

ARCHAEOLOGY (MINOR) 2014

1. Gain a broad context from which historical data derive through the study of anthropology, archaeology, art, language, geology, history, and religion
2. Construct skills for cultural and physical contexts in which archaeological material occurs
3. Evaluate and apply professional skills surveying, field excavation, mapping, and report writing, context, and techniques for interpreting material culture and data
4. Articulate interrelations in archaeology between the humanities, social science, and natural science in a manner consistent with current trends in fields of archaeological research and study.

ART (BA AND BFA)
1. Gain an understanding of the creative process and how to plan, execute, and critically evaluate a work of art
2. Understand art as an aesthetic experience and how the creative act can enrich one's life, how it can drive one's professional ambitions, and inspire individual vocational goals
3. Gain an understanding of the multi-disciplinary nature of visual art and art history
4. Be exposed to a wide variety of techniques, styles, materials, and creative directions from art experiences
5. Learn to plan long-term creative outcomes through class projects or research assignments and senior thesis projects
6. Learn to think, speak, and write critically about art and its contexts
7. Gain an understanding of the visual communication methodology that is appropriate for the creative or academic post-baccalaureate goals
8. Become aware of the broader visual art community
9. Appreciate the plurality of the creative disciplines and the inter-connectedness of the creative arts
10. Gain an understanding of the history of art and the cultural contexts that surround the creation of art

ART (BFA)
1. Gain more experience and fluency within a media concentration
2. Have increased breadth of experience with media outside concentration
3. Have increased experience and skill in Art History and Drawing
4. Exit with portfolio work which could be used for Master of Fine Arts (MFA) graduate program applications

BUSINESS
1. Business Knowledge & Analytical Skills
a. Learning Goal: Our graduates will have the knowledge and the analytical, management, and qualitative skills necessary to advance organizations and improve their performance.
b. Learning Outcomes
i. Our students will master the key frameworks, models, and skills that reflect the body of knowledge in their major, and will apply discipline-based habits of analytical thinking to problems and opportunities.
ii. Our students will be skilled in the analysis of both qualitative information and quantitative data. They will be able to frame problems, apply appropriate analytical techniques, and draw valid conclusions and recommendations.
2. Ethical Perspective
a. Learning Goal: Our graduates will develop an understanding of business that reflects the moral responsibility of management to all relevant stakeholders and the natural environment.
b. Learning Outcomes
i. Our students will understand the cultural and ethical complexities of conducting business on a global scale and be able to suggest appropriate courses of action.
ii. Our students will understand how to integrate the Christian tradition of "service" in their leadership and business practices.
iii. Our students will understand the importance of and techniques for measuring the impact of firms on people and their natural environment.
3. Communication Skills
a. Learning Goal: Our graduates will be able to communicate effectively in a variety of settings to advance organizational objectives and to meet challenges.
b. Learning Outcomes
i. Our students will be able to synthesize and summarize information and to professionally communicate their analyses, arguments, and recommendations to a variety of audiences.
ii. Our students will be skilled in written, oral, and visual communication and will be able to effectively choose communication methods that are appropriate to the topic, objective, and setting.
iii. Our students will demonstrate effective interpersonal skills in a team setting.
4. Global Perspective
a. Learning Goal: Our graduates will have developed a global and multi-cultural perspective on the business enterprise and acquire the leadership skills necessary to be a successful leader in a global organization.
b. Learning Outcomes
i. Our students will learn about the ways national culture, law, and other social structures affect organizations and the ways that organizations affect their host countries.
ii. Our students will develop the skills and perspective needed for effective leadership in a multi-cultural environment.
iii. Our students will learn to apply the analytical content of their major in an international setting.
5. Personal & Professional Development
a. Learning Goal: Our graduates will become "authors" of their own futures by assuming responsibility for making informed choices about personal and professional development, taking pride in excellence and contributions to their communities, and continuously pursuing skills needed for a career as a business professional.

b. *Learning Outcomes*

i. Our students will have the self-awareness and intellectual curiosity to realize a need to make their education a continuous, life-long state of mind.

ii. Our students will strive to meet the highest professional standards of knowledge and competency in business in order to improve their organizations and communities.

iii. Our students will strive to create a learning and living environment where they will mature and become well-grounded individuals and successful leaders in both business and their communities.

