

## ACCOUNTING

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

## ACCOUNTING—FINANCE

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

## APPLIED SCIENCE AND ENGINEERING

1. Ability to apply principles of engineering, science, and mathematics to solve interdisciplinary technical problems.

2. Ability to function competently in a laboratory setting, make measurements, operate technical equipment, critically analyze experimental results, and report results effectively.
3. Ability to design devices and processes that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
4. Ability to recognize ethical and professional responsibilities when applying technologies and make informed judgments, which must consider their impact on global, economic, environmental, and societal issues.
5. Ability to recognize the need for life-long learning and possess the skills necessary to maintain and improve technical knowledge and professional skills.
6. Demonstrate the ability to communicate and function effectively on multi-disciplinary teams; establish goals and plan tasks to meet stated objectives.

#### BIBLICAL & RELIGIOUS STUDIES

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

#### BIOCHEMISTRY

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

6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.

#### BIOLOGY

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

#### BIOLOGY: CONSERVATION

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

#### BIOLOGY/GENERAL SCIENCE/SECONDARY EDUCATION

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.

2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.
3. Developing critical thinking skills and a strong foundation in the fundamental concepts of molecular mechanisms, organismal systems and physiology, and the environment and ecology.
4. Developing proficiency in laboratory and field technical skills when using equipment and instrumentation, evaluating problems, analyzing data, and reporting findings results in both oral and written formats.
5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.
6. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
7. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
8. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.
9. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:
  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### BIOLOGY: HEALTH

1. Appreciating the relationship between the design of biological forms and the complexity and diversity of their functions.
2. Encouraging strong moral expression in their study, research, and scientific reporting, emphasizing honesty, clarity, and team work.

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

#### BIOLOGY: MOLECULAR BIOLOGY

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

#### BIOLOGY: NEUROSCIENCE (currently suspended)

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

5. Interacting with faculty through course study, project-based coursework, and/or independent research projects; students may also engage in off-campus summer research fellowships and internships.
6. Demonstrating an understanding of the structure of the nervous system at the cellular, system, and organismal levels, and of how each structural level relates to neurological function, behavior, and cognition.

#### BUSINESS ECONOMICS

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

#### BUSINESS ANALYSIS

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Management Knowledge and Skills (specific to Business Analysis majors): Our students will demonstrate project management skills appropriate to advanced undergraduate programs in business analysis. Students will be fully prepared to enter graduate level programs in business analysis and project management. For those choosing to enter the business world, they will be able to assume entry-level jobs that require significant data and process analysis through the use of statistical and process monitoring tools. They will possess the ability to manage medium scale business and information technology projects. Students will be able to provide a meaningful interface between business leadership and programs being developed and deployed. These students will demonstrate business acumen so they can present executive-level business solutions to complex problems. Essential skills, such as teamwork, leadership, project management, problem solving, and networking will be taught and then reinforced throughout the curriculum. Hard skills as well as soft skills will be used in realistic organizational opportunities and challenges via case study work in class as well as internship opportunities outside of class.

#### BUSINESS STATISTICS

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.

2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Management Knowledge and Skills (specific to Business Statistics majors): Our students will demonstrate statistical skills appropriate to advanced undergraduate programs in statistical analysis. Students will be fully prepared to enter graduate level programs in statistics programs. For those choosing to enter the business world, they will be able to assume entry-level jobs that require significant data analysis through the use of statistical tools. Students will be able to code advanced statistical routines using current statistical software tools. These students will demonstrate business acumen so they can present executive-level business solutions to complex problems. Essential skills, such as teamwork, leadership, project management, problem solving, and networking will be taught and then reinforced throughout the curriculum. Hard skills as well as soft skills will be used in realistic organizational opportunities and challenges via case study work in class as well as internship opportunities outside of class.

