

## EDU 931 - Elections for Everyone

### Independent Study Online Course Syllabus

**Instructor:** Brian A. Davis  
**Phone number:** (330) 310-1021  
**Email:** [davisville6@gmail.com](mailto:davisville6@gmail.com)  
**Other Contact Information:**

**Number of Graduate Semester Units:** 3  
**Target Grade Level:** 6<sup>th</sup> - 12<sup>th</sup> grade  
**Course Access:** <http://ce-connect.fresno.edu>

#### Course Description

Every campaign needs a plan! Whether you are running for office, supporting someone else's campaign, or part of a committee, you need this course. Instructor shares time-tested strategies that win elections. By course end, students will learn secrets and strategies to successful political campaigns. Furthermore, this course will help teachers share the nuances of the election process at the classroom level. Techniques and tools are supported by national education standards.

#### Required Texts and Course Materials

- **Textbook and Readings:** How to Win an Election: A Game Plan for Victory - **FREE COURSE BOOK for ALL Students** Email instructor at: [davisville6@gmail.com](mailto:davisville6@gmail.com)
- **Online Resources:** Relevant online resources that support the course content and encourage further investigation, a deeper level of learning will be required throughout the class.
- **Moodle:** Moodle is a web-based online learning system used to support flexible teaching and learning in both face-to-face and distance learning (e-learning). [www.moodle.org](http://www.moodle.org), [www.demo.moodle.org](http://www.demo.moodle.org), [www.docs.moodle.org](http://www.docs.moodle.org)
- **Grade Requests:** Once course is completed, request a grade via course wrap-up.

#### Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

## Student Learning Objectives (SLOs)

<b>Student Learning Outcomes in this course Student will be able to:</b>	<b>Standards Addressed *</b>	<b>CE program SLOs</b>
1. Evaluate candidate electability. Create campaign committee, and volunteer list.	NTS: Proposition 4: Teachers think systematically about their practice and learn from experience. SS C3: 1. CIVIC: Civic and Political Institutions, Participation, and Deliberation: Applying Civic Virtues and Democratic Principles, Processes, Rules, and Laws NCHS: 3. Historical Analysis and Interpretation Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears	CE 6
2. Create a platform, a fundraiser and plan an invite list with a \$ target in mind.	NTS: Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. SS 1-3 SS C3: 2. ECONOMICS: Economic Decision Making, Exchange and Markets, The National Economy, The Global Economy NCHS: 3. Historical Issues-Analysis and Decision-Making Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.	CE 1
3. Develop a highly-effective contact card, visual aids, and contact plan.	NTS: Proposition 1: Teachers are committed to students and their learning. SS C3: HISTORY: Change, Continuity, and Context, Perspectives, Historical Sources and Evidence, Causation, and Argumentation NCHS: 2. Historical Comprehension: Utilize visual and mathematical data presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.	CE 4
4. Role play campaign manager with data and research to campaign in voter turnout areas.	NTS: Proposition 4: Teachers think systematically about their practice and learn from experience. SS C3: 4. HISTORY: Change, Continuity, and Context, Perspectives, Historical Sources and Evidence, Causation, and Argumentation NCHS: 4. Historical Research Capabilities Employ quantitative analysis to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy	CE 6
5. Create an age-appropriate lesson plan that covers a 3-5 day time period.	NTS: Proposition 3: Teachers are responsible for managing and monitoring student learning. SS C3: 1. CIVIC: Civic and Political Institutions, Participation, and Deliberation: Applying Civic Virtues and Democratic Principles, Processes, Rules, and Laws NCHS: 1. Chronological Thinking: Establish temporal order in constructing their [students'] own historical narratives: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.	CE 2, 3

6. Teach students about the about campaigns and elections.	NTS: Proposition 5: Teachers are members of learning communities. SS C3: 1. CIVIC: Civic and Political Institutions, Participation, and Deliberation: Applying Civic Virtues and Democratic Principles, Processes, Rules, and Laws NCHS: 5. Historical Issues-Analysis and Decision-Making Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.	CE 2, 3
7. Fulfill the rights and responsibilities of civic duty and virtue.	NTS: Proposition 5: Teachers are members of learning communities. SS C3: 1. CIVIC: Civic and Political Institutions, Participation, and Deliberation: Applying Civic Virtues and Democratic Principles, Processes, Rules, and Laws NCHS: 5. Historical Issues-Analysis and Decision-Making Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.	CE 5

### National Teaching Standards Addressed in This Course:

- Proposition 1: Teachers are committed to students and their learning.
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3: Teachers are responsible for managing and monitoring student learning.
- Proposition 4: Teachers think systematically about their practice and learn from experience.
- Proposition 5: Teachers are members of learning communities.