CHEMISTRY (BS, BS)
1. Students will be able to explain natural phenomena using theories and models at the atomic and molecular level.
2. Students will be able to solve both conceptual and quantitative problems that relate to the structure, energetics, and properties of atomic and molecular systems.
3. Students will demonstrate an understanding of safe and environmentally responsible laboratory practices.
4. Students will demonstrate effective, scientific communication skills both in writing and orally.
5. Students will use modern laboratory techniques properly to collect and analyze experimental and/or computational data.

HEALTH AND SPORT STUDIES (SPORT MANAGEMENT AND EXERCISE SCIENCE)
1. Ability to communicate using writing skills
2. Ability to communicate using oral skills
3. Ability to collaborate with others
4. Ability to think creatively/
5. Ability to understand social issues
6. Ability to engage in leadership/community
7. Ability to demonstrate knowledge of field

HEALTH AND SPORT STUDIES (MA ATHLETIC COACHING)
1. Analyze and understand pedagogical skills and methodology germane to coaching
2. Apply and demonstrate pedagogical skills to actual experiential learning situations
3. Demonstrate the ability to communicate using both writing and oral skills
4. Demonstrate the ability to think creatively and critically
5. Demonstrate knowledge of both qualitative and quantitative methods of assessing coaching applications and student learning for diverse populations

COMMUNICATION (BA)
1. Critical Communication Skills: Ability to communicate critically and empathically in both oral and written contexts, including reading, writing, listening, and speaking.
2. Research Skills: Ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem.
3. Relational Skills: Ability to interact ethically and effectively in interpersonal and group communication, decision-making processes, collaboration, conflict resolution, and mediation.
4. Analytical Skills: Ability to apply theoretical concepts to the analysis of an issue, question, problem, or text.
5. Critical Reasoning Skills: Ability to recognize and evaluate underlying assumptions and values to understand others' perspectives, to communicate understandings to others, and to engage in argument ethically and effectively with the goal of coming to mutually acceptable decisions.
6. Diversity Skills: Ability to identify ways to respect difference and find commonality, demonstrating cross-cultural competence in an increasingly interconnected, global society.
7. Technological Skills: Ability to use technologies effectively and ethically in the development and presentation of ideas.
8. Ethical Considerations: Ability to identify and appreciate the ethical dimensions of communication, understanding that what constitutes effective communication may not always be what is ethical.

COMPUTER SCIENCE (BA, BS)
1. develop an ability to understand and analyze end user needs, and master the techniques required to create programs that satisfy those needs. (Programming)
2. become conversant with the mathematical and theoretical underpinnings of the field. (Theory)
3. employ different programming paradigms. (Programming Languages)
4. engage with the hardware components that comprise modern computers. (Hardware)
5. apply computational techniques in important areas of application. (Software Engineering)
6. be able to communicate technical ideas clearly and effectively, both in writing and in oral presentations. (Communication)

DATA SCIENCE (BA, BS)
1. develop relevant programming abilities.
2. demonstrate proficiency with statistical analysis of data .
3. develop the ability to build and assess data-based models .
4. execute statistical analyses with professional statistical software .
5. demonstrate skill in data management .
6. apply data science concepts and methods to solve problems in real-world contexts and will communicate these solutions effectively

ECONOMICS (BA)
1. Economic incentives influence human behavior. The scarcity of resources constrains economic decision makers who therefore face trade-offs. Students should understand the basic idea that scarcity leads to opportunity cost. They should also master the fundamental ideas of marginal analysis and optimizing behavior: humans maximize their welfare by making choices at the margin, contemplating the additional benefits and additional costs of any choice. (Econ 190)
2. Students should understand the distinction between normative and positive analysis. (Econ 190)
3. The basic working of the economy is understandable, when represented by economic models. Students should appreciate the use of models to study economic behavior. In particular, Principles of Economics (Econ 190) students should learn how to use the basic tool of demand and supply analysis and the role that prices play as "signals" in coordinating economic decisions and allocating resources. (Econ 190, Econ 205)
4. Economic efficiency occurs when economic agents assign resources to their most productive use. Perfect competition provides the starting point and a set of ideal outcomes by which we analyze markets. Competitive market equilibrium attains economic efficiency under conditions where the market captures the benefits and costs of all transactions. Students should understand the theory governing how price and output are determined in a market in which firms operate in a perfectly competitive environment and in imperfectly competitive market situations such as monopoly.
5. Students should understand the circumstances under which the market can produce the socially optimal level of output and circumstances under which the market fails to produce the socially optimal level of output and understand how the government can intervene in the market to improve economic efficiency.
6. Students should have a basic understanding of labor markets and how they affect the diversity/distribution of income.
7. Individuals and nations improve their welfare through mutually beneficial exchange. While international trade between two nations is mutually beneficial, it affects the distribution of income within each nation. (Econ 190 – Theory of Comparative Advantage)
8. Economic decisions are made in the context of institutions (e.g. governments, central banks) that change over time. By combining an understanding of institutions and economic theory, it is possible to evaluate government economic policy options and their intended and unintended consequences. Where the competitive market does not capture all of the costs and benefits of a transaction, government can potentially intervene in the market to improve economic efficiency.
9. Students should understand the fundamental macroeconomic issues of labor market equilibrium, market-clearing, and unemployment.
10. Students should appreciate the issues relating to attempts to ease the problems of unemployment and inflation by the use of fiscal and monetary policy.
11. Students should appreciate the issues and controversies associated with financing federal deficits, and the national debt. (Econ 190, Econ 205)
12. Students should understand that, by using economic theories that are empirically testable, it is possible to hypothesize, isolate, and verify relationships between economic variables.

13. Economic systems evolve and differ across both time and geographic location. Students who are not majors should begin to understand and appreciate models which represent the dynamic nature of individual markets. More advanced students should grasp models of the national economy as a whole as well as comprehend the economic growth process, including the importance of knowledge and technology to the process.

14. Students should attain improved analytical (especially mathematical) reasoning skills. Students should learn to think analytically and independently about national economic issues. In addition, principles of economics should provide students with a better understanding of the diversity of human experience. For example, a student who completes Econ 190 will be able to describe income distributions within countries and among them. Reasons for variations of income levels within and among countries should also be clear to students.

15. Students who major in economics should be prepared to pursue advanced study in economics and other fields, including but not limited to, business and law. Economics majors should also acquire the necessary preparation for employment opportunities in a variety of fields including but not limited to banking, finance, industry, and government.

EDUCATION (BA)
1. Demonstrate thorough content knowledge
2. Plans effective instruction.
3. Implements instructional practices that support the achievement of all students.
4. Uses assessment to guide classroom instruction and evaluate student learning.
5. Demonstrates a commitment to professional growth and teaching excellence.
6. Demonstrates the ethics and values associated with the teaching profession.
7. Demonstrates global awareness and sensitivity towards issues affecting schools, communities, nations and the world.
8. Establishes a safe, nurturing, accessible, and just learning community.
9. Advocates for learning in school and community.

ENGLISH (ENGL101)
1. Analyze a rhetorical situation based on content, audience, purpose, genre—and respond appropriately;
2. Focus a thesis and support it with well-selected evidence—integrating other voices and perspectives;
3. Organize an essay by means of well-developed and coherent paragraphs;
4. Produce mature, coherent, persuasive prose that follows the conventions of academic writing;
5. Assess the relevance and validity of sources and use those sources ethically.

ENGLISH (BA)
1. Write and speak effectively in a variety of forms and for diverse audiences and purposes
2. Apply skills of close reading and analysis to a variety of texts and, in the process, articulate some of the complex ways meaning is made
3. Write and speak effectively in a variety of forms and for diverse audiences and purposes
4. Describe and demonstrate a variety of interpretive strategies through which readers may approach a text, and, in so doing, become aware of their own interpretive strategies
5. Trace genealogies within and between literary periods across a range of Anglophone traditions
6. Demonstrate how literary texts both shape and are shaped by their historical and cultural contexts
7. Conduct independent literary research, using appropriate resources and technologies
8. Describe how their own work demonstrates each of the skills listed above

ENVIRONMENTAL SCIENCE (BA, BS)
1. A systems understanding of the natural environment, including the concepts of equilibrium, cycling, feedback, forcings, predictability, and biotic and abiotic controls and their spatial and temporal variability;
2. An understanding of interactions between humans and the environment and their consequences;
3. Experience in using appropriate methodologies and data analysis techniques in experimental design, measurement, graphical analysis, and modeling;
4. Ability to apply and integrate scientific knowledge in a collaborative and interdisciplinary approach to the mitigation or solution of environmental problems; and
5. Effective communication of scientific issues to the public.
6. apply data science concepts and methods to solve problems in real-world contexts and will communicate these solutions effectively

GEOLOGY (BA)
1. Demonstrate an understanding of the methods, assumptions and limits of scientific inquiry.
2. Demonstrate familiarity with earth materials and maps, foundational concepts, classification schemes, geologic history and processes, and the structure of the Earth.
3. Demonstrate an understanding of the variability, complexity, and interdependency of processes within geologic systems.
4. Use their understanding of present geologic systems to make inferences about the past and future behavior of those systems.
5. Apply their geologic understanding to ethical, societal, and environmental issues.
6. Use computers as tools in the writing process, in the collection and analysis of data, in computation and in presentation.
7. Demonstrate the ability to collect and analyze data both in field and laboratory settings.
8. Demonstrate oral and written presentation skills in the styles of the geologic discipline and appropriate to the audience.
9. Demonstrate problem-solving and critical-thinking skills orally and in writing.
10. Demonstrate familiarity with the tools and conventions of geologic bibliographic research.
11. Demonstrate the ability to read geologic literature critically with respect to its accuracy, assumptions, logic, and implications.
12. Demonstrate the ability to learn geology independently of the instructor.
13. Demonstrate an understanding of the historical development of geologic concepts (the intellectual history of the discipline).
14. Integrate geologic knowledge and methodology with those from other disciplines.

HEALTH SCIENCE (MINOR) 2016

1. Critically assess and apply discipline-specific knowledge of human sciences as they relate to human health needs and outcomes.
2. Articulate the interdisciplinary nature of medicine as it relates to human health theories, studies, and practices.
3. Apply case-based reasoning to study specific instances of health needs.
4. Communicate effectively about an internship or research project related to health science.

HISTORY (BA)
1. Learn to think historically (to understand the nature of historical facts, to discuss relationships among historical developments, and to know the basic terms and categories used by historians, such as continuity and change, causation, periodization, revisionism, etc.);
2. Develop the use of the basic tools of the historian's craft (to use historical facts carefully and correctly, read critically both primary and secondary textual sources, be able to interpret historical artifacts and material culture, write effectively, use correct documentation, understand historical maps, etc.);
3. Gain an understanding of the major features of the histories of peoples of the world;
4. Become familiar with both modern and pre-modern histories;
5. Acquire in-depth historical knowledge and familiarity with historiography and major historiographical problems;
6. Understand the major philosophies of history.

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INFORMATION SYSTEMS
1. develop relevant programming abilities (programming)
2. develop relevant business skills. (business acumen)
3. understand and apply business management techniques to technological projects (management)
4. demonstrate an understanding of the importance of technical acumen in a corporate context. (technological acumen)

LANGAUGES (BA)	
1.	Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
	<ul style="list-style-type: none"> o Interpersonal Communication – Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
	<ul style="list-style-type: none"> o Interpretive Communication – Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
	<ul style="list-style-type: none"> o Presentational Communication – Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
2.	Cultures: Interact with cultural competence and understanding
	<ul style="list-style-type: none"> o Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
	<ul style="list-style-type: none"> o Relating Cultural Products to Perspectives – Learners use the language to investigate explain, and reflect on the relationship between the products and perspectives of the cultures studied
3.	Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
	<ul style="list-style-type: none"> o Making Connections – Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
	<ul style="list-style-type: none"> o Acquiring Information and Diverse Perspectives -- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
4.	Comparisons: Develop insight into the culture of language and culture in order to interact with cultural competence
	<ul style="list-style-type: none"> o Language Comparisons – Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
	<ul style="list-style-type: none"> o Cultural Comparisons – Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
5.	Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
	<ul style="list-style-type: none"> o School and Global Communities – Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
	<ul style="list-style-type: none"> o Lifelong Learning – Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

MARINE SCIENCE (MINOR) 2004
1. Acquisition of key concepts forming the foundations of marine science;
2. Understanding the interdisciplinary nature of marine science and the connections between its sub-disciplines;
3. Hands-on experience with marine-related methodologies in laboratory exercises and research;
4. Experience working in marine field settings.

MATH (BA, BS)
1. formulate complete, concise, and correct mathematical proofs .
2. frame problems using multiple mathematical and statistical representations of relevant structures and relationships and solve using standard techniques.
3. create quantitative models to solve real world problems in appropriate contexts.
4. effectively use professional level technology tools to support the study of mathematics and statistics.
5. clearly communicate quantitative ideas both orally and in writing to a range of audiences.

MUSIC (BA)
1. The ability to hear, identify, and work conceptually with the elements of music: rhythm, melody, harmony, structure, texture, and timbre.
2. A recognition and understanding of a wide selection of Western musical literature, composers, and genres.
3. The ability to perform music with attention to technical detail and interpretative nuance.
4. A working knowledge of how creative processes in music (e.g., composition, counterpoint, orchestration, form and analysis) inform the character of the finished work.
5. The ability to develop, to articulate, and to defend musical judgments.
6. A familiarity with the music of several non-Western cultures and an understanding of the role that music plays in the lives of composers, performers, and listeners.

MUSIC (BME)
1. Conduct music ensembles in order to create accurate and musically expressive performances with various types of performing groups, and teach general music in the classroom.
2. Adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
3. Understand the total contemporary educational program in order to apply music competencies in teaching situations and to integrate music instruction into the general process of education.

NEUROSCIENCE (MINOR)
1. demonstrate basic competency in Neuroscience, Biology, and Psychology concepts on exams and/or in oral presentations
2. demonstrate a knowledge of the significance of current research in an area of Neuroscience in an oral presentation
3. demonstrate a mastery of the scientific method by creating a hypothesis, designing an experiment which tests the hypothesis, and analyzing original results from the experiment in relation to their hypothesis

PHILOSOPHY (BA)

1. Students will develop an understanding of traditions in Western philosophy from ancient Greece to the present.
2. They will gain a critical perspective on the historical and socially situated nature of these traditions in Western philosophy through exposure to other cultural and philosophical frameworks.
3. They will gain facility in analyzing and producing work in three genres of professional academic philosophy: the book review, the conference paper (20 minutes presentation time), and the journal article (the senior thesis, approximately 6,000-8,000 words, prepared, presented in summary at department colloquia, and defended in the context of the Senior Capstone).
4. Students will become philosophers, seeing philosophy not only as an academic activity but also as a guide to life.

PHYSICS (BA, BS)
1. Qualitatively describe the behavior of some natural world phenomena in terms of fundamental physical laws.
2. Quantitatively solve problems that describe some physical processes.
3. Have some understanding as to what constitutes a physical measurement and some of the techniques by which physical measurements are made.
4. Have an understanding of some aspects of the relationship between science and technology, such as how technologically-advanced scientific instruments are used to make observations and measurements, or ways in which specific physical principles are employed in everyday technologies.
5. Demonstrate a basic understanding of fundamental physical principles particularly in the areas of mechanics, waves, optics, thermodynamics, electricity and magnetism, and modern physics.
6. Design and conduct experiments at a reasonably sophisticated level.
7. Present orally and in writing the results of experiments and calculations in a logical, coherent manner, using a format that is accepted by the physics community.
8. Apply a variety of mathematical techniques to the theoretical analysis of physical phenomena.
9. Apply computer techniques to the acquisition, analysis and presentation of data, and to the solution of physics problems.