#### CHEMISTRY

1. Knowledge in the areas of general, analytical, organic, physical, inorganic chemistry and biochemistry, and apply chemical principles and knowledge to solving chemical problems.
2. Knowledge and proficiency in basic computational methods applied to chemical problems.
3. An ability to use laboratory techniques and skills to effectively conduct experiments, interpret results, and accurately maintain a laboratory notebook.
4. Proficiency in the operation of modern instrumentation and the ability to analyze and interpret instrumental data.
5. An ability to search the scientific literature as well as read and comprehend content in professional scientific journals.
6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.

#### CHEMISTRY GENERAL SCIENCE SECONDARY EDUCATION

1. Knowledge in the areas of general, analytical, organic, physical, inorganic chemistry and biochemistry, and apply chemical principles and knowledge to solving chemical problems.
2. The ability to design, prepare, teach and supervise a general chemistry laboratory experiment.
3. An ability to use laboratory techniques and skills to effectively conduct experiments, interpret results, and accurately maintain a laboratory notebook.
4. Proficiency in the operation of modern instrumentation and the ability to analyze and interpret instrumental data.

5. An ability to search the scientific literature as well as read and comprehend content in professional scientific journals.
6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.
8. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
9. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
10. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.
11. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:
  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### CHEMISTRY SECONDARY EDUCATION

1. Knowledge in the areas of general, analytical, organic, physical, inorganic chemistry and biochemistry, and apply chemical principles and knowledge to solving chemical problems.
2. The ability to design, prepare, teach and supervise a general chemistry laboratory experiment.
3. An ability to use laboratory techniques and skills to effectively conduct experiments, interpret results, and accurately maintain a laboratory notebook.
4. Proficiency in the operation of modern instrumentation and the ability to analyze and interpret instrumental data.



5. An ability to search the scientific literature as well as read and comprehend content in professional scientific journals.
6. An ability to effectively communicate scientific information in written and oral forms.
7. Knowledge of the foundations and the practice of science from a Christian perspective.
8. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
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  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### CHRISTIAN MINISTRIES

1. Demonstrate basic knowledge of Bible and Theology content.
2. Demonstrate ability to read, comprehend, and interpret the Christian scriptures within grammatical-historical, redemptive-historical, and genre contexts.
3. Demonstrate ability to read, comprehend, and evaluate the thought of Christian thinkers of the past and present in terms of the presuppositions and historical contexts of their claims about the Christian faith as well as the implications of such thought for Christian confession, worship, and practice.
4. Demonstrate ability to comprehend the major issues in Christian theology as well as the ability to interact with the concerns and perspectives of other religions and worldviews in order to develop the skills necessary to think through what one believes and why.

5. Demonstrate integrated knowledge of Scripture and historical-systematic-practical theology in order to articulate the consequences of a consistent Christian theistic worldview.
6. Demonstrate basic and maturing analytical, writing, and speaking skills.
7. Demonstrate basic and maturing ministry skills.

#### COMMUNICATION ARTS

1. Employ theories, principles, and concepts to produce, explain, apply, and critique communication. Students will establish and meet goals for communication in professional, technical, and scholarly experiences.
2. Create messages appropriate to audience, purpose, and context. Students will learn to adapt messages to diverse audiences and situations, and they will be capable of presenting messages in multiple communication mediums.
3. Critically analyze messages. Students will consider messages and their effectiveness before, during, and after communication occurs.
4. Apply ethical communication principles and practices using a Christian lens to articulate the dimensions of a communication situation, choose to communicate with ethical intention, propose solutions for (un)ethical communication, and evaluate the ethical elements of a communication situation.
5. Influence public discourse by explaining the importance of communication in civic life, identifying the role of communication in resolving community challenges, and evaluating and responding to local, national, and/or global issues from an ethical, Christian communication perspective. Students will empower individuals to promote human rights, human dignity, and human freedom.
6. Utilize communication to understand and embrace difference. Students will articulate the connection between communication and culture, recognize individual and cultural distinctions, respect diverse perspectives and their influence on communication, and demonstrate the ability to be culturally self-aware. Students will adapt one's communication in diverse cultural contexts.

#### COMPUTER ENGINEERING

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
  - A. Correctly identifies the key aspects of science, math, or engineering to be used to solve problem based on the problem statement.
  - B. Formulates a correct method/approach or strategy for solving the problem.
  - C. Solves complex engineering problem.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
  - A. Identifies realistic constraints or design criteria of the specified needs.

