

Articulate and Differentiate Learning Goals Between Academic Levels

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation

Undergraduate Learning Goals

Master Learning Goals

Doctoral Learning Goals

College of Arts and Cultural Studies

BA Communication

The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication.

The student will identify, research and analyze organizational situations and recommend communication improvements.

The student will research, write and deliver presentations suitable to a broad range of communication situations.

The student will establish an argument, ethically persuade listeners and logically defend their views.

The student will participate in formal and informal cultural experiences.

The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems.

BS Communication

The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication.

The student will identify, research and analyze organizational situations and recommend communication improvements.

The student will research, write and deliver presentations suitable to a broad range of communication situations.

The student will establish an argument, ethically persuade listeners and logically defend their views.

The student will participate in formal and informal cultural experiences.

The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems.

BS Digital Communication

Demonstrate communication literacy through the recognition of communication contexts to include cross-cultural, organizational, scholarly, technological, and media-specific styles. [Communication Literacy, Contexts]

Demonstrate communication literacy through persuasive writing and/or messaging to key audiences using professional form and style. [Communication Literacy, Applications]

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Demonstrate effective research and reporting skills relevant to the fields of marketing and/or communication. [Research Methods]		
Use industry tools and technology to create, reproduce, and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing, social media platforms, and photography. [Technology Proficiency]		
Develop strong critical thinking and practical problem-solving skills that can be applied to any communication need. [Critical Thinking]		
Demonstrate professional integrity through an understanding of Christian worldview and as it is expressed through ethical decision-making across business and technology. [Faith and Professional Practice]		
BA Global Studies		
Students will demonstrate the ability to think critically about key Public Affairs concepts.		
Students will be able to effectively communicate effective Public Affairs explanations and arguments.		
Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.		
Students will participate in a meaningful, practical, field-learning experience.		
Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.		
BA International Development		
Students will demonstrate the ability to think critically about key Public Affairs concepts.		
Students will be able to effectively communicate effective Public Affairs explanations and arguments.		
Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.		
Students will participate in a meaningful, practical, field-learning experience.		
Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.		
BA International Relations		
Students will demonstrate the ability to think critically about key Public Affairs concepts.		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Students will be able to effectively communicate effective Public Affairs explanations and arguments.		
Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.		
Students will participate in a meaningful, practical, field-learning experience.		
Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.		
BS Leadership Studies	Master of Organizational Leadership	Doctor of Strategic Leadership
Students will demonstrate the ability to think critically about key Public Affairs concepts.	LEARNING: Evaluates their personal and professional development as a self-regulating system of spiritual, social, behavioral, and environmental factors.	1. Integrity: Lives from wholeness in relationship to the Holy Spirit and others.
Students will be able to effectively communicate effective Public Affairs explanations and arguments.	a. Identifies -Needs for development based on personal strengths and weaknesses	a. Authenticity – acts according to internalized values in service to others.
Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	b. Constructs - A system of self-evaluation of feedback from others	b. Alignment – relates ethics to critical issues facing individuals and communities.
Students will participate in a meaningful, practical, field-learning experience.	c. Initiates -- self-directed study that may lead to further specialization	2. Wellness: Embraces habits that restores one's spirit, mind, and body.
Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	KNOWLEDGE: Articulates their specialized work, in terms of a critical understanding of leadership theories, its schools of practice, and its relationship to allied fields.	a. Intentional – engages in self-care through disciplined positive habits.
	a. Illustrates - understanding of leadership theories through written coursework and dialogue	b. Resourceful – persists in personal growth and service in the face of adversity.
	b. Categorizes - Diverse leadership theories through multiple taxonomies	3. Knowledge: Draws from the research and theoretical models of leadership studies.
	c. Interprets - Complex leadership ideas and communicates those ideas in simplified language	a. Explores – potential solutions to problems through applied research as a professional.
	COMMUNICATION: Discusses ideas, problems, and solutions with both specialist and non-specialists, using appropriate evidence and media to sustain their arguments.	b. Interprets – complex ideas and problems based on analyzing and synthesizing information.
	a. Applies - appropriate problem-solving techniques	4. Collaboration: Takes responsibility for team projects in organization and community contexts
	b. Analyzes - complex situations and develops hypotheses for the current state of affairs	a. Inclusive – ability to form diverse teams that can assess and carry out appropriate solutions.

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	c. Develops - solutions and selects appropriate methods for influencing essential actions	b. Creates – change projects based on collaborative efforts with others.
	RESPONSIBILITY: Takes responsibility for innovative team projects in complex contexts, including organization and community-wide projects.	5. Communication: Inspires action that moves visions to reality.
	a. Relates - critical issues to the needs of others	a. Communicates – with audiences using appropriate media to sustain strategic conversations.
	b. Devises - research-based solutions based on collaborative efforts	b. Develops – presentations, workshops and papers that inspire and engage audiences.
	c. Demonstrates - initiative to lead people and manage projects	
	JUDGMENT: Performs critical analysis and evaluations with incomplete information to solve problems and reconcile contrasting views.	
	a. Appraises - the position of others without bias	
	b. Assesses - situations and people to determine the root cause of contrasting views	
	c. Critiques - the position of others with critical thinking	
BS Media Production		
Students will demonstrate basic competency in the processes of storyline development and scriptwriting.		
Students will demonstrate leadership abilities while creating, organizing, and executing every stage of the production process for a dramatic visual media product.		
The student will demonstrate competency with industry standard video editing software, including concepts of importing, organizing, and assembling footage (both video and audio) onto the timeline of a to sequence and export a short film project.		
Students will use and apply industry tools and technology in the creation, production and distribution of digital media products.		
Students will demonstrate business acumen reflecting Christian worldview, emphasizing honest and ethical behavior at professional industry venues.		
BA Political Science		
Students will demonstrate the ability to think critically about key Public Affairs concepts.		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Students will be able to effectively communicate effective Public Affairs explanations and arguments.		
Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.		
Students will participate in a meaningful, practical, field-learning experience.		
Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.		
BS Public Relations & Advertising		
The students will demonstrate communication literacy through the recognition of communication contexts to include interpersonal, cross-cultural, organizational, scholarly, and media-specific styles.		
The students will apply and demonstrate communication literacy through persuasive writing and or messaging to key audiences using professional form and style.		
The students will demonstrate effective research and reporting skills relevant to the fields of marketing and or communication		
The students will use industry tools and technology to create, reproduce and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing and photography		
The students will develop strong critical thinking and practical problem-solving skills that can be applies to any communication need.		
The students will demonstrate the integration of faith and practice through Christian worldview and as its is expressed through ethical decision-making.		
BA Art		
Understands and has experience in the application of the elements and principles of art and design.		
Develops a portfolio of his/her own artwork.		
Has a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.		
Has an understanding of past, current, and future trends and issues in art education as well as art education research.		
Has a knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines.		
Understands art history including various styles, periods, ethnic groups, and cultures from around the world.		
Has a knowledge of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both (CONT.)		
BFA Art		
The student will demonstrate achievement of professional, entry-level competence in the major area of specialization.		
The student will demonstrate competence by developing a body of work for evaluation in the major area of study.		
The student will form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.		
BA History		
Students will demonstrate the ability to think critically about key Public Affairs concepts.		
Students will be able to effectively communicate effective Public Affairs explanations and arguments.		
Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.		
Students will participate in a meaningful, practical, field-learning experience.		
Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.		
BS Liberal Studies		
Students will demonstrate the ability to think critically about key Public Affairs concepts.		
Students will be able to effectively communicate effective Public Affairs explanations and arguments.		
Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.		
Students will participate in a meaningful, practical, field-learning experience.		
Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
BA Translation/Interpreting		
Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.		
Student demonstrates developing target language proficiency in the four modes of communication.		
Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.		
Student is skilled in the use of translation hardware and CAT tools, maintains ethical conduct, and effectively manages client relations.		
Student is able to analyze source and target language linguistic structures, understand various translation theories and determine an effective translation approach.		
Student is able to use translation hardware and CAT tools, maintain ethical conduct, and effectively manage client relations.		
BA Writing		
Integrating Faith and Learning - Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.		
Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically.		
Mastering Literary Writing - Student can write with clarity and skill, can write original works avoiding formulaic writing, and can employ various literary devices.		
Mastering Technical Writing - Student can read and use HTML code, write articles for the Web, properly build a website, and write progress and formal reports.		
Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.		
BFA Cinema/TV/Digital Media		
Students will demonstrate basic competency in the processes of storyline development and scriptwriting.		

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Students will demonstrate leadership abilities while creating, organizing, and executing every stage of the production process for a dramatic visual media product.		
The student will demonstrate competency with industry standard video editing software, including concepts of importing, organizing, and assembling footage (both video and audio) onto the timeline of a to sequence and export a short film project.		
Students will use and apply industry tools and technology in the creation, production and distribution of digital media products.		
Students will demonstrate business acumen reflecting Christian worldview, emphasizing honest and ethical behavior at professional industry venues.		
BA Dance		
The student will create and defend choreographic works exploring choreographic form, communication of an idea, and elements of movement: space, shape, time and effort.		
The student will demonstrate advanced skill level III in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.		
The student will articulate and defend an understanding of dance's past and present history through research, writing, criticism, and oral presentation, and to be able to to integrate this historical knowledge with one's interaction with dance from a Christian worldview.		
The student will criticize and assess dance performance identifying choreographic, theatrical, and performance elements, as well as synthesize content and opinions based on evaluations of observational evidence.		
The student will synthesize biblical teaching with worship practices through the vehicle of dance, and create goals for utilizing dance to go into every person's world.		
The student will articulate and defend their artistic aptitude, rooted in a Christian worldview, through the assimilation of college coursework and personal artistic vision.		
BA Music Arts		
Student will demonstrate a wide selection of musical literature, the principal areas, genres, and cultural sources.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Student will demonstrate instrumental or vocal proficiency at levels consistent with the goals and objectives of the specific liberal arts degree program being followed.		
Student will demonstrate the ability to respect, understand, and evaluate work in a variety of disciplines.		
Student will be able to articulate knowledge and/or skills in one or more areas of music beyond basic musicianship.		
Bachelor of Music Education		
Ability to sing or play diatonic melody at sight using a consistent sight-singing method and to teach that method appropriately at each grade level.		
Ability to count rhythms using a consistent rhythm reading system and teach that method appropriately at each grade level.		
Knowledgeable of the music education approaches by Carl Orff, Zoltan Kodaly, and Jacques-Dalcroze and are able to prepare and teach lessons using		
Ability to teach basic fundamentals of embouchure, hand position and related skills for all band and orchestra instruments from grade 6 through 12. (Instrumental)		
Understanding of proper breathing techniques and tone productions for both male and female and the boys changing voice. (Vocal)		
Music Education student are able to prepare a series of lessons or unit appropriate for teaching the Elementary (K-8) levels.		
BM Music Performance		
Comprehensive capabilities in the major performing medium including the ability to work independently to prepare performances at the highest possible level.		
Knowledge of applicable solo and ensemble literature; and orientation to and experience with the fundamentals of		
For performance majors in voice, the study and use of foreign languages and diction are essential. (Vocal Performance)		
Solo and ensemble performance in a variety of formal and informal settings.		
Successful completion of a junior and senior recital.		
The ability to apply aural, improvisational, and language skills, knowledge of styles and performance practice.		
General historical and cultural knowledge as required by the focus of the major.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
An strong understanding and mastery of efficient and effective practice strategies, as well as a working understanding of applied teaching methodology.		
BS Music Production		
Student will demonstrate the ability to easily navigate digital audio workstations such as Logic, Pro Tools, & Reason, & have knowledge of Ableton Live and its use in live situations.		
Student will demonstrate knowledge of acoustics, microphone placement in recording & live situations for a variety of instruments.		
Student will be able to communicate “real-world” knowledge of different microphones, what types of pickups (dynamic/condenser/cardiod dynamic, etc.) they possess.		
Student will demonstrate a working knowledge of the correct microphone placement for a variety of applications for live venues and recording studios.		
Student will be able to articulate knowledge of a variety of audio and recording mixers.		
Student will design several significant length (at least 3-5 minutes) sequenced/multi-track musical pieces.		
Student will display mastering & production experience on several sequenced/digitally recorded works and have a working knowledge of “work flow” in the mastering process.		
BM Music Therapy		
Student will demonstrate competency in applying theories and techniques in music therapy sessions for developmental disabled, geriatric, and psychiatric populations.		
Student will articulate a superior understanding of the dynamics and processes of the therapist-client relationship and of therapy groups.		
Student will demonstrated an augmented understanding for topics in music therapy research, as well as the research process in its entirety.		
Student will apply basic and advanced knowledge of the psychological aspects of the musical experience (perception, cognition, affective response, learning, development, etc.).		
Student will participate in music therapy faculty-led research studies as research assistants for data collection, data encoding, and analysis.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Student will register with the American Music Therapy Association as student member and attend national and regional AMTA conferences.		
Student will be participate in solo and ensemble performances in a variety of formal and informal settings, along with a knowledge of applicable solo & ensemble literature.		
BA Theatre		
The students will articulate and defend a Christian aesthetic (philosophy of art) grounded in history and best artistic practices.		
The students will critique personal and other theatrical performances, using artistic standards while recognizing new and historical trends in art.		
The students will devise oral and written procedures customized for various purposes related to the production process.		
The students will create and/or live in imaginary circumstances, conveying to an audience a sense of emotional truth via live theatre or recorded media.		
The students will synthesize their research to articulate conceptual approaches to theatrical works using a variety of methods.		
The students will administer Christian leadership in various facets of the theatrical production process.		
The students will enhance a production by using elements and principles of design.		
The students will discover and communicate the relevance of theatre in our society.		
BFA Theatre		
The students will articulate and defend a Christian aesthetic (philosophy of art) grounded in history and best artistic practices.		
The students will critique personal and other theatrical performances, using artistic standards while recognizing new and historical trends in art.		
The students will devise oral and written procedures customized for various purposes related to the production process.		
The students will create and/or live in imaginary circumstances, conveying to an audience a sense of emotional truth via live theatre or recorded media.		
The students will synthesize their research to articulate conceptual approaches to theatrical works using a variety of methods.		
The students will administer Christian leadership in various facets of the theatrical production process.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
The students will enhance a production by using elements and principles of design.		
The students will discover and communicate the relevance of theatre in our society.		
The students will execute appropriate breath support, articulation, dialect work, & other vocal techniques utilized by the actor.		
Through Performance, the students will merge the given circumstances of a character & the imagination of the actor with the physical & emotional techniques of various acting theorists.		
The students will exist under imaginary circumstances by utilizing acting techniques applicable to historical & contemporary performance styles & cultures.		
The students will acquire practical knowledge of rehearsal, audition, & performance etiquette & protocols for live theatre & digital media.		
The students will communicate their design concept through a visual vocabulary by sketching, rendering, drafting, model-building and digital media.		
The students will demonstrate a core proficiency in the use of current technology, methods and materials.		
The students will create and adjust their design concept for a theatrical production in accordance with the director's vision.		
The students will develop a portfolio showcasing their design and/or management abilities that will enable them to obtain work or gain admittance into graduate schools.		
The students will demonstrate the ability to work independently to prepare performances at the highest possible level.		
The Students will be participate in solo and ensemble performances in a variety of formal and informal settings, along with a knowledge of applicable solo & ensemble literature.		
The student will be able to communicate general historical and cultural knowledge as required by the focus of the major.		
The students will be demonstrate ability to apply aural, improvisational, & language skills, knowledge of styles and performance practice.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
The students will demonstrate skill level appropriate for musical theatre in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.		
The students will demonstrate the skill level appropriate for musical theatre in dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.		
The student will apply concepts of the field of speech communication including oral interpretation of literature, theatre, the electronic media, public speaking, argumentation, critical thinking skills		
The student will apply comprehension, analysis, interpretation, synthesis & evaluation of vocal, verbal & non verbal messages.		
The student will apply appropriate learning strategies for critical thinking, research, organization & presentation of messages appropriate to participation in a democratic society.		
The student will articulate effectively in interpersonal, small group, & public communication situations using appropriate language and nonverbal signals.		
The student will articulate the influence of social, historical, and cultural contexts on public address and literature of the theatre.		
The student will adapt to cultural diversity upon the communication process.		
The student will establish a communication climate which encourages reflection, creativity, and critical thinking.		
The student will use differing assessment strategies to evaluate student competencies in a variety of speaking/listening situations.		
The student will use technology to enhance instruction (i.e. Videotaping of presentations, computers to generate visual aids and as a research tool)		
The student will use teaching strategies appropriate for the analysis & presentation of a variety of forms (genres) of public address and literature of the theatre, available in electronic media and from printed sources.		
The student will execute effective communication skills in the personal and professional arenas		
The student will articulate the role of co-curricular and extracurricular activities in the development of student interest as an extension of the classroom instruction.		
BS Worship Leadership		

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Student will demonstrate the ability to competently lead worship by simultaneously playing and singing on either piano or guitar.		
Student will design a worship service which includes music relevant to the pastoral theme and message.		
Student will demonstrate the ability to hear, identify and work with the elements of music (melody, harmony, rhythm, form, texture and timbre) through both aural and visual analysis		
Student will operate basic multimedia equipment (PA system, lighting, projection) associated with modern worship.		
Student will demonstrate a working knowledge of the Biblical principles of worship as demonstrated in the ability to design and lead in a variety of worship venues.		
Student will demonstrate the ability to compose, arrange, and improvise.		
College of Business		
BS Accounting		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply generally accepted accounting principles to prepare and communicate the relationship between financial statements with a balance sheet approach to the study or recording, analyzing and interpreting data.		
BS Business Administration	Master Business Administration - Business Administration	

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.	Demonstrate in depth understanding of business knowledge and theory across the four major business disciplines of Management, Marketing, Accounting, and Finance. [Business Knowledge and Application]	
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.	Demonstrate in depth understanding of integrated business strategy formulation and application. [Critical Thinking - MFT]	
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.	Demonstrate in depth understanding of integrated business strategy formulation and application. [Critical Thinking]	
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.	Demonstrate competencies in verbal skills using the latest technology when appropriate. [Oral Communication]	
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.	Demonstrate cultural sensitivity and respect for global perspectives and an ability to analyze market, economic, social and political trends in a global environment. [Global Perspectives]	
Apply business knowledge to prepare a strategic plan for a company, discuss its present business position, its long- term direction, its resources and competitive capabilities, the strength of the present strategy and the company's opportunities for gaining sustainable competitive advantage.	Demonstrate appropriate ability to ethically identify, access, evaluate, and apply business information in a business environment. [Information Literacy]	
	Demonstrate competencies in writing using the latest technology when appropriate. [Written Communication]	
	Maser Business Administration - Leadership	
	Demonstrate in depth understanding of graduate level business knowledge and theory across the four major business disciplines of Accounting, Finance, Management, and Marketing. [Business Knowledge and Application]	
	Demonstrate ethical reasoning for leaders on business topics or social issues in a business context. [Ethical Leadership]	
	Demonstrate the effective utilization of written communication skills within a contemporary business context. [Written Communication]	
	Demonstrate the effective utilization of verbal communication skills incorporating appropriate	

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	presentation technology within a contemporary business context. [Oral Communication]	
	Demonstrate cultural sensitivity and respect for global perspectives and an ability to analyze market, economic, social and political trends in a global environment. [Global Perspectives]	
	Demonstrate an appropriate ability to ethically access, evaluate, and utilize business information as a business leader in a business environment. [Information Literacy]	
BS Business Analytics		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply business knowledge to prepare a strategic plan for a company, discuss its present business position, its long- term direction, its resources and competitive capabilities, the strength of the present strategy and the company's opportunities for gaining sustainable competitive advantage.		
Bachelor of Business Administration Entrepreneurship		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply generally accepted accounting principles to prepare and communicate the relationship between financial statements with a balance sheet approach to the study or recording, analyzing and interpreting data.		
BS Finance		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply and assess the financial condition of a firm through the analysis of financial ratios, cost of capital, dividend policies, additional funds needed, and sources and uses of funds.		
BS Financial Management		

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Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply and assess the financial condition of a firm through the analysis of financial ratios, cost of capital, dividend policies, additional funds needed, and sources and uses of funds.		
BS Human Resource Management		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply and integrate human resource management functions involved in the modern workplace to create a comprehensive hiring plan.		
BS International Business		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply international business concepts that will allow organizations to capitalize on opportunities and foresee threats in a global environment.		
BS International Business & Ministry		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply international business concepts that will allow organizations to capitalize on opportunities and foresee threats in a global environment.		
BS Management		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply business knowledge to prepare a strategic plan for a company, discuss its present business position, its long- term direction, its resources and competitive capabilities, the strength of the present strategy and the company’s opportunities for gaining sustainable competitive advantage.		
BS Marketing		
Apply and identify appropriate business behaviors for Christian business practitioners through the integration of Christian worldview and professionalism.		
Apply business theories and concepts of the core functional areas of business (accounting, marketing, management, finance, and economics) in an integrated manner.		
Apply and use effective oral communication skills in the context of business through formal or informal oral presentation and/or other business-related projects requiring oral communication.		
Apply and demonstrate an ability to collaborate as part of a team in order to solve business problems or achieve a common goal.		
Apply and use effective written communication skills in the context of business through formal or informal reports, papers, or other written business-related projects.		
Apply marketing concepts in an integrated approach for strategic marketing.		
College of Education		
BA Elementary Education	M.Ed. Teach & Educational Leadership	Ed.D. Educational Leadership

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Standard #1: Learner Development: The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Standard 1: Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Standard 1: Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Standard 2: Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	Standard 2: Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation	Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Standard 4: Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent	Standard 4: Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
	systems of curriculum, instruction, data systems, supports, and assessment.	curriculum, instruction, data systems, supports, and assessment.
Standard #5: Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Standard 5: Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.	Standard 5: Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Standard 6: Operations and Management:: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	Standard 6: Operations and Management:: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Standard 7: Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	Standard 7: Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Standard 8: Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.	Standard 8: Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.
Standard #9: Reflection and Continuous Growth: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.	The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
Standard #10: Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.	The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.	The candidate demonstrates an understanding of the legal aspects of education.	The candidate demonstrates an understanding of the legal aspects of education.
The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.	The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.	The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.
The candidate demonstrates an understanding of the legal aspects of education.		
The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.		
		Ed.S. Educational Leadership

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
		Standard 1: Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
		Standard 2: Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
		Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
		Standard 4: Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
		curriculum, instruction, data systems, supports, and assessment.
		Standard 5: Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
		Standard 6: Operations and Management:: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
		Standard 7: Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
		Standard 8: Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.
		The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
		The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
		The candidate demonstrates an understanding of the legal aspects of education.
		The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.
BA Secondary Education		
Standard #1: Learner Development: The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.		
Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation		
Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.		
Standard #5: Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		
Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.		
Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.		
Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.		
Standard #9: Reflection and Continuous Growth: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.		
Standard #10: Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.		
The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.		
The candidate demonstrates an understanding of the legal aspects of education.		
The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.		
College of Health Sciences		
BS Nursing	Master of Science in Nursing	Doctor of Nursing Practice
Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care. Corresponds to Essentials Document and the Curricular Organizing Theme of Nursing Judgment/EBP	Value ethical principles and Holy Spirit empowerment in the nurse educator role.	Integrate theoretical and scientific knowledge to provide safe, evidence-based health care to individuals and populations in a variety of settings.
Assume accountability for patient-centered, wholistic nursing care across the life span of diverse populations and settings. Curricular Organizing Theme = Patient centered wholistic care	Formulate a personal leadership style that influences successful role enactment.	Apply clinical scholarship methods to make ethical clinical and system decisions to improve healthcare outcomes.
Utilize nursing judgment supported by best current evidence to prevent illness and promote, maintain, and restore health. Curricular Organizing Theme = Nursing Judgment/EBP	Distinguish (between) variables that impact quality indicators to realize intended outcomes.	Use clinical scholarship, leadership, and advocacy skills to influence health policy to improve healthcare outcomes.
Collaborate in a professional, culturally sensitive style in the delivery of healthcare. Curricular Organizing Theme = Teamwork/Collaboration	Appraise teaching/learning strategies within a variety of education settings.	Apply information systems and technology to support clinical and organizational decision making.
Promote excellence in nursing through safe practices and quality improvement. Curricular Organizing Theme = Safety and Quality	Choose immersive technologies to enhance the teaching/learning process.	Perform whole person, Spirit-empowered leadership in APN practice in inter-professional collaboration and in the support and progression of healthcare operations.
Employ informatics and technology in the delivery and management of healthcare. Curricular Organizing Theme = Informatics/Technology	Interpret the impact of current environmental contexts on nursing education in various settings.	

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Demonstrate a personal leadership style that integrates Christian principles, a global perspective, wholeness, ethical behavior, and cultural awareness. Curricular Organizing Theme = Professional Role/ Leadership		
BS Healthcare Administration		
Analyze the intricate operations of healthcare financial management for organizations.		
Examine ethical, legal, and regulatory requirements of the healthcare industry.		
Analyze strategic planning in the delivery of health and healthcare.		
Demonstrate innovative leadership principles in the production of healthcare operations.		
Perform whole person, spirit empowered leadership practice in the support of healthcare operations.		
College of Science and Engineering		
BS Criminal Justice		
Students will demonstrate an understanding of how the various agencies that comprise the criminal justice system are structured and how those agencies function.		
Students will demonstrate an understanding of various criminological theories about the etiology of crime, criminality, delinquency and victimization.		
Students will demonstrate an understanding of how research, planning, and evaluation methods are used to expand knowledge in the field and discipline.		
Students will demonstrate an understanding of how ideological, social, political and fiscal forces shape crime policies.		
Students will demonstrate an understanding of the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system.		
BA Psychology		
Goal 1: Knowledge Base in Psychology		
1.1 Describe key concepts, principles, and overarching themes in psychology		
1.2 Develop a working knowledge of psychology's content domains		
Goal 2: Scientific Inquiry and Critical Thinking		
2.1 Demonstrate psychology information literacy		
2.2 Interpret, design, and conduct basic psychological research		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Goal 3: Ethical and Social Responsibility in a Diverse World		
3.1 Apply ethical standards to evaluate psychological science and practice		
3.2 Build & Enhance Interpersonal Relationships		
Goal 4: Communication		
4.1 Demonstrate effective writing for different purposes		
4.2 Exhibit effective presentation skills for different purposes		
Goal 5: Professional Development		
5.1 Apply psychological content and skills to career goals		
5.2 Refine project-management skills		
Goal 6: Integrate Christian Faith Systems		
6.1 Apply Christian Principles to Psychological Systems		
6.2 Present an integrated theory using biblical and psychological support		
BS Psychology		
Goal 1: Knowledge Base in Psychology		
1.1 Describe key concepts, principles, and overarching themes in psychology		
1.2 Develop a working knowledge of psychology's content domains		
Goal 2: Scientific Inquiry and Critical Thinking		
2.1 Demonstrate psychology information literacy		
2.2 Interpret, design, and conduct basic psychological research		
Goal 3: Ethical and Social Responsibility in a Diverse World		
3.1 Apply ethical standards to evaluate psychological science and practice		
3.2 Build & Enhance Interpersonal Relationships		
Goal 4: Communication		
4.1 Demonstrate effective writing for different purposes		
4.2 Exhibit effective presentation skills for different purposes		
Goal 5: Professional Development		
5.1 Apply psychological content and skills to career goals		
5.2 Refine project-management skills		
Goal 6: Integrate Christian Faith Systems		
6.1 Apply Christian Principles to Psychological Systems		
6.2 Present an integrated theory using biblical and psychological support		
BS Social Work		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Use critical thinking skills within the context of professional social work practice		
Engage in the practice of social work developing culturally competence, self-efficacy, and self-regulation within the values and ethics of the profession which reflects an understanding of and respect for the positive value of human diversity		
Demonstrate the professional use of self in social work practice		
Understand the various forms and mechanisms of oppression and discrimination and apply professional strategies and skills of change that advance social, environmental, and economic justice		
Understand the history of the social work profession, along with current structures and issues, and how the profession seeks to help people		
Apply the knowledge and skills of generalist social work to practice in addressing systems of all sizes		
Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, use theoretical frameworks to understand the interactions among individuals and between individuals and social systems of all sizes, and utilize those understandings to evaluate therapeutic outcomes		
Analyze the impact of social policies on various client systems, including workers and agencies		
Evaluate and use research studies to inform and improve practice, policy, and service delivery. Additionally, under supervision, evaluate one's own practice interventions and those of other relevant systems		
Develop and use both verbal and written communication skills with a variety of client populations and colleagues		
Make use of supervision appropriate to generalist practice		
Function within the structure of organizations and service delivery systems; and, under supervision, seek necessary organizational change		
Apply information technology ethically and appropriately to promote communication and facilitate the goals of social work		
Integrate the Christian faith with the values and practice of social work		
BA Sociology		
Describe and apply an understanding of the major sociological theories and core concepts of sociology (for example: socialization, culture, deviance, inequality, social institutions, and globalization).		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Demonstrate an understanding and recognition of the diversity of perspectives, cultural understandings, and ways of thinking that others bring to bear on social science questions.		
Acquire knowledge about culture, social institutions, and everyday interactions as they shape; identity, behavior, social systems, social inequality, and the social construction of self and groups.		
Use scientific inquiry and critical thinking skills in applying classifications, principles, generalizations, theories, models, and/or structures pertinent to social scientific efforts to organize conceptual knowledge in various fields.		
Explore the main methods of sociological research and identify their strengths and weaknesses applying core principles of empirical research including; research design, data analysis, interpretation, and ethical standards to critically evaluate scholarly research.		
Produce written work that effectively integrates sociological concepts or theories with empirical findings.		
Apply sociological understandings to public debates, community programs, and contemporary issues.		
Integrate Christian faith and values with sociological perspectives to impact the general sociological knowledge base as well as the overall field of sociology.		
BS Biology		
Equip students to scientifically investigate biological based problems and communicate their research to the scientific community.		
Educate students to be knowledgeable of current biological trends, concepts, and facts.		
Encourage students to integrate their Christian faith with the discipline of biology, appreciate the glory and majesty of Christ visible in the biological process and creatures of life, and recognize our roles as stewards of God's creation.		
Embolden our students to apply their Christian worldview to ethical dilemmas in medicine, research, environment, and other biological-related issues in human society; and to develop and exhibit Christ-like compassion by using their scientific training to bring healing to those suffering from disease, inadequate health care, food insecurity, and pollution.		
Prepare our students for entry into graduate programs or health programs.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
BS Biomedical Chemistry		
Students will define problems clearly, develop testable hypotheses, design experiments, analyze data using appropriate statistical methods, and draw appropriate conclusions.		
Students will use peer-reviewed scientific literature effectively and evaluate technical articles critically.		
Students will choose safe laboratory practices and responsible disposal techniques, defend safety regulations, understand and use MSDS, and respond effectively to lab emergencies.		
Students will defend chemical information in clear, well-organized, and concise reports in a scientifically appropriate style using computerized technologies in presentations.		
Students will work effectively in teams of diverse students to evaluate and address scientific problems while demonstrating appropriate leadership skills.		
Students will demonstrate sensitivity to the Holy Spirit by choosing to conduct ethically responsible research with awareness of the role of chemistry in the global society.		
Students will demonstrate knowledge of scientific principles on a pre-professional national exam appropriate to career of interest.		
BS Chemistry		
Students will define problems clearly, develop testable hypotheses, design experiments, analyze data using appropriate statistical methods, and draw appropriate conclusions.		
Students will use peer-reviewed scientific literature effectively and evaluate technical articles critically.		
Students will choose safe laboratory practices and responsible disposal techniques, defend safety regulations, understand and use MSDS, and respond effectively to lab emergencies.		
Students will defend chemical information in clear, well-organized, and concise reports in a scientifically appropriate style using computerized technologies in presentations.		
Students will work effectively in teams of diverse students to evaluate and address scientific problems while demonstrating appropriate leadership skills.		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Students will demonstrate sensitivity to the Holy Spirit by choosing to conduct ethically responsible research with awareness of the role of chemistry in the global society.		
Students will demonstrate knowledge of scientific principles on a pre-professional national exam appropriate to career of interest.		
BS Global Environmental Sustainability		
Equip students to understand the interdisciplinary nature of environmental issues.		
Demonstrate applicability of environmental sustainability with companies, government agencies, or private groups.		
Understand and apply the Biblical stewardship principles to environmental issues.		
Develop practical skills marketable for employment.		
BS Medical Molecular Biology		
Equip students to scientifically investigate biological based problems and communicate their research to the scientific community.		
Educate students to be knowledgeable of current biological trends, concepts, and facts.		
Encourage students to integrate their Christian faith with the discipline of biology, appreciate the glory and majesty of Christ visible in the biological process and creatures of life, and recognize our roles as stewards of God's creation.		
Embolden our students to apply their Christian worldview to ethical dilemmas in medicine, research, environment, and other biological-related issues in human society; and to develop and exhibit Christ-like compassion by using their scientific training to bring healing to those suffering from disease, inadequate health care, food insecurity, and pollution.		
Prepare our students for entry into medical school.		
BS Computer Science	MS Computer Science	
Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.		
Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.		
Communicate effectively in a variety of professional contexts.		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.		
Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline		
Apply computer science theory and software development fundamentals to produce computing-based solutions.		
BS Applied Science		
BS Computer Information Technology		
Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.		
Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.		
Communicate effectively in a variety of professional contexts.		
Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.		
Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline		
Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems		
BS Information Technology		
An ability to apply knowledge of computing and mathematics appropriate to the discipline.		
An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.		
An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.		
An ability to function effectively on teams to accomplish a common goal.		
An understanding of professional, ethical, legal, security and social issues and responsibilities.		
An ability to communicate effectively with a range of audiences.		
An ability to analyze the local and global impact of computing on individuals, organizations, and society.		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Recognition of the need for and an ability to engage in continuing professional development.		
An ability to use current techniques, skills, and tools necessary for computing practice.		
An ability to use and apply current technical concepts and practices in the core information technologies.		
An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.		
An ability to effectively integrate IT-based solutions into the user environment		
An understanding of best practices and standards and their application		
An ability to assist in the creation of an effective project plan.		
An ability to solve real world problems informed by a Christian worldview.		
BS Mathematics		
Students should develop effective thinking and communication skills.		
Students should learn to link applications and theory.		
Students should learn to use technological tools.		
Students should develop mathematical independence and experience open-ended inquiry.		
Students should receive the specific training needed to go into mathematics careers and mathematics graduate programs.		
BS Mathematics Preactuary		
Students should develop effective thinking and communication skills.		
Students should learn to link applications and theory.		
Students should learn to use technological tools.		
Students should develop mathematical independence and experience open-ended inquiry.		
Students should receive the specific training needed to go into mathematics careers and mathematics graduate programs.		
BS Biomedical Engineering		
Students are able to apply knowledge of mathematics, science, and engineering.		
Students are able to design and conduct experiments, as well as analyze and interpret data.		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Students are able to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health		
Students are able to function on multi-disciplinary teams.		
Students are able to identify, formulate, and solve engineering problems.		
Students understand professional and ethical responsibility.		
Students are able to communicate effectively.		
Students have a broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.		
Students recognize the need for, and are able to engage in life-long learning.		
Students have knowledge of contemporary issues.		
Students are able to use the techniques, skills, and modern tools necessary for engineering practice.		
Students are able to apply Christian principles of stewardship.		
Students are able to identify, formulate and solve biomedical engineering problems.		
BS Engineering		
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.		
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.		
An ability to communicate effectively with a range of audiences.		
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.		
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.		
An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions		

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.		
An ability to apply Christian principles of stewardship		
BS Health & Exercise Science		
Use critical thinking skills within the content of the field of health and exercise.		
Apply technology to test, measure, and assess physical fitness and health.		
Apply current research findings to issues in the field of health-fitness, exercise science, and sport.		
Design exercise programs for healthy and special populations based on ACSM guidelines.		
Assess readiness for exercise participation by using appropriate screening and referral protocols.		
BS Sports Management	MS Sports & Leisure Administration	
Demonstrate knowledge in all areas of a sport management including: marketing, sales, sport law, accounting, and finance.	Knowledge: Articulates their specialized work in keeping with the knowledge base of sports and leisure management.	
Demonstrate the ability to promote, advocate, interpret and articulate the concerns of leisure service systems for all populations and services.	Knowledge: Interprets complex ideas in sports with insight and simplified language	
Demonstrate advanced understanding of ethical considerations and social responsibility in sport and leisure administration in the United States and Globally.	Knowledge: Applies ethics to critical issues facing individuals and organizations in sports	
Demonstrate professional writing and oral communication skills.	Communication: Discusses ideas, problems, and solutions with both specialist and non-specialists, using appropriate evidence and media to sustain their arguments	
Appropriate professional attire, resume' and actions	Communication: Examines complex situations to isolate problems that face sport or leisure organizations	
	Communication: Develops appropriate solutions and methods to improve the health and performance of individuals and organizations	
	Collaboration: Takes responsibility for innovative team projects in sport and leisure contexts	
	Collaboration: Demonstrates ability to form teams across departments that can solve problems	
	Collaboration: Devises programs based on collaborative efforts with others	

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
College of Theology and Ministry		
BA Biblical Literature	MA Biblical Literature	
Students will use critical thinking and writing skills in the exegetical field of biblical studies.	Demonstrate proficiency in translating the Hebrew OT and Greek NT	
Students will apply working knowledge of appropriate hermeneutical and language skills to biblical studies.	Correlate the major OT themes and formulate a coherent OT theology	
Students will demonstrate an understanding of Christian theology and life application in the global Christian community.	Correlate the major NT themes and formulate a coherent NT theology	
	Apply the results of the critical study of Scripture in its cultural context to selected contemporary contexts	
	Articulate a biblical- theological understanding of the person, work, and ministry of the Holy Spirit.	
	Articulate clearly their ministry/professional calling.	
	Display ability to employ critical methods of exegesis from an informed theological-hermeneutical perspective	
	Write an advanced research MA thesis in OT/NT using biblical critical tools and methods	
Certificate in Spirit-Empowered Leadership		
Empowered Leadership		
Life Phase Profiles		
Exemplary Leader Practices		
Team Role Profiles		
Creative Ministry Products		
Practical Leadership Training		
Certificate in Spirit-Empowered Living		
The Nature of God as Trinity		
Corporate Spiritual Practices		
Personal Spiritual Practices		
The Work of the Holy Spirit		
The Healing Ministry of Oral Roberts		
Teaching Sprit-Empowered Living		
Certificate in Spirit-Empowered Ministry		
Spirit-Led Ministry Today		
Church Leadership Teams		

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
Building Team Ministries		
Making Team Decisions		
Setting Team Goals		
Evaluating Team Ministry		
BA Christian Caregiving and Counseling	MA Professional Counselor	
Students will use critical thinking and writing skills in the context of the discipline of caregiving and counseling.	Comprehend the philosophy, history, and trends of the counseling profession, especially its legal and ethical dimensions.	
Students will apply working knowledge of caregiving and counseling variables and therapies that affect individual behaviors and interactions.	Develop the competencies necessary for effective counseling with diverse populations.	
Students will demonstrate an ability to integrate Christian principles with counseling techniques and theories.	Understand the dimensions of human development and the impact of crises and addictive behaviors.	
	Achieve vocational clarity and the skills necessary to assist clients in making career decisions.	
	Exhibit the competencies for developing therapeutic relationships and facilitating the counseling process.	
	Demonstrate the knowledge and skills necessary to facilitate group counseling.	
	Conduct a thorough assessment process and produce accurate diagnoses.	
	Apply basic research skills and methodologies to critically evaluate programs, research findings, and Empirically Supported Treatments (EST).	
	Develop a theoretical framework and familiarity with various counseling models.	
	Develop a systemic perspective and familiarity with various models of marriage, couple, and family counseling.	
	Develop familiarity with theoretical frameworks and scientific perspectives regarding various addiction counseling models.	
	Cultivate theoretical understandings and practical skills in a professional setting.	
	Demonstrate in writing the ability to synthesize the essential elements of clinical experience emphasizing a	

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
	self-reflective, integrative approach to counseling involving theological, theoretical, and research perspectives.	
	Demonstrate the capacity to theologically reflect on personal and professional experiences.	
	Articulate a Biblical/theological understanding of the person, work, and ministry of the Holy Spirit.	
	Articulate clearly their ministry/professional calling.	
BA Ministry and Leadership	Master of Christian Ministry	Doctor of Ministry
Articulate continued growth in professional development, spiritual maturity, and ministerial identity	Biblical: Students will demonstrate a foundational knowledge of Scripture within its cultural and historical context, with application to contemporary situations. a. Reads – the biblical text in keeping with its cultural and historical context. b. Applies – biblical knowledge appropriately to critical issues facing people. c. Teaches – communicates complex theological truths in clear and simple language.	Articulate continued growth in professional development, spiritual maturity, and ministerial identity
Reflect comprehensive and critical understanding of ministry in which theory and practice interactively informs and enhances each other	Ministerial: Students will demonstrate ability to serve in a variety of ministry contexts, and lead others in a specialized area of practice. a. Assesses – people’s needs and situations and people to determine the root cause of contrasting views b. Develops – solutions and selects appropriate methods for influencing essential actions. c. Demonstrates – initiative to organize ministry projects and lead people.	Reflect comprehensive and critical understanding of ministry in which theory and practice interactively informs and enhances each other
Demonstrate advanced understanding and integration of ministry in relation to biblical and theological disciplines	Spiritual: Students will demonstrate growth in spiritual maturity, with clarity of personal goals, related to a Spirit-empowered identity. a. Articulates - their specialization in ministry in keeping with a Spirit-empowered identity. b. Champions - an opportunity as worthy of ministry support. c. Inspires – others to follow the leading of the Holy Spirit through specific steps.	Demonstrate advanced understanding and integration of ministry in relation to biblical and theological disciplines
		Develop skills and competencies required for mature and effective pastoral leadership and supervision

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
		Design, implement, and complete a written doctoral-level Ministry Research Project (MRP) that reflects in-depth theological insight relative to ministry
BA Global Ministry and the Marketplace	MA Intercultural Studies	
Students will use problem-solving, critical thinking, decision-making, and writing skills in the context of ministry & business.	Articulate the historic, biblical, theological, and missiological perspectives that inform the church's missionary task	
Students will apply working knowledge of Christian & business principles to ministry & business in a cross-cultural context.	Articulate a globalized strategy for cross-cultural evangelism and church planting	
Students will demonstrate an understanding of Christian theology and life application in the leadership context.	Articulate the fundamental issues of the dynamic relationship of gospel to culture in establishing a strategy for effective intercultural ministry	
	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	
	Articulate clearly their ministry/professional calling.	
	Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts	
	Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation	
BA Historical and Philosophical Theology	MA Theological/Historical Studies	Doctor of Philosophy - Theology
Students will master the use critical thinking skills in the context of the disciplines of historical and philosophical theology.	Demonstrate knowledge of the history and development of Christian tradition during specific time periods.	Demonstrate comprehensive knowledge in and a general mastery of their major area of specialization.
Students will develop a capacity for assessing appropriate information for reliability, bias, and relevance.	Demonstrate basic knowledge of key theologians and the development of doctrine within the history of Christianity.	Demonstrate expertise in the specific area of theology by means of dissertation research.
Students will master research methods and produce research papers and class presentations which comply with academic style guidelines.	Articulate the specifics of the Christian belief system within contemporary society	Demonstrate a capacity to produce publication-worthy research and writing that contributes to the knowledge and advancement of the field
Students will produce a capstone research project that displays mastery of a topic in historical and philosophical theology.	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	Disseminate the findings of research through traditional and digital means.
	Articulate clearly their ministry/professional calling.	Articulate knowledge of the interrelationships between the subject matter of Christian theology and the practices Christian ministry and mission.
	Research specialized topics in history and theology of the Christian Church in a manner that demonstrates historical integration & theological reflection	Engage critically in theological reflection on Christian spirituality and social engagement.

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Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
	Translate Scripture and historical documents in either French or German on an entry level.	Demonstrate knowledge of learning theories and methods of assessment in order to help learners to think critically with global awareness and engagement.
	Demonstrate awareness of Pentecostal/Charismatic distinctives and historical development.	Demonstrate ability to teach and lead effectively in their area of concentration and in their chosen vocational context.
	Critically utilize historical/ theological study to produce an acceptable academic thesis	Demonstrate an ability to interpret and to communicate knowledge from a charismatic perspective.
		Demonstrate an awareness of the distinctive characteristics of ORU's constituency, the Spirit-empowered movement.
	MA Practical Theology	
	Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	
	Exhibit competence and understanding in the Word of God by utilizing basic methods of	
	biblical interpretation	
	Exhibit a basic knowledge of the contents and methods of Christian theology.	
	Research and synthesize key movements and figures together with their significance in the history of Christianity.	
	Effectively communicate the message of Christianity through the medium of preaching or teaching	
	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit.	
	Articulate clearly their ministry/professional calling.	
	Demonstrate understanding and skills for contemporary ministry contexts	
	Master of Divinity	
	Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to contemporary situations.	

Individual items refer to program learning outcomes as listed on every syllabus and used for program review and evaluation		
Undergraduate Learning Goals	Master Learning Goals	Doctoral Learning Goals
	Interpret the biblical writings in the Greek and/or Hebrew languages, using critical exegetical tools, and write a hermeneutical and exegetical paper.	
	Present a basic knowledge of the key movements and figures together with their significance in the history of Christianity.	
	Exhibit a basic knowledge of the contents and methods of Christian theology.	
	Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles	
	Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts	
	Develop and articulate a theology and theory of ministry that is relevant to their backgrounds and callings	
	Articulate a biblical/ theological understanding of the person, work, and ministry of the Holy Spirit	
	Articulate clearly their ministry/professional calling.	
	Present practical ministry skills and strategies	