POLITICAL SCIENCE (BA) 2016
1. Critical Thinking - A student will be able to describe, analyze, synthesize, and evaluate politics
2. Communication Skills - A student will be able to communicate effectively, delivering content in a form that is appropriate for the intended audience.
3. Data Analysis - A student will be able to comprehend quantitative political science, research, and design and conduct their own research projects in political science that test hypotheses with quantitative data.
4. Knowledge of Politics - A student will be able to define and discuss key concepts/ideas in at least two/three sub-fields of political science.

PSYCHOLOGY (BA)	
1	Knowledge Base in Psychology
1a	-describe key concepts, principles, and overarching themes in psychology
1b	-develop a working knowledge of psychology's content domains
1c	-describe and/or utilize applications of psychology
2	Scientific Inquiry and Critical Thinking
2a	-use scientific, including quantitative, reasoning to interpret psychological phenomenon
2b	-demonstrate psychology information literacy
2c	-engage in innovative and integrative thinking and problem-solving
2d	-interpret, design, and conduct basic psychological research
3	Ethical and Social Responsibility in a Diverse World
3a	-apply ethical standards to evaluate psychological science and practice
3b	-build and enhance personal relationships
3c	-adopt values that build community at local, national and global levels
4	Communication
4a	-demonstrate effective writing for different purposes
4b	-exhibit effective presentation skills for different purposes
4c	-interact effectively with others
5	Professional Development
5a	-apply psychological content and skills to career goals
5b	-enhance teamwork skills
5c	-develop meaningful professional direction for life after graduation

RELIGION (BA)
I. Understanding
A student should gain an understanding, appropriate to the content of the particular course, of the historical development and contemporary expressions of one or more religious traditions, as well as the ways in which religion shapes and reflects culture
II. Critical Analysis
Students should learn to examine religion critically without presupposing the ultimate historicity, significance, truth (or lack thereof) of the phenomena under investigation. Developing the ability to suspend familiar beliefs and experience or to engage sympathetically the unfamiliar is essential to the academic, critical study of religion.
III. Skills Acquisition
To become liberally educated, a person should acquire the skills of reading, listening, observing, reasoning, writing, and speaking. The acquisition of these skills is an important goal in all religion courses. When these skills are mastered, they become arts and constitute the foundation for future learning.
A. Reading
A student should learn to attend closely to the details and nuances of primary sources in different genres. All of these texts are difficult to understand, but they are difficult in a variety of ways. For example, some are densely reasoned treatises while others are poetic or evocative. Several texts are literally foreign to most students; key assumptions, vocabulary, and alien belief systems must be engaged. Other texts, typically the Bible, may be familiar to students in a devotional setting: here students often must learn a new method of reading what may, on the surface, be a familiar text. Students find it challenging to learn to read different types of texts intelligently, and of course a close reading is inseparable from interpretation and criticism.
B. Listening
A student should learn to listen actively. Listening, like other skills, is practiced every day. By giving attention to aural comprehension, to critically examining listening performance and by having students consciously practice active listening, this skill can be enhanced. In some courses, "listening" includes listening to music, chanting, or ritual, learning to understand and appropriate the content of a religion in a new medium.
C. Observing
A student should learn to attend closely to the details, nuances, and meanings of non-written "texts" including art and architecture, patterns and structures of human action, interaction and ritual. The study of religion involves becoming an attentive and perceptive interpreter of diverse phenomena.
D. Reasoning
A student should acquire the skill of reasoning both analytically and synthetically. The habit of thinking clearly and in a systematic, logical way can only be acquired through constant practice and reflection on the practice. There is a particular challenge in doing this in a religion course, where the assertions made be explicitly non-rational. Despite this, students are encouraged to makes sense of religious meanings from emic as well as etic stances.
E. Writing
A student should learn to express, analyze, and critically discuss ideas in clear, forceful prose. Since writing (from brief expository exercises and essay examinations to full essays) is required of students on a regular basis in virtually all of our courses, it is expected that students will achieve a certain level of competence in written expression of ideas.