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

#### COMPUTER SCIENCE

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

#### DATA SCIENCE

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

#### DESIGN AND INNOVATION

1. Creativity. Students will learn to address challenges and opportunities with creativity and innovation using a variety of design thinking techniques and approaches. Students will develop a mindset conducive to positive problem solving and will seek to understand the various ways in which design can be utilized as a framework for developing innovative solutions to problems large and small. Additionally, students will consider their role as creators in relationship to a Christian worldview.
2. Professionalism. Students will practice professionalism as they engage with the discipline of design. They will build an appreciation for the wide variety of design professions both traditional and emerging including understanding ethical responsibilities and overarching theories within the discipline. Students will learn to communicate ideas in a credible, winsome, and timely manner, to give and receive critique as they develop solutions, and to present deliverables using appropriate methods and technologies.
3. Technical Expertise. Students will cultivate technical expertise as it relates to working with print, digital, and environmental media. Students will learn how to best use available tools to create design solutions including industry standard software products and traditional prototyping tools and techniques. Students will be able to communicate ideas and concepts with clarity and creativity. They will build skill in design processes including discovery, iteration, user research, teamwork, and collaboration.
4. Craftsmanship. Students will be able to present designs and visual communication solutions with a high degree of craftsmanship and precision. They will demonstrate attention to detail in all aspects of the design process and will build computer and handcraft skills to effectively accomplish a wide

variety of design tasks. Students will produce designs and deliverables that evidence an understanding of process, theory, user needs, and effective implementation of available tools.

#### ECONOMICS

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

#### EDUCATION: MIDDLE LEVEL MATH/ENGLISH EDUCATION

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
3. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.
4. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:
  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### EDUCATION: MIDDLE LEVEL MATH/HISTORY EDUCATION

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will

enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.

2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

3. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.

4. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:

- constantly and consistently reflecting on their practice;
- participating in professional development opportunities;
- communicating with families;
- showing willingness to be lifelong learners;
- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### EDUCATION: MIDDLE LEVEL SCIENCE/ENGLISH EDUCATION

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.

2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

3. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.

4. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:

- constantly and consistently reflecting on their practice;
- participating in professional development opportunities;

- communicating with families;
- showing willingness to be lifelong learners;
- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### EDUCATION: MIDDLE LEVEL SCIENCE/HISTORY EDUCATION

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
3. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.
4. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:
  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### EDUCATION: MIDDLE LEVEL SCIENCE/MATH EDUCATION

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building

relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

3. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.

4. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:

- constantly and consistently reflecting on their practice;
- participating in professional development opportunities;
- communicating with families;
- showing willingness to be lifelong learners;
- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### EDUCATION: ELEMENTARY EDUCATION

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.

2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

3. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.

4. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:

- constantly and consistently reflecting on their practice;
- participating in professional development opportunities;
- communicating with families;
- showing willingness to be lifelong learners;
- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;



- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### EDUCATION: ELEMENTARY EDUCATION WITH SPECIAL EDUCATION

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
3. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.
4. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:
  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### ELECTRICAL AND COMPUTER ENGINEERING

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
  - D. Correctly identifies the key aspects of science, math, or engineering to be used to solve problem based on the problem statement.
  - E. Formulates a correct method/approach or strategy for solving the problem.
  - F. Solves complex engineering problem.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

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

## ENGLISH

1. Knowledge of the major authors, genres, and periods of British, American, and World literature.
2. Ability to think critically about the major ideas in the literature they study, including the ability to integrate key aspects and ideas of the Christian faith into their discussions of literature.

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

#### ENGLISH AND COMMUNICATION SECONDARY EDUCATION

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

6. Familiarity and skills with regard to various modes of writing.
7. Competency with Internet resources and with literature-related databases available in our library (including, for example, the MLA International Bibliography, Academic Search Premier, JSTOR, Twayne's Authors Series, Project Muse; Dictionary of Literary Biography).
8. Skills in oral communication and collaborative learning, through the use of oral presentations, acting scenes, shared seminar leadership, and general class discussion.
9. Preparation for a successful career in the teaching of English and Communication at the secondary level by achieving teaching certification from the Pennsylvania Department of Education and successful performance on the Praxis tests.
10. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
11. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
12. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.
13. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:
  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### ENGLISH SECONDARY EDUCATION

1. Knowledge of the major authors, genres, and periods of British, American, and World literature.
2. Ability to think critically about the major ideas in the literature they study, including the ability to integrate key aspects and ideas of the Christian faith into their discussions of literature.
3. Ability to apprehend the key aesthetic elements in the literature they study, with particular focus on appreciation of form and style.

4. Familiarity with major schools of literary criticism and theory, including facility both in using those approaches in appreciating literature and in critiquing those approaches from classical and Christian perspectives.
5. Competency in literary research and analysis through the writing of term papers or other modes of literary analysis in every literature class, with the goal of writing more clearly and with increased critical insight about the literature they read.
6. Familiarity and skills with regard to various modes of writing.
7. Competency with Internet resources and with literature-related databases available in our library (including, for example, the MLA International Bibliography, Academic Search Premier, JSTOR, Twayne's Authors Series, Project Muse; Dictionary of Literary Biography).
8. Skills in oral communication and collaborative learning, through the use of oral presentations, acting scenes, shared seminar leadership, and general class discussion.
9. Preparation for a successful career in the teaching of English at the secondary level by achieving teaching certification from the Pennsylvania Department of Education and successful performance on the Praxis tests.
10. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
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  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

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

#### EXERCISE SCIENCE

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

#### FINANCE

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.

5. Finance Knowledge and Skills: Our students will demonstrate knowledge and skills that meet or exceed requirements to compete for entry-level positions in corporate finance and the financial services industry. This includes knowledge of finance principles, investments, and advanced topics in corporate finance.

## FRENCH

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

## FRENCH SECONDARY EDUCATION

1. Understand main ideas and supporting details from a variety of target language materials and texts.
2. Communicate (using both written and oral skills) information in a detailed, organized, and effective manner about topics of personal, social, cultural, and professional interest.
3. Prepare and edit a research paper that displays information literacy skills, advanced-level control of grammar and syntax, and the ability to conduct a sound analysis of texts from various genres.
4. Demonstrate an understanding of biblical principles of hospitality, cultural humility, and appreciation of difference, and of our responsibilities as global citizens in Christ's world.
5. Demonstrate awareness of the target culture, as well as of the linguistic and cultural diversity of the Francophone world, and be able to apply that knowledge to new contexts.
6. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
7. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

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- communicating with families;
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- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

## HISTORY

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

## HISTORY SOCIAL STUDIES SECONDARY EDUCATION

1. Develop a worldview that integrates historical understanding and the Christian faith and builds upon the moral and spiritual values inculcated by their families and churches.



2. Display a knowledge of and appreciation for the Western cultural and intellectual tradition and a basic understanding of and respect for the cultural and intellectual traditions of the non-Western world.
3. Demonstrate critical reading, writing, and thinking skills and essential research skills, including ability to read, comprehend, and critically evaluate sources in history, including articles in professional history journals and historical monographs (IL, WI).
4. Demonstrate the ability to write sophisticated research papers using the *Chicago Manual of Style* (IL, WI).
5. Be able to present and defend historical theories and issues in a compelling and professional manner (SI).
6. Serve their communities by applying a coherent biblical worldview informed by careful historical reflection.
7. Be well prepared to teach social studies on the high school level in America's finest public and private schools, for careers in history and related fields, and for further academic or professional study.
8. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
9. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
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  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

## HUMAN RESOURCES

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. Human Resources Knowledge and Skills: Our students will demonstrate entry level knowledge and skills necessary to perform essential human resource management functions. Students will be familiar with issues relevant to a general human resource practitioner including, but not limited to, the legal and regulatory environment, the proper management of risk and insurance, the proper management of compensation and benefits, and an understanding of the antecedents and consequences of individual and group behavior in organizational contexts. This also includes demonstrating skill in teamwork and in the application of knowledge to realistic organizational problems and challenges.

## INTERNATIONAL BUSINESS

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

## MANAGEMENT

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the entry level knowledge, analytical skills, and information literacy generally necessary in business.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.

4. **Global Perspective:** Our students will demonstrate an understanding of the global and multi-cultural issues in the current business environment.
5. **Management Knowledge and Skills:** Our students will demonstrate entry level knowledge and skills necessary to manage people and work processes. This includes knowledge of best practices in management and leadership generally and in human resources specifically, the human resource regulatory environment, leadership styles and practices, and current research on the antecedents and consequences of individual and group behavior in organizational contexts. This also includes demonstrating skill in teamwork and in the application of knowledge to realistic organizational problems and challenges.

## MARKETING

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

## MATHEMATICS

1. Students will acquire proficiency in mechanical and algorithmic processes relevant to the course. This goal includes such processes as algebraic manipulation of mathematical expressions, integration and differentiation, solving equations in a variety of settings, and the ability to use algorithms and mathematical processes to solve problems and answer questions that arise in both pure and applied settings.
2. Students will acquire both a formal and conceptual understanding of the definitions of ideas such as limit, integral, derivative, and expected value that are central to mathematics. Students will likewise acquire both a formal and conceptual understanding of the nature and properties of formal axiomatic systems such as groups, rings, and geometries. Students will also understand the above mentioned ideas and systems well enough to follow written proofs, to construct rigorous mathematical proofs of their own, and to solve problems of a straightforward yet non-mechanical nature.
3. Students will use their understanding of ideas and their mastery of mechanical processes to generate theorems and conjectures, and then either prove these results or generate counterexamples. Questions of this nature will often occur in an open-ended setting, and students

will at times need to determine how to appropriately limit the scope of these questions. Students will also prove results and solve problems by developing strategies and approaches that they have not encountered in the classroom as well by synthesizing new results from previously established results.

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

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

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

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

#### MATHEMATICS SECONDARY EDUCATION

1. Students will acquire proficiency in mechanical and algorithmic processes relevant to the course. This goal includes such processes as algebraic manipulation of mathematical expressions, integration and differentiation, solving equations in a variety of settings, and the ability to use algorithms and mathematical processes to solve problems and answer questions that arise in both pure and applied settings.

2. Students will acquire both a formal and conceptual understanding of the definitions of ideas such as limit, integral, derivative, and expected value that are central to mathematics. Students will likewise acquire both a formal and conceptual understanding of the nature and properties of formal axiomatic systems such as groups, rings, and geometries. Students will also understand the above mentioned ideas and systems well enough to follow written proofs, to construct rigorous mathematical proofs of their own, and to solve problems of a straightforward yet non-mechanical nature.

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

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

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

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

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

6. Students will demonstrate knowledge of the mathematical content required by the Pennsylvania Department of Education for grades 7-12 teaching certification. This specifically includes coursework in mathematical statistics, college geometry, and graph theory, in addition to all of the coursework required for the mathematics major.
7. Students will acquire knowledge of how the ideas of grades K-8 mathematics are developed, and will demonstrate an understanding of how these ideas are connected to the teaching of high school mathematics.
8. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
9. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
10. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.
11. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:
  - constantly and consistently reflecting on their practice;
  - participating in professional development opportunities;
  - communicating with families;
  - showing willingness to be lifelong learners;
  - completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
  - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### MECHANICAL ENGINEERING

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
  - A. Correctly identifies the key aspects of science, math, or engineering to be used to solve problem based on the problem statement.
  - B. Formulates a correct method/approach or strategy for solving the problem.
  - C. Solves complex engineering problem.

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

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

#### MUSIC BUSINESS

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

#### MUSIC EDUCATION

1. General Music Knowledge and Skills: Our students will demonstrate the foundational knowledge, analytical skills, information literacy, and performance ability that are standard to the profession.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
3. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.
4. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.
5. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational

technology. Students will practice the importance of flexibility both in the classroom and with lesson design.

6. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:

- constantly and consistently reflecting on their practice;
- participating in professional development opportunities;
- communicating with families;
- showing willingness to be lifelong learners;
- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

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

#### MUSIC PERFORMING ARTS (delete after May 2020)

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

#### MUSIC RELIGION



1. **General Music Knowledge and Skills:** Our students will demonstrate the foundational knowledge, analytical skills, information literacy, and performance ability that are standard to the profession.
2. **Communication Skills:** Our students will demonstrate the written and verbal skills needed to communicate effectively within the field of music.
3. **Ethics:** Our students will demonstrate professionalism and ethical behavior in keeping with Christian values in all their relationships with the music profession.
4. **Music and Religion Knowledge and Skills:** Our students will demonstrate the proficiency necessary to work with music in a religious setting or to pursue graduate studies in the field of sacred music. This includes a foundational knowledge of one or more performance areas, foundational knowledge of the history of church music, awareness of how to work with different age groups and settings within Christian Ministry, and a basis in religious studies.

#### MUSIC PERFORMANCE

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

#### NURSING (BSN)

1. Value every patient as unique, made in God's image, and deserving of compassionate and safe care.
2. Implement safe and effective care, basic to complex, based upon nursing evidence.
3. Demonstrate that every nursing decision is a priority decision which directly impacts positive patient outcomes.
4. Examine all forms of interdisciplinary communication, from verbal/nonverbal to electronic and written.
5. Implement health promotion and patient education into all nursing measures.
6. Demonstrate leadership by advocating for the patient and ensuring a culture of safety.

#### PHILOSOPHY

1. Demonstrate the ability to understand and evaluate philosophical questions from a Christian theistic framework. This will require the student to see the relationship between faith and learning and how such a perspective applies to the critical and analytical questions posed by humans in the great search for wisdom.

2. Demonstrate ability to read, comprehend, and evaluate the thought of great philosophers of the past and present in terms of the presuppositions and historical contexts of their claims about the philosophical task as well as the implications of such thought in terms of ethical and social practice. This will require observation of and interaction with primary source texts that approach the great questions and concerns that philosophers have been asking for many millennia.
3. Demonstrate ability to comprehend the major issues in philosophy from the aforementioned Christian theistic perspective as well as the ability to interact with the concerns and perspectives of other philosophies, religions, and worldviews in order to develop the skills necessary to think through what one believes and why. This will require the development of skills necessary to evaluate an argument or a belief critically in terms of strengths and weaknesses.
4. Demonstrate basic and maturing research skills. This will include the ability to state theses, show those theses through analysis of primary texts, discuss the possible weaknesses of one's own analysis, and test those theses against the best scholarship.
5. Demonstrate basic research and writing skills. This ability will be assessed through the evaluation of the assigned paper, both in draft and completed versions.
6. Demonstrate basic knowledge of philosophical concepts.
7. Demonstrate ability to research, write, and speak in the content area of Philosophy.
8. Articulate a worldview that integrates knowledge of philosophy with other disciplines in order to see the consequences of a consistent Christian theistic worldview. Students will recognize the tensions in this integration process rather than accepting simplistic answers and thus will be helped to grow into mature and thoughtful persons.
9. Be competitive and prepared for graduate school and seminary opportunities, as assessed by placement data and alumni surveys.

## PHYSICS

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

- B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.
5. Advanced Undergraduate Physics Knowledge and Skills: Students majoring in Physics will demonstrate proficiency in the fundamental principles of classical mechanics, thermodynamics, electricity & magnetism, quantum mechanics, and selected topics from modern physics (e.g. special & general relativity, optics, solid state physics, etc.). In addition, they will demonstrate the ability to apply their understanding both mathematically and computationally to solve complex problems drawing on knowledge from multiple areas of physics.

#### PHYSICS COMPUTER HARDWARE

1. Core Physics Knowledge and Analytical Skills: Our students will demonstrate a thorough understanding of the fundamental principles of physics, including introductory mechanics, introductory electricity & magnetism, optics & waves, nuclear radiation, and modern physics. In addition, they will be able to apply these principles to solve complex problems drawing on knowledge from multiple areas of physics.
2. Laboratory Skills: Our students will demonstrate proficiency with modern laboratory methods, including experimental design and error analysis.
3. Core Professional Skills:
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4. Science and Faith:
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  - B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.
5. Programming and Hardware Design: Students majoring in Physics/Computer with the Hardware Option will successfully complete a prescribed set of courses in electrical engineering and computer science designed to prepare them to use their skills for digital logic and computer hardware design.

#### PHYSICS COMPUTER SOFTWARE

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

2. Laboratory Skills: Our students will demonstrate proficiency with modern laboratory methods, including experimental design and error analysis.
3. Core Professional Skills:
  - A. Our students will demonstrate the skills necessary to communicate effectively via oral, written, and visual formats to diverse STEM audiences.
  - B. Our students will demonstrate information literacy necessary to acquire, assess, and analyze data and information from diverse sources.
4. Science and Faith:
  - A. Students will have an understanding of professional and ethical responsibility in a Christian context as it pertains to the collection and dissemination of scientific results.
  - B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.
5. Programming and Scientific Computing: Students majoring in Physics/Computer with the Software Option will successfully complete a prescribed set of courses in computer science designed to prepare them to use their skills in computing in application areas.

#### PHYSICS GENERAL SCIENCE SECONDARY EDUCATION

1. Core Physics Knowledge and Analytical Skills: Our students will demonstrate a thorough understanding of the fundamental principles of physics, including introductory mechanics, introductory electricity & magnetism, optics & waves, nuclear radiation, and modern physics. In addition, they will be able to apply these principles to solve complex problems drawing on knowledge from multiple areas of physics.
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3. Core Professional Skills:
  - A. Our students will demonstrate the skills necessary to communicate effectively via oral, written, and visual formats to diverse STEM audiences.
  - B. Our students will demonstrate information literacy necessary to acquire, assess, and analyze data and information from diverse sources.
4. Science and Faith:
  - A. Students will have an understanding of professional and ethical responsibility in a Christian context as it pertains to the collection and dissemination of scientific results.
  - B. Students will understand the fundamental principles of physics, taught in a Christian context, at a level that will allow them to formulate a consistent worldview that reconciles their knowledge of physics to their personal Christian belief.
5. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will

enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.

6. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

7. Teacher candidates will determine appropriate and engaging instructional methods and assessments that reach students across grade levels and subject areas with and without educational technology. Students will practice the importance of flexibility both in the classroom and with lesson design.

8. Teacher candidates will always conduct themselves as professionals. They will demonstrate this attribute through:

- constantly and consistently reflecting on their practice;
- participating in professional development opportunities;
- communicating with families;
- showing willingness to be lifelong learners;
- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

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    - behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### POLITICAL SCIENCE

1. Have acquired knowledge of the four major subject areas (American Politics, Political Theory, International Relations, and Comparative Politics) of political science.
2. Be competitive for graduate and professional school opportunities. Political science majors with strong academic records will be competitive for both master's and Ph.D. programs in political science and other professional programs and will be competitive for financial stipends.
3. Be familiar with entry level jobs suitable for political science majors.
4. Be competitive for entry level jobs suitable for political science majors.
5. Have the ability to read, comprehend, and evaluate content in professional political science journals, scholarly books, and websites.
6. Show familiarity with, and the ability to critically evaluate, information sources in the Social Sciences.

7. Demonstrate a mastery of research and writing skills in the field of political science.
8. Develop a capacity to apply Christian moral principles to issues and topics within political science, including using a Christian perspective to critically evaluate political ideas, public policies, and political figures. Simply stated, our aim is that students will seek to understand the field of politics as individuals who are committed to historic Christian thought.

#### PSYCHOLOGY (BACHELOR OF ARTS)

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

#### PSYCHOLOGY (BACHELOR OF SCIENCE)

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

#### SOCIAL WORK

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

#### SOCIOLOGY

1. Demonstrate superior performance in the areas of General Theory, