level Math/History Education programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of the middle and junior high school, pre-adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

EDUCATION: MIDDLE LEVEL SCIENCE/ENGLISH EDUCATION

1. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
2. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
3. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.

4. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
5. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in middle level 4-8 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for middle level education and the subject-specific content requirements for Middle Level Science/English Education programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of the middle and junior high school, pre-adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

EDUCATION: MIDDLE LEVEL SCIENCE/HISTORY EDUCATION

1. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
2. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
3. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
4. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
5. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in middle level 4-8 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for middle level education and the subject-specific content requirements for Middle Level Science/History Education programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of the middle and junior high school, pre-adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

EDUCATION: MIDDLE LEVEL SCIENCE/MATH EDUCATION

1. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.

2. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
3. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
4. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
5. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in middle level 4-8 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for middle level education and the subject-specific content requirements for Middle Level Science/Math Education programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of the middle and junior high school, pre-adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

EDUCATION: ELEMENTARY EDUCATION

1. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
2. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
3. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
4. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
5. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in elementary and early childhood settings. This includes demonstration of competencies as set forth by state certification program guidelines in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

EDUCATION: ELEMENTARY EDUCATION WITH SPECIAL EDUCATION

1. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
2. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
3. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
4. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
5. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in special education, elementary, and early childhood settings. This includes demonstration of competencies as set forth by state certification program guidelines in the areas of special education including: Foundations of special education, cognition and development of students with disabilities, assessment, pedagogy, inclusion in the least restrictive environment, professional and ethical practice, collaboration, and secondary transition. Furthermore, students will demonstrate competencies as set forth by state certification program guidelines in the areas of early childhood and child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

ELECTRICAL AND COMPUTER ENGINEERING

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
 - A. Correctly identifies the key aspects of science, math, or engineering to be used to solve problem based on the problem statement.
 - B. Formulates a correct method/approach or strategy for solving the problem.
 - C. Solves complex engineering problem.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
 - A. Identifies realistic constraints or design criteria of the specified needs.
 - B. Creates plans and specifications that consider multiple needs as listed in the outcome.
 - C. Implements a design solution that meets the specified needs.
3. An ability to communicate effectively with a range of audiences.
 - A. Defines content and style specific to a given audience.

- B. Employs grammatically correct prose or appropriate visual content (e.g. technical drawing, figures, graphs, etc.) that clearly conveys the subject matter.
 - C. Explains content persuasively with appropriate verbal and visual style.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- A. Identifies ethical and professional responsibilities in engineering situations.
 - B. Makes a decision using knowledge of ethical and professional responsibility.
 - C. Identifies the consequence of the decision in different contexts as listed in the outcome.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- A. The team adopts a clear organizational structure and defines collaboration strategies that are formulated with individual and team goals in mind.
 - B. Each team member faithfully carries out their responsibilities that supports the other team members in fulfilling theirs as necessary.
 - C. The team reaches its overall goals.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- A. Formulates and executes experimental methods using available resources.
 - B. Analyzes and interprets experimental data.
 - C. Draws conclusions based on the interpretation of the data.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
- A. Acquires new knowledge on a subject matter not yet covered in class.
 - B. Applies the new knowledge to an engineering problem or design solution.

ENGLISH

1. Knowledge of the major authors, genres, and periods of British, American, and World literature.
2. Ability to think critically about the major ideas in the literature they study, including the ability to integrate key aspects and ideas of the Christian faith into their discussions of literature.
3. Ability to apprehend the key aesthetic elements in the literature they study, with particular focus on appreciation of form and style.
4. Familiarity with major schools of literary criticism and theory, including facility both in using those approaches in appreciating literature and in critiquing those approaches from classical and Christian perspectives.

5. Competency in literary research and analysis through the writing of term papers or other modes of literary analysis in every literature class, with the goal of writing more clearly and with increased critical insight about the literature they read.
6. Familiarity and skills with regard to various modes of writing.
7. Competency with Internet resources and with literature-related databases available in our library (including, for example, the MLA International Bibliography, Academic Search Premier, JSTOR, Twayne's Authors Series, Project Muse; Dictionary of Literary Biography).
8. Skills in oral communication and collaborative learning, through the use of oral presentations, acting scenes, shared seminar leadership, and general class discussion.
9. Preparation for a successful career following graduation from Grove City College with a B.A. in English, in at least one of the following ways:
 - A. Preparation for a successful career in the teaching of English and Communication at the secondary level (for English/Secondary Education majors) by achieving teaching certification from the Pennsylvania Department of Education and successful performance on the Praxis teacher exams.
 - B. Preparation for successful admission to and performance in graduate school in English and English-related fields (including law, library and information science, seminary, education, business, among others), measurable by scoring, on average, at or above the 90th percentile on the Major Field Test administered to GCC senior English majors.
 - C. Preparation for a successful vocation that uses the skills enhanced through the English major (e.g., reading, writing, research, critical thinking), through advising and cooperation with the Career Services Office.

