FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Online Course Syllabus

Course Number: TEC 948

Course Title: Teaching and Learning Online

X Online   ☐ Distance Learning

Instructor: Mary Bennett, MA **Phone number:** 800-967-9365/559-322-7067 **Email:** Email: maryebennett@sbcglobal.net Email will be answered within 48hours Monday through Friday. **Office Hours:** M-F 8:00am – 5:00pm by phone **Other Contact Information:** Curriculum Services Associates 5876 E. Powers, Clovis, CA 93619	Units: 3 Grade Level: K-12

Course Description

Online education can provide the opportunity for students and educators to communicate and demonstrate mastery in ways that would be challenging in the traditional setting. *TEC 948 Teaching and Learning Online* was designed to prepare teachers with the background knowledge they will need for this challenge. In this course, the historical perspective of the dynamic evolution of online teaching and the driving forces behind it will be explored as well as the strategies, theories, and concepts that surround the online classroom.

Aligning effective pedagogy with engaging curriculum and a variety of technology tools, teachers will become empowered to be tomorrow's leaders in online teaching. Course participants will learn that while there are many similarities, online learning enjoys some fundamental differences that require a different approach to teaching. Throughout the course, the

possibilities for matching learning objectives to assessments and creating student-centered activities will be explored through the use of emerging technology. In addition, course participants will develop a basic understanding of copyright and accessibility issues and how they apply in the age of the Internet. This course will strengthen the essential skills and knowledge necessary to be an effective online instructor and meet needs of 21st century students as identified in the National Educational Technology Plan.

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.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to 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. In the event that 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: (http://docs.moodle.org/en/Student_tutorials). 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.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm 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 Continuing Education/Independent Studies department.

Course Materials

Everything that you need for this course will be found online. Participants do not have to purchase any materials. A word processor and presentation program, such as Microsoft Office is recommended but not required. A wide range of free alternatives such as the Open Office suite of programs, Zoho, Glide and ThinkFree web-based office suites, and Google Docs are strongly encouraged. We will be using Moodle as the Learning Management System for this course. It works well with both Mac & PC and does not have any conflicts with any of the main browsers (Chrome, Internet Explorer, Safari, and Firefox).

Online Resources

Relevant online resources that support course content and encourage further investigation are provided.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

The Online Environment

An integral part of this course is the online environment in which course participants will contribute to threaded discussions as they share methods, ideas, and relevant resources.

Course Requirements

The course is divided into fifteen units of study. In each unit, participants will explore teaching online through:
- Orientation and Introductions

- Net Generation
- The Impact of the Internet and Technology on Education
- What is Online Teaching and Learning?
- Theories of Learning
- Teaching Strategies
- The Online Instructor
- The Online Student
- Roles of Learning Styles in the Online Classroom
- Preparing Students to Learn Online
- Locating Information on the Internet
- Evaluating Information on the Internet
- Accessibility
- Copyright
- Using the Internet to Enhance Teaching and Learning

Every assignment has a rubric. Most participants are successful on their assignments because they align their work to the rubric, and assignments can be corrected and resubmitted.

National Standards

National Educational Technology Standards for Teachers

The Course Objectives directly addresses The National Educational Technology Standards for Teachers (http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx) in all five areas.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-age Learning Experiences and Assessments
3. Model Digital-age Work and Learning
4. Promote and Model Digital-Age Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

National Board for Professional Teaching Standards

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community. (http://www.nbpts.org/)

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

In addition, course participants will explore and identify how the online environment supports standards-based learning as identified in national guiding documents.

iNACOL. National Standards for Quality Online Teaching
These standards are designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching and offer an important tool to help teachers, schools, and parents across the nation evaluate quality and implement best practices (http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf).

The Student Learning Outcomes for this course address **iNACOL Standards for Quality Online Teaching** A, C, D, E, F, G, H, I and K.

<u>**Schedule of Topics and Assignments**</u>
Assignments are available for use with or without student participation.

Schedule of Topics		Assignments
Unit 1	**Orientation and Introductions** (SLO 3,4,11)	• Determine if you are prepared to take an online course • Explore the tools and technology used in an online classroom • Introductions Discussion Forum
Unit 2	**Net Generation** (SLO 1,2,3, 4,5, 11)	• Discover the Millennials • Define how this generation of students uses technology • Millennials Discussion Forum

Schedule of Topics		Assignments
Unit 3	**The Impact of the Internet and Technology on Education** (SLO 1,3,4,5,11)	• Define how technology and the National Educational Technology Plan support the goals of NCLB • Identify the driving forces behind the growth of e-learning • Examine how technology is transforming education to meet the needs of this generation • The Impact of Technology Discussion Forum
Unit 4	**What is Online Teaching and Learning?** (SLO 3,4,5,11)	• Compare and contrast the similarities and differences between the traditional classroom and in the online classroom • What Online Learning Means to Me Discussion Forum
Unit 5	**Theories of Learning** (SLO 1,3,4,5,11)	• Summarize the theories and concepts related to online education • Explore the relationship between Behaviorism, Constructivism and teaching styles • Connectivism and Networked Learning Environments Discussion Forum
Unit 6	**Teaching Strategies** (SLO 2, 3,4,5,8 11,12)	• Explore the *Seven Principles for Good Practice in Undergraduate Education* • Apply the *Seven Principles* using technology • Seven Principles Discussion Forum
Unit 7	**The Online Instructor**	• Explore the changing roles and challenges faced by the online instructor

Schedule of Topics		Assignments
	(SLO 3,4,5,11)	• Identify skills and techniques required of successful online instructors. Discover strategies for minimizing attrition rates • Online Instructor Picture Gallery Discussion Forum • Retention Discussion Forum
Unit 8	**The Online Student** (SLO 2,3,4,5,11,12)	• Discover what kinds of students are successful online students • Communicate the expectations instructors have for online students • Adult Learner Discussion Forum
Unit 9	**Role of Learning Styles in the Online Classroom** (SLO 2,3,4,5,8,9,11,12)	• Evaluate your preferred learning style • Investigate the theory of Multiple Intelligences • Explore activities that address multiple learning styles. • Learning Styles Discussion Forum • Multiple Intelligences Discussion Forum
Unit 10	**Preparing Students to Learn Online** (SLO 2,3,4,5,11,12)	• Analyze the pros and cons of learning online • Develop a checklist of competencies for students • Advantageous and Disadvantageous of Online Learning Discussion Forum

Schedule of Topics		Assignments
Unit 11	**Locating Information on the Internet** (SLO 2,3,4,5,9,11,12)	• Explore and apply Internet search strategies • Dog Gone Discussion Forum • Searching on the Internet Discussion Forum
Unit 12	**Evaluating Information on the Internet** (SLO 2,3,4,5,11,12)	• Discover how to critically evaluate information found on the Internet • Phishy Websites Discussion Forum
Unit 13	**Accessibility** (SLO 2,3,4,5,6,11)	• Develop a basic understanding of accessibility issues students may face while online • Propose solutions and accommodations to possible access cases • Accessibility Simulation Discussion Forum
Unit 14	**Copyright** (SLO 3,4,5,7,11,12)	• Explore copyright issues as they relate to traditional and online education • Analyze and apply best practices for utilizing copyrighted material • Violating Copyright Discussion Forum
Unit 15	**Using the Internet to Enhance Teaching and Learning** (SLO 2,3,4,5,8,9,11,12)	• Explore the various ways the online environment is used for teaching and learning • Experiment with how you will use the online environment in your teaching practices • Classroom Website Discussion Forum • Using the Online Environment Discussion Forum • Teaching Online Discussion Forum

Schedule of Topics		Assignments

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of their knowledge of course concepts guided by focus questions.

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments.

- Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.

- Student demonstrated their ability to participant in a community of learners through their contributions to asynchronous discussion forums.

- Student demonstrated their understanding of classroom application of online resources through their design and development of an appropriate online experience.

- Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.

Grading Policies and Rubrics

300 total points possible
300 - 270 =A
269 - 210 = B or Credit Grade
Below 209 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted.

- 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.

Major Assignments

1.	Net Generation Essay	20 points
2.	Technology Plan	20 points
3.	Compare and Contrast Traditional and Online Classrooms	20 points
4.	Theoretical Beliefs Assignment	20 points
5.	Roles I Play Assignment	20 points
6.	Welcome Letter	20 points
7.	Learning Styles Assignment	20 points
8.	Checklist of Skills	20 points
9.	Website Evaluation	20 points
10.	Case Study	20 points
11.	Copyright Assignment	20 points
12.	Website	50 points
13.	Discussion Forums	30 points

Rubric for Evaluating Assignments

Assignments	Sub-standard	Standard	Superior
Net Generation 20 possible Points Superior=17-18 Standard=17-16 Sub-Standard=15-oir below	Vague explanation of technology use is presented, along with an unclear description of the expectations of the Net Generation, the needs of the students are minimally explored and the links to possible transformations in education are missing or disjointed.	An explanation of technology use is presented, along with a brief description of the expectations of the Net Generation, the needs of the students are explored and are sufficiently linked to possible transformations in education.	A thorough explanation of technology use is presented, along with a comprehensive, clear, and detailed description of the expectations of the Net Generation, the needs of the students are explored and are clearly linked to possible transformations in education which are supported by specific examples.
Impact of the Internet and Technology in Education 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Letter vaguely defines target audience, a description of the technology plan is minimally presented or missing, it is not clear if the plan is linked to the goals of NCLB and the NETP, less than two examples of successful technology integration are presented.	Letter defines target audience, a description of the technology plan is defined and linked to the goals of NCLB and the NETP, two examples of successful technology integration are presented.	Letter clearly defines target audience, a comprehensive, clear, and detailed description of the technology plan is defined and clearly linked to the goals of NCLB and the NETP, more than two concrete examples of successful technology integration are presented.

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Assignments	Sub-standard	Standard	Superior
What is Online Teaching and Learning 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Essay contains vague description of the differences between online and on-ground courses is presented, the transformation in teaching practices is missing or unclear and not supported with any examples.	Essay contains clear, and detailed analysis of the differences between online and on-ground courses is presented, the transformation in teaching practices is adequately defined and supported by two examples.	Essay contains comprehensive, clear, and detailed analysis of the differences between online and on-ground courses is presented, the transformation in teaching practices is clearly defined and supported by two or more examples.
Theories of Learning 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Essay contains vague description of theoretical beliefs and links to teaching styles are disjointed or missing and no examples are presented.	Essay contains adequate description of theoretical beliefs which are sufficiently linked to teaching styles and illustrated with at least one example.	Essay contains comprehensive, concise and detailed description of theoretical beliefs which are thoroughly linked to teaching styles and illustrated with at least one solid example.

Assignments	Sub-standard	Standard	Superior
The Online Instructor 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Role or the online instructor is marginally described, comparison of the online instructor and the face-to-face instructor is vague or missing, student does not clearly identify the role they are most comfortable in and fails to describe the skills or techniques they need to strengthen.	Role of the online instructor is adequately defined, comparison of the online instructor and the face-to-face instructor is presented, student identifies the role they are most comfortable in and somewhat describes the skills or techniques they need to strengthen.	Role of the online instructor is clearly defined, comprehensive comparison of the online instructor and the face-to-face instructor is thoroughly explored, student identifies the role they are most comfortable in and evaluates the skills or techniques they need to strengthen.
The Online Student 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Letter vaguely defines target audience, a description of how the online environment will be utilized is minimally presented or missing, student expectations are unclear and no examples are used to support expectations.	Letter defines target audience, a description of how the online environment will be utilized is presented, student expectations are adequately described and supported with at least one example.	Letter clearly defines target audience, a comprehensive, clear, and detailed description of how the online environment will be utilized is defined, student expectations are fully described and supported with two or more examples.

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Assignments	Sub-standard	Standard	Superior
Role of Learning Styles in the Online Classroom 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Vague description of the activity is presented, links to a specific subject area are missing or disjointed and target audience is unclear, standards are somewhat addressed or not at all and strategies for implementation for less than two of the most common learning styles are presented.	Adequate description of the activity is presented, activity is sufficiently linked to a specific subject area and appropriate for the target audience, standards are addressed and implementation strategies for at least of the most common learning styles are presented.	Comprehensive, clear, and detailed description of the activity is presented, activity is clearly linked to a specific subject area and highly appropriate for the target audience, standards are thoroughly addressed and implementation strategies for two or more of the most common learning styles are presented.
Preparing Students to Learn Online 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Checklist vaguely defines target audience, a description of specific skills is minimally presented or missing and somewhat appropriate for the target audience.	Checklist defines target audience, a description of specific skills is presented and appropriate for the target audience.	Checklist clearly defines target audience, a comprehensive, clear, and detailed description of specific skills is presented and highly appropriate for the target audience.

Assignments	Sub-standard	Standard	Superior
Evaluating Information on the Internet 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Website is vaguely evaluated, a description of the findings are minimally presented, evaluation survey is missing or not appropriate for the target grade level.	Website is clearly evaluated, a sufficient description of findings are presented, evaluation survey is adequately appropriate for the target grade level.	Website is critically and comprehensively evaluated, a detailed and concise description of findings are presented, evaluation survey is highly appropriate for the target grade level.
Accessibility 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	The selected case study is minimally explored, student marginally identifies and somewhat describes access issues faced by both the student and the instructor, solutions and accommodations for at least one access issue are missing or disjointed.	The selected case study is thoroughly explored, student identifies and sufficiently describes specific access issues faced by both the student and the instructor, solutions and accommodations for at least one access issue are adequately defined and presented.	The selected case study is comprehensively and thoroughly explored, student identifies and fully describes specific access issues faced by both the student and the instructor, solutions and accommodations for one or more access issues are clearly defined and presented in detail.

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Assignments	Sub-standard	Standard	Superior
Copyright 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	All four questions posed by Grabe and Grabe are minimally answered or missing, implications for copyright, fair use, the TEAH Act and Creative Commons are marginally or not at all explored and addressed.	All four questions posed by Grabe and Grabe are adequately answered, implications for copyright, fair use, the TEAH Act and Creative Commons are sufficiently explored and addressed.	Comprehensive, clear, and detailed answers to all four questions posed by Grabe and Grabe are presented, implications for copyright, fair use, the TEAH Act and Creative Commons are thoroughly explored and addressed.
Website 50 possible points Superior=50-45 Standard=44-40 Sub-standard=39 or below	Website contains three or less pages the purpose of the website is minimally presented and is marginally or not at all appropriate for the target audience, less than relevant links are incorporated into the site.	Website contains at least three pages the purpose of the website is adequately presented and is appropriate for the target audience, at least two relevant links are incorporated into the site.	100% of all Discussion Board assignments were completed, postings fully addressed the question and delivers information that is full of insight, thought, and analysis, connections are made to previous or current content or to real-life situations, appropriate attachments are present as described in the assignments.

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Assignments	Sub-standard	Standard	Superior
Discussion Forums 30 possible points Superior=30-27 Standard=26-24 Sub-standard=23 or below	Less that 100% of Discussion Board assignments were completed, postings minimally responded to the question and the information is superficial without any evidence of insight or analysis, may be completely off topic, no connections are made to content or real-life situations, attachments are missing as described in the assignments.	100% of all Discussion Board assignments were completed, postings respond to the question and deliver information that demonstrate insight, thought, and analysis, connections are sufficiently made to previous or current content or to real-life situations, attachments are present as described in the assignments.	100% of all Discussion Board assignments were completed, postings fully addressed the question and delivers information that is full of insight, thought, and analysis, connections are made to previous or current content or to real-life situations, appropriate attachments are present as described in the assignments.

Writing Requirements

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.

Grading Options

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit.

Instructor/Student Contact

Built into the course requirements are contacts between the course instructor and the students via asynchronous discussions. Questions are addressed and assistance is offered through these contacts, however, students are encouraged to contact the instructor at anytime throughout the course to discuss the materials, assignments, or any questions that they may have.

How to send Email:

The subject line of all Email must contain the following information:
course number your last name, first initial.
example: TEC 948 Bennett, M.

Email sent without this subject line will not be opened.

If you have to leave a message, please leave your name, the course number, and any questions you may have along with a phone number so that we may return your call.

References/ Resources
Delicious
(http://delicious.com/maryebennett)
This link is to my social bookmarking site. This site is constantly growing with relevant and valuable resources for teachers.

How to Be a Great Online Teacher, Lehmann. K. Scarecrow Education 2004. ISBN 1-57886-112-8

Teaching Online: Draves, W. LERN Books, 2002. ISBN# 1-57722-027-7

Teaching Online: A Practical Guide. Ko, S. Rossen, S. Routledge, 2010 (3rd) .ISBN 0-618-00042-9

iNACOL. National Standards for Quality Online Courses
(http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Courses%202007.pdf) The standards selected are based on the results of a research review and survey of online course quality criteria. These quality standards were evaluated and assembled into an easy to use document for evaluating online courses with common benchmarks. The standards are designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online course content, instructional design, technology, student assessment, and course management.

iNACOL. National Standards for Quality Online Teaching
(http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf) These standards are designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching and offer an important tool to help teachers, schools, and parents across the nation evaluate quality and implement best practices.

National Educational Technology Plan. *Transforming American Education: Learning Powered by Technology*
(http://www2.ed.gov/about/offices/list/os/technology/netp.pdf)

National Educational Technology Standards for Teachers
(www.cnets.iste.org/teachers/t_stands.html)

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 that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies

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.

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

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