### SS C3 Framework Organization:

Key principles: civics, economics, geography, and history—way of thinking and organizing knowledge as well as systems for verifying knowledge.

1. **CIVIC:** Civic and Political Institutions, Participation, and Deliberation: Applying Civic Virtues and Democratic Principles, Processes, Rules, and Laws
2. **ECONOMICS:** Economic Decision Making, Exchange and Markets, The National Economy, The Global Economy
3. **GEOGRAPHY:** Geographic Representations: Spatial Views of the World, Human-Environment Interaction: Place, Regions, and Culture, Human Population: Spatial Patterns and Movements, Global Interconnections: Changing Spatial Patterns
4. **HISTORY:** Change, Continuity, and Context, Perspectives, Historical Sources and Evidence, Causation, and Argumentation

### National Center for History in Schools : UCLA

#### 1. Chronological Thinking:

- a. Establish temporal order in constructing their [students'] own historical narratives: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.

## **2. Historical Comprehension**

- a. Appreciate historical perspectives--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
- b. Utilize visual and mathematical data presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.

## **3. Historical Analysis and Interpretation**

- a. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

## **4. Historical Research Capabilities**

- a. Employ quantitative analysis to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy

## **5. Historical Issues-Analysis and Decision-Making**

- a. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

### **Topics, Assignments, and Activities – Points and Time to Complete**

<b>Module Topics</b>	<b>Module Assignments and Activities</b>	<b>Points for Grading and Hours</b>
<b>Module 1 –</b> <b>(A)</b> <b>Electable Candidates and Issues</b>  <b>(B)</b> <b>Building a Campaign Committee</b>  <b>(C)</b> <b>Volunteers</b>	<b>Module 1 –</b> <b><u>Assignment 1:</u> (A) Complete an in-depth self-questionnaire quiz re. electability (5 points)</b>  <b><u>Assignment 2:</u> (B) Create a hypothetical campaign committee. (15 points) Noting importance of network and reliability. 5-7 Members... note weaknesses</b>  <b><u>Other Activities (Ungraded Activities)</u></b> <b>Reading Chapter 1</b> <ul style="list-style-type: none"><li>• (Acquaint yourself with 10 candidates) 2 hours web search:</li><li>• Do a search on electable/un-electable candidates and issues. Don't limit yourself to only researching current campaigns.. Consider what a winning and losing attitude looks like... and public perception of that candidate.</li></ul>	<b>20</b>          <b>(10 H)</b>

<p><b>Module 2 –</b> <b>(A)</b> <b>Platforms</b></p> <p><b>(B)</b> <b>Fundraising</b></p> <p><b>(C)</b> <b>Volunteers</b></p>	<p><b>Module 2 –</b> <b><u>Assignment 1 PLATFORM:</u></b></p> <p><b>(A) Make a list of qualifications for the candidate that is running for office. This should be 5-7 bullet points. (10 points)</b></p> <p><b>(B) Review <u>GPV</u> and other sources to develop a platform and 8-10 bullet points about the candidate. (10 Points)</b></p> <p><b><u>Assignment 2 Hypothetical Fundraiser:</u></b></p> <p><b>GPV mentions the importance of running a campaign with donations as in NOT your money. However, it does NOT go into great depth as to the who, what , where, and when. This assignment asks that following criteria are met:</b></p> <p><b>A. Research a venue for the fundraiser, foods, and entertainment if needed.</b></p> <p><b>B. Create an invitation that would go out to would-be invitees.</b></p> <p><b>C. How much money will this event raise?(10 Points)</b></p> <p><b>D. (Spend 2 hour searching web for fundraiser ideas/prices/venues)</b></p> <p><b>Remember, I am NOT looking for perfection here. I will NOT deduct style points! However going through the process of a fundraiser is critical. This will position students to create a fundraiser event for a campaign. (20 Points)</b></p>	<p><b>50</b></p> <p><b>(20 H)</b></p>
<p><b>Module 3–</b> <b>(A)</b> <b>Contact Card</b></p> <p><b>(B)</b> <b>Visual Aides</b></p> <p><b>(C)</b> <b>Yard Signs</b></p>	<p><b>Module 3 –</b> <b>Review Chapter 1 and 2 for <u>GPV</u>.</b></p> <p><b>(A/B) Create a contact card based on the platform (See Assignment 2) Be sure to include pictures and other pertinent information. (Get three competitive quotes from vendors on shipping + tax) what it would cost to print 5,000 cards).</b></p> <p><b>(25 Points)</b></p> <p><b>(B/C) Create a yard sign following the criteria discussed in GPV. Be sure to carefully consider color schemes, readability. (Get a quote from three vendors as what it would cost to print 500 signs including shipping + tax)</b></p> <p><b>(25 Points)</b></p> <p><b>Post both the contact card (front and back) on our class forum. BE SURE TO INCLUDE PRICING!!! (Offer praise or constructive criticism on two other student’s work that are already posted on the forum.)</b></p>	<p><b>50</b></p> <p><b>(25 H)</b></p>

	<p><b><u>Non-Graded Work and Activities</u></b></p> <ul style="list-style-type: none"> <li>• Reading Chapter 4</li> <li>• (Spend 2 hour searching web for contact card ideas and 2 hours for sign ideas)</li> </ul>	
<p><b>Module 4 – (A) Developing a Contact Plan</b></p> <p><b>(B) Absentee Ballots</b></p>	<p><b>Perform job of campaign manager and delegate list to three of your hypothetical volunteers.</b></p> <p><b>(A) Develop a walking list for canvassers. Be sure to consult the county board of elections for this information. (B) Divide the walking list between three hypothetical volunteers. (C) Create a canvassing paper that explains the dos/don't of canvassing to potential volunteers. (D) Call your local Board of Elections. Ask if there is an absentee voter list that is generated during the election cycle. Ask where the list can be found. This should include addresses to voters who are going to receive an absentee ballot. Devise a plan to contact prospective voters.</b></p> <ul style="list-style-type: none"> <li>• <b><u>Reading Chapter 4</u></b></li> <li>• <b><u>(Spend 2 hour searching web for videos of successful and unsuccessful canvassers)</u></b></li> </ul>	<p><b>40</b></p> <p><b>20</b></p> <p><b>(20 H)</b></p>
<p><b>Module 5 - (A) Campaign Manager</b></p>	<p><b>(A) Congratulations! You are in charge of a campaign. Create a candidate that is running for office. If you struggle with creativity no problem. This candidate can be based on ANYONE living or deceased. Develop a winning strategy for your candidate. PLEASE FEEL FREE TO UTILIZE ANY AND ALL RESOURCES CREATED IN THIS COURSE!</b></p> <p><b>Submit your own game plan for victory. Be sure your paper meets the following criteria:</b></p> <p><b>1. Three Pages Long 2. Proper spelling 3. Proper Grammar</b></p> <p><b>4. APA Format 5. Be sure to include any resources necessary to create excitement about your candidate! (50 Points)</b></p> <ul style="list-style-type: none"> <li>• <b><u>Reference GPV</u></b></li> </ul>	<p><b>50</b></p> <p><b>(20 H)</b></p>
<p><b>FINAL: Module 6- Lesson Plan</b></p> <p><b>or</b></p> <p><b>Professional Development Activity</b></p>	<p><b>(A) Assemble a lesson plan as to how a teacher could use materials from this class to teach K-12 students about campaigns and elections... or Create a professional development activity based on the same criteria!!!</b></p> <p><b>B) Be sure to keep this an age appropriate lesson plan with goals. *Use the seven candidate profiles. Students are voting for a school board member. They should run a class-wide or could run grade-wide campaign... Feeling brave, try a school-wide campaign. Administrators, make this a professional development activity for an in-service. Invite the superintendent or human resources and prove your worth to the district!!!</b></p>	<p><b>50</b></p> <p><b>(25 H)</b></p>

	<ul style="list-style-type: none"> <li>● Please link to common core standards (are whatever they are being called these days.) <ul style="list-style-type: none"> <li>● Please link to common core standards (are whatever they are being called these days.)</li> <li>● This lesson should be planned for a 1-5 day window of time based on the grade level.</li> <li>● Post Plan to a social media site of your choice. Please link back to my course at Fresno Pacific University.</li> <li>● (Link goes here)</li> </ul> </li> </ul>	
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## Assignments and Activities

### Module 1:

#### Assignment 1:

(A) Complete an in-depth self-questionnaire quiz re. electability (5 points)

#### Assignment 2:

B) Create a hypothetical campaign committee. (15 points) Noting importance of network and reliability. 5-7 Members... note weaknesses

### Other Activities (Ungraded Activities)

#### Reading Chapter 1

- (Acquaint yourself with 10 candidates) 2 hours web search:
- Do a search on electable/un-electable candidates and issues. Don't limit yourself to only researching current campaigns.. Consider what a winning and losing attitude looks like... and public perception of that candidate.

### Module 2:

#### Assignment 1 PLATFORM:

(A) Make a list of qualifications for the candidate that is running for office. This should be 5-7 bullet points. (10 points)

(B) Review GPV and other sources to develop a platform and 8-10 bullet points about the candidate. (10 points)

#### Assignment 2 Hypothetical Fundraiser:

GPV mentions the importance of running a campaign with donations as in NOT your money. However, it does NOT go into great depth as to the who, what , where, and when. This assignment asks that following criteria are met:

- A. Research a venue for the fundraiser, foods, and entertainment if needed.
- B. Create an invitation that would go out to would-be invitees.
- C. How much money will this event raise? (10 Points)

D. (Spend 2 hour searching web for fundraiser ideas/prices/venues)

Remember, I am NOT looking for perfection here. I will NOT deduct style points! However going through the process of a fundraiser is critical. This will position students to create a fundraiser event for a campaign. (20 Points)

### **Module 3:**

Review Chapter 1 and 2 for GPV.

(A) Create a contact card based on the platform (See Assignment 2) Be sure to include pictures and other pertinent information. (Get three competitive quotes from vendors on shipping + tax) what it would cost to print 5,000 cards). (25 Points)

(B) Create a yard sign following the criteria discussed in GPV. Be sure to carefully consider color schemes, readability. (Get a quote from three vendors as what it would cost to print 500 signs including shipping + tax)

(25 Points)

Post both the contact card (front and back) on our class forum. **BE SURE TO INCLUDE PRICING!!!** (Offer praise or constructive criticism on two other student's work that are already posted on the forum.)

### **Non-Graded Work and Activities**

- Reading Chapter 4
- (Spend 2 hour searching web for contact card ideas and 2 hours for sign ideas)

### **Module 4:**

Perform job of campaign manager and delegate list to three of your hypothetical volunteers.

(A) Develop a walking list for for canvassers. Be sure to consult the county board of elections for this information. (B) Divide the walking list between three hypothetical volunteers. (C)

Create a canvassing paper that explains the dos/don't of canvassing to potential volunteers.

(D) Call your local Board of Elections. Ask if there is an absentee voter list that is generated during the election cycle. Ask where the list can be found. This should include addresses to voters who are going to receive an absentee ballot. Devise a plan to contact prospective voters.

- **Reading Chapter 3 and 4**
- **(Spend 2 hour searching web for videos of successful and unsuccessful canvassers)**

### **Module 5:**

(A) Congratulations! You are in charge of a campaign. Create a candidate that is running for office. If you struggle with creativity no problem. This candidate can be based on ANYONE living or deceased. Develop a winning strategy for your candidate. **PLEASE FEEL FREE TO UTILIZE ANY AND ALL RESOURCES CREATED IN THIS COURSE!**

Submit your own game plan for victory. Be sure your paper meets the following criteria:

1. Three Pages Long
2. Proper spelling
3. Proper Grammar

#### 4. APA Format

#### 5. Be sure to include any resources necessary to create excitement about your candidate!

(50 Points)

- **Reference GPV**

#### **Module 6:**

(A) Assemble a lesson plan as to how a teacher could use materials from this class to teach K-12 students about campaigns and elections... or Create a professional development activity based on the same criteria!!!

B) Be sure to keep this an age appropriate lesson plan with goals. \*Use the seven candidate profiles. Students are voting for a school board member. They should run a class-wide or could run grade-wide campaign... Feeling brave, try a school-wide campaign. Administrators can make this a professional development activity for an in-service. Invite the superintendent or human resources and prove your worth to the district!!!

- Please link to common core standards.
- This lesson should be planned for a 1-5 day window of time based on the grade level.
- Post Plan to a social media site of your choice. Please link back to my course at Fresno Pacific University.

### **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

#### **Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to:

([https://docs.moodle.org/30/en/Student\\_FAQ](https://docs.moodle.org/30/en/Student_FAQ)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

#### **Moodle Site Login and Passwords – (or other online course access information):**

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email [prof.dev@fresno.edu](mailto:prof.dev@fresno.edu)

#### **Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559-453-3460) is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the “School = Continuing Education”.

### **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

### **Grading Policies and Rubrics for Assignments**

- Assignments will be graded according to criteria presented in the course grading rubrics. (Provided as a separate document in course materials.)
- Students must earn a minimum of 80% to receive credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### **Writing Requirements to include in rubrics**

This is a sample, but will need to be aligned to the grading rubrics for assignments.

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

### **Instructor/Student Contact Information**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the

instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures at <http://ce.fresno.edu/cpd/policies/>

### Continuing Education Program Student Learning Outcomes

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Fresno Pacific University Student Learning Outcomes

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.

**Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.