ENGLISH AND COMMUNICATION SECONDARY EDUCATION

1. Knowledge of the major authors, genres, and periods of British, American, and World literature.
2. Ability to think critically about the major ideas in the literature they study, including the ability to integrate key aspects and ideas of the Christian faith into their discussions of literature.
3. Ability to apprehend the key aesthetic elements in the literature they study, with particular focus on appreciation of form and style.
4. Familiarity with major schools of literary criticism and theory, including facility both in using those approaches in appreciating literature and in critiquing those approaches from classical and Christian perspectives.
5. Competency in literary research and analysis through the writing of term papers or other modes of literary analysis in every literature class, with the goal of writing more clearly and with increased critical insight about the literature they read.
6. Familiarity and skills with regard to various modes of writing.
7. Competency with Internet resources and with literature-related databases available in our library (including, for example, the MLA International Bibliography, Academic Search Premier, JSTOR, Twayne's Authors Series, Project Muse; Dictionary of Literary Biography).

8. Skills in oral communication and collaborative learning, through the use of oral presentations, acting scenes, shared seminar leadership, and general class discussion.
9. Preparation for a successful career in the teaching of English and Communication at the secondary level by achieving teaching certification from the Pennsylvania Department of Education and successful performance on the Praxis tests.
10. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
11. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
12. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
13. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
14. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for English and Communication Education programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

ENGLISH SECONDARY EDUCATION

1. Knowledge of the major authors, genres, and periods of British, American, and World literature.
2. Ability to think critically about the major ideas in the literature they study, including the ability to integrate key aspects and ideas of the Christian faith into their discussions of literature.
3. Ability to apprehend the key aesthetic elements in the literature they study, with particular focus on appreciation of form and style.
4. Familiarity with major schools of literary criticism and theory, including facility both in using those approaches in appreciating literature and in critiquing those approaches from classical and Christian perspectives.
5. Competency in literary research and analysis through the writing of term papers or other modes of literary analysis in every literature class, with the goal of writing more clearly and with increased critical insight about the literature they read.
6. Familiarity and skills with regard to various modes of writing.

7. Competency with Internet resources and with literature-related databases available in our library (including, for example, the MLA International Bibliography, Academic Search Premier, JSTOR, Twayne's Authors Series, Project Muse; Dictionary of Literary Biography).
8. Skills in oral communication and collaborative learning, through the use of oral presentations, acting scenes, shared seminar leadership, and general class discussion.
9. Preparation for a successful career in the teaching of English at the secondary level by achieving teaching certification from the Pennsylvania Department of Education and successful performance on the Praxis tests.
10. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
11. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
12. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
13. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
14. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for English Education programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

ENTREPRENEURSHIP

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Entrepreneurship Knowledge and Skills: Our students will demonstrate entry level knowledge and skills necessary to successfully plan, launch, and operate startup commercial and social enterprises, and to develop new business models in corporate contexts. Students will acquire experience and competencies in ideation, lean startup methodologies, competitive research,

blended-value business modeling, digital technologies, business planning, and in the financial, legal, ethical and faith-minded dimensions of entrepreneurship.

EXERCISE SCIENCE

1. Evaluate health behaviors and risk factors, conduct fitness assessments, and write appropriate exercise prescriptions for individuals who are apparently healthy and those with controlled disease.
2. Implement individual and group exercise programs for individuals who are apparently healthy and those with controlled disease.
3. Motivate individuals and groups to modify negative health habits and maintain positive lifestyle behaviors for health promotion.
4. Read, analyze, evaluate, and apply published scientific research, as well as conduct an original research project.
5. Exemplify professionalism, while applying the knowledge skills and abilities of Exercise science, during an internship experience.
6. Communicate effectively.
7. Demonstrate knowledge of the exercise science discipline from a Christian perspective.

FINANCE

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Finance Knowledge and Skills: Our students will demonstrate knowledge and skills that meet or exceed requirements to compete for entry-level positions in corporate finance and the financial services industry. This includes knowledge of finance principles, investments, and advanced topics in corporate finance.

FRENCH

1. Understand main ideas and supporting details from a variety of target language materials and texts.
2. Communicate (using both written and oral skills) information in a detailed, organized, and effective manner about topics of personal, social, cultural, and professional interest.
3. Prepare and edit a research paper that displays information literacy skills, advanced-level control of grammar and syntax, and the ability to conduct a sound analysis of texts from various genres.