F. Speaking
A student should learn to express, analyze and discuss ideas orally within and before groups. Many of our courses (particularly those at upper levels) provide opportunities for students to learn to be articulate in formulating and defending points of view, raising critical questions, engaging the arguments of peers and instructors, and presenting the results of their own research and reflection.
G. Diversity
Religion courses often involve issues of sex, race, class, minority experience or focus on non-Western cultures and religious pluralism. Departmental courses on racism, sexism, women and religion, and Himalayan and East Asian religions and other world religions are particularly relevant to this learning goal
H. Computing
Students in Religion courses often use the web as a research tool. Many of our courses require the regular use of Moodle, library databases and search engines, and other computer applications.
IV. Research
A student should learn to do documentary research on specialized topics. They should learn how to design a research program, how to find sources in libraries and on the web, and how to evaluate, analyze and present material coherently. Some 200, and all 300, level courses require such work. The Senior Capstone requires majors to demonstrate research and writing skills.
V. Breadth
Religion cannot be studied academically without comparative insight and familiarity with the diverse methodologies of the discipline of religious studies. Students should pursue historical studies in Western and non-Western traditions; explore various methods of textual interpretation; undertake critical approaches to the study of religious phenomena; and engage in cultural and ethical analyses of religious practices, ideas, values, and institutions. In recent years, several courses organized around themes or topics (e.g. Religion and Medicine and World Religion and Pilgrimage) rather than around a single tradition have been introduced. In these courses, methodological ability is central to the focus of the course: students explore a variety of religious traditions through the lens of a method or several methods. The requirements for the major and minor assure that students will have broad exposure to the various dimensions of the academic study of religion.
VI. Depth
Students should gain experience in learning and applying methods and topics in depth. To complete the minor, students must take at least one 300 level course. A minimum of three 300 level courses is required for the major. Papers assigned in these courses require students to explore their topics in depth. The Senior Capstone essay affords the opportunity for students to fully engage key methodologies and apply them to a topic researched in depth, and thus pursue a line of inquiry and reflection over an extended period.

SOCIOLOGY (BA)
I. Sociological Imagination
Students should acquire a sociological perspective on the interconnection between social structures and the life experiences of individuals; students should be able to understand how sociological and anthropological insights can be utilized to analyze and address major social issues.
II. Traditions of Social Thought
Level 1: Students should become acquainted with broad traditions of social thought so as to gain an understanding of the sociological/anthropological perspective as a way to examine and study human society and culture.
Level 2: Students should learn to apply these traditions in order to analyze sociocultural phenomena and to formulate theoretically significant research questions; students should develop the skills to critically evaluate these traditions of social thought, including their respective strengths, weaknesses and limitations.
III. Research Methodology
Level 1: Students should learn to use others' research in their own enquiries about sociocultural phenomena.
Level 2: Students should develop a methodologically critical attitude towards the research enterprise and towards assertions of relationships between sociocultural phenomena, so that they can critically evaluate others' research.
Level 3: Students should develop the research skills necessary to design and conduct their own research, with an awareness of how decisions of design may affect the outcome, as well as be able to summarize and analyze the results of their own research and to communicate their conclusions in a professionally acceptable way.
IV. Substantive Areas of the Discipline
Students should gain an understanding of the major findings in particular substantive areas of sociology/anthropology.
V. Social Diversity
Students should gain an appreciation for and an understanding of social diversity in contemporary culture, including both diversity between and within various cultural traditions and specifically in terms of socially defined categories such as class, race, and gender.
VI. Career Opportunities
Students should become familiar with the opportunities for graduate study in areas related to Sociology and Anthropology as well as with the various options available for careers for students with a background in sociology and anthropology.

WOMEN STUDIES (MINOR)
1. learn about historical and contemporary accomplishments and marginalizations of women;
2. learn about women's roles in social institutions;
3. be exposed to feminist theories in various disciplines;
4. understand how issues of gender cut across time, cultures, etc.;
5. appreciate the uniqueness of female experience and question the universality of male experience;
6. appreciate the perspectives that interdisciplinary study can offer;
7. be able to express their ideas well in written and oral arguments.