4. 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.
5. Demonstrate awareness of the target culture, as well as of the linguistic and cultural diversity of the Francophone world, and be able to apply that knowledge to new contexts.

FRENCH SECONDARY EDUCATION

1. Understand main ideas and supporting details from a variety of target language materials and texts.
2. Communicate (using both written and oral skills) information in a detailed, organized, and effective manner about topics of personal, social, cultural, and professional interest.
3. Prepare and edit a research paper that displays information literacy skills, advanced-level control of grammar and syntax, and the ability to conduct a sound analysis of texts from various genres.
4. 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.
5. Demonstrate awareness of the target culture, as well as of the linguistic and cultural diversity of the Francophone world, and be able to apply that knowledge to new contexts.
6. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
7. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
8. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
9. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
10. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in foreign language PK-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for French language education and the French content requirements for subject specific foreign language programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of PK-12 schools, child development, pre-adolescent, and adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

HISTORY

1. Develop a worldview that integrates historical understanding and the Christian faith and builds upon the moral and spiritual values inculcated by their families and churches.
2. Display a knowledge of and appreciation for the Western cultural and intellectual tradition and a basic understanding of and respect for the cultural and intellectual traditions of the non-Western world.
3. Demonstrate critical reading, writing, and thinking skills and essential research skills, including ability to read, comprehend, and critically evaluate sources in history, including articles in professional history journals and historical monographs (IL, WI).
4. Demonstrate the ability to write sophisticated research papers using the *Chicago Manual of Style* (IL, WI).
5. Be able to present and defend historical theories and issues in a compelling and professional manner (SI).
6. Serve their communities by applying a coherent biblical worldview informed by careful historical reflection.
7. Be well prepared to teach social studies on the high school level in America's finest public and private schools, for careers in history and related fields, and for further academic or professional study.

HISTORY SOCIAL STUDIES SECONDARY EDUCATION

1. Develop a worldview that integrates historical understanding and the Christian faith and builds upon the moral and spiritual values inculcated by their families and churches.
2. Display a knowledge of and appreciation for the Western cultural and intellectual tradition and a basic understanding of and respect for the cultural and intellectual traditions of the non-Western world.
3. Demonstrate critical reading, writing, and thinking skills and essential research skills, including ability to read, comprehend, and critically evaluate sources in history, including articles in professional history journals and historical monographs (IL, WI).
4. Demonstrate the ability to write sophisticated research papers using the *Chicago Manual of Style* (IL, WI).
5. Be able to present and defend historical theories and issues in a compelling and professional manner (SI).
6. Serve their communities by applying a coherent biblical worldview informed by careful historical reflection.
7. Be well prepared to teach social studies on the high school level in America's finest public and private schools, for careers in history and related fields, and for further academic or professional study.

8. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
9. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
10. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
11. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
12. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for Social Studies programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

INDUSTRIAL MANAGEMENT

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Industrial Management Knowledge and Skills: Our students will demonstrate an understanding of the major functional areas of business and specialized knowledge in a chosen area of business (marketing, management, economics, finance, accounting, or entrepreneurship), an understanding of international business concepts and trends, and a second-language proficiency by completing an emphasis in one of four languages: Chinese, French, German or Spanish.

INTERNATIONAL BUSINESS

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.

3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. International Business Knowledge and Skills: Our students will demonstrate an understanding of the major functional areas of business and specialized knowledge in a chosen area of business (marketing, management, economics, finance, accounting, or entrepreneurship), an understanding of international business concepts and trends, and a second-language proficiency by completing an emphasis in one of four languages: Chinese, French, German or Spanish.

MANAGEMENT

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Management Knowledge and Skills: Our students will demonstrate entry level knowledge and skills necessary to manage people and work processes. This includes knowledge of best practices in management and leadership generally and in human resources specifically, the human resource regulatory environment, leadership styles and practices, and current research on the antecedents and consequences of individual and group behavior in organizational contexts. This also includes demonstrating skill in teamwork and in the application of knowledge to realistic organizational problems and challenges.

MARKETING

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Marketing Knowledge and Skills: Based on a solid understanding of customer motivations and competitor positioning, our students will demonstrate the entry level marketing knowledge and skills necessary to successfully market products and services in a global business environment. These skills will encompass the identification of target audiences, establishment of a marketing strategy, and development of supporting tactical plans. Students will also gain knowledge in specific

marketing competencies such as marketing research, new product development, advertising, digital marketing, sales and retailing that will serve as the building blocks for their marketing skillset.

MATHEMATICS

1. Students will acquire proficiency in mechanical and algorithmic processes relevant to the course. This goal includes such processes as algebraic manipulation of mathematical expressions, integration and differentiation, solving equations in a variety of settings, and the ability to use algorithms and mathematical processes to solve problems and answer questions that arise in both pure and applied settings.
2. Students will acquire both a formal and conceptual understanding of the definitions of ideas such as limit, integral, derivative, and expected value that are central to mathematics. Students will likewise acquire both a formal and conceptual understanding of the nature and properties of formal axiomatic systems such as groups, rings, and geometries. Students will also understand the above mentioned ideas and systems well enough to follow written proofs, to construct rigorous mathematical proofs of their own, and to solve problems of a straightforward yet non-mechanical nature.
3. Students will use their understanding of ideas and their mastery of mechanical processes to generate theorems and conjectures, and then either prove these results or generate counterexamples. Questions of this nature will often occur in an open-ended setting, and students will at times need to determine how to appropriately limit the scope of these questions. Students will also prove results and solve problems by developing strategies and approaches that they have not encountered in the classroom as well by synthesizing new results from previously established results.
4. The role of technology, both as a practical and a theoretical tool, has grown steadily since the College implemented the laptop computer program in 1994. Accordingly, students will gain experience both with hardware such as laptop computers, scientific calculators, and graphics calculators, and with software such as *Mathematica* and Excel.
5. It is important to be able to clearly communicate ideas, both verbally and in written form.
 - A. All math majors will present mathematical ideas in a classroom or seminar setting.
 - B. All math majors will learn to use a mathematical text editor to prepare a formal mathematical paper.

MATHEMATICS SECONDARY EDUCATION

1. Students will acquire proficiency in mechanical and algorithmic processes relevant to the course. This goal includes such processes as algebraic manipulation of mathematical expressions, integration and differentiation, solving equations in a variety of settings, and the ability to use algorithms and mathematical processes to solve problems and answer questions that arise in both pure and applied settings.
2. Students will acquire both a formal and conceptual understanding of the definitions of ideas such as limit, integral, derivative, and expected value that are central to mathematics. Students will likewise acquire both a formal and conceptual understanding of the nature and properties of formal axiomatic systems such as groups, rings, and geometries. Students will also understand the above mentioned ideas and systems well enough to follow written proofs, to construct rigorous

mathematical proofs of their own, and to solve problems of a straightforward yet non-mechanical nature.

3. Students will use their understanding of ideas and their mastery of mechanical processes to generate theorems and conjectures, and then either prove these results or generate counterexamples. Questions of this nature will often occur in an open-ended setting, and students will at times need to determine how to appropriately limit the scope of these questions. Students will also prove results and solve problems by developing strategies and approaches that they have not encountered in the classroom as well by synthesizing new results from previously established results.

4. The role of technology, both as a practical and a theoretical tool, has grown steadily since the College implemented the laptop computer program in 1994. Accordingly, students will gain experience both with hardware such as laptop computers, scientific calculators, and graphics calculators, and with software such as *Mathematica* and Excel.

5. It is important to be able to clearly communicate ideas, both verbally and in written form.

A. All math majors will present mathematical ideas in a classroom or seminar setting.

B. All math majors will learn to use a mathematical text editor to prepare a formal mathematical paper.

6. Students will demonstrate knowledge of the mathematical content required by the Pennsylvania Department of Education for grades 7-12 teaching certification. This specifically includes coursework in mathematical statistics, college geometry, and graph theory, in addition to all of the coursework required for the mathematics major.

7. Students will acquire knowledge of how the ideas of grades K-8 mathematics are developed, and will demonstrate an understanding of how these ideas are connected to the teaching of high school mathematics.

8. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.

9. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.

10. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.

11. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.

12. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for Mathematics Education programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment,

professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

MECHANICAL ENGINEERING

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
 - A. Correctly identifies the key aspects of science, math, or engineering to be used to solve problem based on the problem statement.
 - B. Formulates a correct method/approach or strategy for solving the problem.
 - C. Solves complex engineering problem.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
 - A. Identifies realistic constraints or design criteria of the specified needs.
 - B. Creates plans and specifications that consider multiple needs as listed in the outcome.
 - C. Implements a design solution that meets the specified needs.
3. An ability to communicate effectively with a range of audiences.
 - A. Defines content and style specific to a given audience.
 - B. Employs grammatically correct prose or appropriate visual content (e.g. technical drawing, figures, graphs, etc.) that clearly conveys the subject matter.
 - C. Explains content persuasively with appropriate verbal and visual style.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
 - A. Identifies ethical and professional responsibilities in engineering situations.
 - B. Makes a decision using knowledge of ethical and professional responsibility.
 - C. Identifies the consequence of the decision in different contexts as listed in the outcome.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
 - A. The team adopts a clear organizational structure and defines collaboration strategies that are formulated with individual and team goals in mind.
 - B. Each team member faithfully carries out their responsibilities that supports the other team members in fulfilling theirs as necessary.
 - C. The team reaches its overall goals.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

- A. Formulates and executes experimental methods using available resources.
 - B. Analyzes and interprets experimental data.
 - C. Draws conclusions based on the interpretation of the data.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
- A. Acquires new knowledge on a subject matter not yet covered in class.
 - B. Applies the new knowledge to an engineering problem or design solution.

MUSIC

1. General Music Knowledge and Skills: Our students will demonstrate the foundational knowledge, analytical skills, information literacy, and performance ability that are standard to the profession.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
3. Ethics: Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all their relationships with the music profession.

MUSIC BUSINESS

1. General Music Knowledge and Skills: Our students will demonstrate the foundational knowledge, analytical skills, information literacy, and performance ability that are standard to the profession.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
3. Ethics: Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all their relationships with the music profession.
4. Music Business Knowledge and Skills: Our students will demonstrate the proficiency necessary to pursue employment or graduate studies in the field of Music Business. This includes knowledge of best practices in management, foundational knowledge in economics, accounting, finance, and marketing, and understanding of business law and how it specifically pertains to the music industry.

MUSIC EDUCATION

1. General Music Knowledge and Skills: Our students will demonstrate the foundational knowledge, analytical skills, information literacy, and performance ability that are standard to the profession.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
3. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.

4. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
5. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.
6. Ethics: Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
7. Music Education Knowledge and Skills: Our students will demonstrate entry level knowledge and skills necessary to perform as educators of music in PK-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for music education and the subject-specific content requirements for music education programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of PK-12 schools, child development, pre-adolescent, and adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

MUSIC PERFORMING ARTS

1. General Music Knowledge and Skills: Our students will demonstrate the foundational knowledge, analytical skills, information literacy, and performance ability that are standard to the profession.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
3. Ethics: Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all their relationships with the music profession.
4. Music and Performing Arts Knowledge and Skills: Our students will demonstrate the proficiency necessary to pursue employment or graduate studies in the Performing Arts area. This includes written and spoken communication skills, foundational knowledge in arts technology, and the fundamentals of stage production.

MUSIC RELIGION

1. General Music Knowledge and Skills: Our students will demonstrate the foundational knowledge, analytical skills, information literacy, and performance ability that are standard to the profession.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
3. Ethics: Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all their relationships with the music profession.

4. Music and Religion Knowledge and Skills: Our students will demonstrate the proficiency necessary to work with music in a religious setting or to pursue graduate studies in the field of sacred music. This includes a foundational knowledge of one or more performance areas, foundational knowledge of the history of church music, awareness of how to work with different age groups and settings within Christian Ministry, and a basis in religious studies.

MUSIC IN PERFORMANCE

1. General Music Knowledge and Skills: Our students will demonstrate the foundational knowledge, analytical skills, and information literacy that are standard to the profession.
2. Performance: Our students will demonstrate advanced technical skills and knowledge of appropriate performance repertoire necessary to pursue employment or graduate studies in music.
3. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
4. Ethics: Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all their relationships within the music profession.

PHILOSOPHY

1. Demonstrate the ability to understand and evaluate philosophical questions from a Christian theistic framework. This will require the student to see the relationship between faith and learning and how such a perspective applies to the critical and analytical questions posed by humans in the great search for wisdom.
2. Demonstrate ability to read, comprehend, and evaluate the thought of great philosophers of the past and present in terms of the presuppositions and historical contexts of their claims about the philosophical task as well as the implications of such thought in terms of ethical and social practice. This will require observation of and interaction with primary source texts that approach the great questions and concerns that philosophers have been asking for many millennia.
3. Demonstrate ability to comprehend the major issues in philosophy from the aforementioned Christian theistic perspective as well as the ability to interact with the concerns and perspectives of other philosophies, religions, and worldviews in order to develop the skills necessary to think through what one believes and why. This will require the development of skills necessary to evaluate an argument or a belief critically in terms of strengths and weaknesses.
4. Demonstrate basic and maturing research skills. This will include the ability to state theses, show those theses through analysis of primary texts, discuss the possible weaknesses of one's own analysis, and test those theses against the best scholarship.
5. Demonstrate basic research and writing skills. This ability will be assessed through the evaluation of the assigned paper, both in draft and completed versions.
6. Demonstrate basic knowledge of philosophical concepts.
7. Demonstrate ability to research, write, and speak in the content area of Philosophy.
8. Articulate a worldview that integrates knowledge of philosophy with other disciplines in order to see the consequences of a consistent Christian theistic worldview. Students will recognize the

tensions in this integration process rather than accepting simplistic answers and thus will be helped to grow into mature and thoughtful persons.

9. Be competitive and prepared for graduate school and seminary opportunities, as assessed by placement data and alumni surveys.

SPANISH

1. Understand main ideas and supporting details from a variety of target language materials and texts.
2. Communicate (using both written and oral skills) information in a detailed, organized, and effective manner about topics of personal, social, cultural, and professional interest.
3. Prepare and edit a research paper that displays information literacy skills, advanced-level control of grammar and syntax, and the ability to conduct a sound analysis of texts from various genres.
4. 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.
5. Demonstrate awareness of the target culture, as well as of the linguistic and cultural diversity of the Hispanic world, and be able to apply that knowledge to new contexts.

SPANISH SECONDARY EDUCATION

1. Understand main ideas and supporting details from a variety of target language materials and texts.
2. Communicate (using both written and oral skills) information in a detailed, organized, and effective manner about topics of personal, social, cultural, and professional interest.
3. Prepare and edit a research paper that displays information literacy skills, advanced-level control of grammar and syntax, and the ability to conduct a sound analysis of texts from various genres.
4. 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.
5. Demonstrate awareness of the target culture, as well as of the linguistic and cultural diversity of the Hispanic world, and be able to apply that knowledge to new contexts.
6. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
7. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
8. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.

9. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.

10. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in foreign language PK-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for Spanish language education and the Spanish content requirements for subject specific foreign language programs. This also includes demonstration of competencies in the areas of child development, cognition and learning, subject matter content and pedagogy, assessment, family and community collaboration partnerships, and professionalism. Students will demonstrate competencies in understanding the organizational structure of PK-12 schools, child development, pre-adolescent, and adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

PHYSICS

1. Core Physics Knowledge and Analytical Skills: Our students will demonstrate a thorough understanding of the fundamental principles of physics, including introductory mechanics, introductory electricity & magnetism, optics & waves, nuclear radiation, and modern physics. In addition, they will be able to apply these principles to solve complex problems drawing on knowledge from multiple areas of physics.

2. Laboratory Skills: Our students will demonstrate proficiency with modern laboratory methods, including experimental design and error analysis.

3. Core Professional Skills:

A. Our students will demonstrate the skills necessary to communicate effectively via oral, written, and visual formats to diverse STEM audiences.

B. Our students will demonstrate information literacy necessary to acquire, assess, and analyze data and information from diverse sources.

4. Science and Faith:

A. Students will have an understanding of professional and ethical responsibility in a Christian context as it pertains to the collection and dissemination of scientific results.

B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.

5. Advanced Undergraduate Physics Knowledge and Skills: Students majoring in Physics will demonstrate proficiency in the fundamental principles of classical mechanics, thermodynamics, electricity & magnetism, quantum mechanics, and selected topics from modern physics (e.g. special & general relativity, optics, solid state physics, etc.). In addition, they will demonstrate the ability to apply their understanding both mathematically and computationally to solve complex problems drawing on knowledge from multiple areas of physics.

PHYSICS COMPUTER HARDWARE

1. Core Physics Knowledge and Analytical Skills: Our students will demonstrate a thorough understanding of the fundamental principles of physics, including introductory mechanics, introductory electricity & magnetism, optics & waves, nuclear radiation, and modern physics. In addition, they will be able to apply these principles to solve complex problems drawing on knowledge from multiple areas of physics.
2. Laboratory Skills: Our students will demonstrate proficiency with modern laboratory methods, including experimental design and error analysis.
3. Core Professional Skills:
 - A. Our students will demonstrate the skills necessary to communicate effectively via oral, written, and visual formats to diverse STEM audiences.
 - B. Our students will demonstrate information literacy necessary to acquire, assess, and analyze data and information from diverse sources.
4. Science and Faith:
 - A. Students will have an understanding of professional and ethical responsibility in a Christian context as it pertains to the collection and dissemination of scientific results.
 - B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.
5. Programming and Hardware Design: Students majoring in Physics/Computer with the Hardware Option will successfully complete a prescribed set of courses in electrical engineering and computer science designed to prepare them to use their skills for digital logic and computer hardware design.

PHYSICS COMPUTER SOFTWARE

1. Core Physics Knowledge and Analytical Skills: Our students will demonstrate a thorough understanding of the fundamental principles of physics, including introductory mechanics, introductory electricity & magnetism, optics & waves, nuclear radiation, and modern physics. In addition, they will be able to apply these principles to solve complex problems drawing on knowledge from multiple areas of physics.
2. Laboratory Skills: Our students will demonstrate proficiency with modern laboratory methods, including experimental design and error analysis.
3. Core Professional Skills:
 - A. Our students will demonstrate the skills necessary to communicate effectively via oral, written, and visual formats to diverse STEM audiences.
 - B. Our students will demonstrate information literacy necessary to acquire, assess, and analyze data and information from diverse sources.
4. Science and Faith:

- A. Students will have an understanding of professional and ethical responsibility in a Christian context as it pertains to the collection and dissemination of scientific results.
 - B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.
5. Programming and Scientific Computing: Students majoring in Physics/Computer with the Software Option will successfully complete a prescribed set of courses in computer science designed to prepare them to use their skills in computing in application areas.

PHYSICS GENERAL SCIENCE SECONDARY EDUCATION

1. Core Physics Knowledge and Analytical Skills: Our students will demonstrate a thorough understanding of the fundamental principles of physics, including introductory mechanics, introductory electricity & magnetism, optics & waves, nuclear radiation, and modern physics. In addition, they will be able to apply these principles to solve complex problems drawing on knowledge from multiple areas of physics.
2. Laboratory Skills: Our students will demonstrate proficiency with modern laboratory methods, including experimental design and error analysis.
3. Core Professional Skills:
 - A. Our students will demonstrate the skills necessary to communicate effectively via oral, written, and visual formats to diverse STEM audiences.
 - B. Our students will demonstrate information literacy necessary to acquire, assess, and analyze data and information from diverse sources.
4. Science and Faith:
 - A. Students will have an understanding of professional and ethical responsibility in a Christian context as it pertains to the collection and dissemination of scientific results.
 - B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.
5. Planning and Preparation: Our students will demonstrate knowledge of content and pedagogical skills in instructional planning such that they plan and set goals based on content to be taught/learned, needs of assigned students, and instructional context.
6. Classroom Environment: Our students will establish and maintain purposeful and equitable environments for learning in which their assigned students will feel safe, valued, and respected.
7. Instruction: Knowledge of instructional strategies: Our students will demonstrate knowledge of content and pedagogy through implanting lesson goals and procedures including: adaptations for assigned students, engagement techniques, and formal and informal assessment methods.

8. Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all of their relationships within the field of education: students, staff, administration, parents, and community.
9. Our students will demonstrate entry level knowledge and skills necessary to perform as educators in secondary 7-12 educational settings. This includes demonstration of competencies as set forth by state certification program specific guidelines for both the framework for secondary education and the subject-specific content requirements for Physics and General Science Education programs. Students will demonstrate competencies in understanding the organizational structure of the high school, adolescent development, subject matter content and pedagogy, assessment, professionalism, ability to plan and implement adaptations and accommodations for diverse students in inclusive settings, and meeting the needs of English language learners.

PHYSICS SECONDARY EDUCATION

1. Core Physics Knowledge and Analytical Skills: Our students will demonstrate a thorough understanding of the fundamental principles of physics, including introductory mechanics, introductory electricity & magnetism, optics & waves, nuclear radiation, and modern physics. In addition, they will be able to apply these principles to solve complex problems drawing on knowledge from multiple areas of physics.
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POLITICAL SCIENCE

1. Have acquired knowledge of the four major subject areas (American Politics, Political Theory, International Relations, and Comparative Politics) of political science.
2. Be Competitive for graduate and professional school opportunities. Political science majors with strong academic records will be competitive for both master's and Ph.D. programs in political science and other professional programs and will be competitive for financial stipends.
3. Be familiar with entry level jobs suitable for political science majors.
4. Be competitive for entry level jobs suitable for political science majors.
5. Have the ability to read, comprehend, and evaluate content in professional political science journals, scholarly books, and websites.
6. Show familiarity with, and the ability to critically evaluate, information sources in the Social Sciences.
7. Demonstrate a mastery of research and writing skills in the field of political science.
8. Develop a capacity to apply Christian moral principles to issues and topics within political science, including using a Christian perspective to critically evaluate political ideas, public policies, and political figures. Simply stated, our aim is that students will seek to understand the field of politics as individuals who are committed to historic Christian thought.

PSYCHOLOGY (BACHELOR OF ARTS)

1. Students will demonstrate the ability to identify, recognize, and articulate key components of the major concepts, theories, trends, and empirical findings in a wide variety of areas in psychology.
2. Students will demonstrate the ability to use scientific reasoning to interpret behavior; interpret, design, and conduct basic psychological research; and use disciplinary and general-purpose databases and search engines effectively.
3. Students will demonstrate the ability to write efficiently and clearly using APA style in theoretical and empirical research reports and will exhibit effective presentation skills.

4. Students will demonstrate the ability to articulate a worldview that integrates knowledge in psychology with other disciplines and the Christian faith. Will recognize the tensions in this integration process rather than accept simplistic answers. Will demonstrate awareness of ethical and socially responsible behaviors for psychologists in research and practice.
5. Students will demonstrate abilities that indicate their readiness for post-baccalaureate employment, graduate school, or professional school through strong employment and educational placements.

PSYCHOLOGY (BACHELOR OF SCIENCE)

1. Students will demonstrate the ability to identify, recognize, and articulate key components of the major concepts, theories, trends, and empirical findings in a wide variety of areas in psychology. Students will also demonstrate an understanding of the basic principles of biology and genetics.
2. Students will demonstrate the ability to use scientific reasoning to interpret behavior; interpret, design, and conduct basic psychological research; and use disciplinary and general-purpose databases and search engines effectively.
3. Students will demonstrate the ability to write efficiently and clearly using APA style in theoretical and empirical research reports and will exhibit effective presentation skills.
4. Students will demonstrate the ability to articulate a worldview that integrates knowledge in psychology with other disciplines and the Christian faith. Will recognize the tensions in this integration process rather than accept simplistic answers. Will demonstrate awareness of ethical and socially responsible behaviors for psychologists in research and practice.
5. Students will demonstrate abilities that indicate their readiness for post-baccalaureate employment, graduate school, or professional school through strong employment and educational placements.

SOCIAL WORK

1. Students will demonstrate ethical and professional competence through the mastery of a relevant knowledge base.
2. Students will demonstrate ethical and professional competence through the mastery of micro and macro-level, generalist practice skills.
3. Students will demonstrate commitment to serving marginalized populations and upholding human rights, social and economic justice, and the common good for all persons and groups.
4. Students will demonstrate preparation for ethical and competent practice within the broader context of a Christian, liberal arts perspective—particularly its emphasis on justice, the beauty of human diversity, and the inherent dignity of all persons.
5. Students will demonstrate effective use of scientific reasoning to interpret human behavior and conduct and analyze social science research.
6. Students will demonstrate the ability to write efficiently and clearly and will exhibit effective presentation skills.

SOCIOLOGY

1. Demonstrate superior performance in the areas of General Theory, Methodology and Statistics, Deviance and Social Problems, Racial and Ethnic Dynamics, Social Institutions, Social Psychology, Gender, Globalization, Core Sociology, and Critical Thinking. This will be evidenced by performance on the Major Field Test in Sociology that is well above average compared to departments at other institutions.
2. Develop the capacity to think through sociological facts, theories, and proposals by knowing and critically evaluating competing perspectives on logical, empirical, and moral grounds.
3. Be able to articulate a Christian worldview and apply it to thinking through sociological facts, theories, and proposals; including using biblical perspectives to critically evaluate competing perspectives. This will include learning to identify underlying presuppositions, to understand how these presuppositions affect subsequent reasoning, and to critically evaluate presuppositions logically, empirically, morally, and biblically.
4. Have the ability to read, comprehend, and critically evaluate content in professional social science journals, particularly in the field of sociology (IL).
5. Demonstrate the ability to write professional-level technical reports in sociology using American Sociological Association documentation style (IL, WI).
6. Show familiarity with, and the ability to critically evaluate, information sources in the Social Sciences (IL).
7. Be able to use computer packages to analyze data, such as Microcase Analysis System and SPSS. This should include designing the databases, as well as entering, analyzing, and interpreting the data.
8. Demonstrate empirical research skills. This will include the ability to state hypotheses, design studies in a variety of styles (such as surveys, use of official data, content analysis, field research, interviewing, experimentation and quasi-experimentation, unobtrusive research, comparative study), and evaluate the weaknesses and strengths of different research approaches and measurements for different types of sociological variables, questions, and problems (IL).
9. Be competitive for graduate school opportunities and related matters such as scholarships, assistantships, and other awards. This means that sociology students with strong academic records will be able to compete successfully with those from departments in other institutions in getting admission to and rewards from competitive Master's and Ph.D. programs.
10. Be able to identify and be competitive for entry-level jobs suitable for sociology majors.
11. Be able to orally present and defend Sociological ideas and findings in a professional manner (SI).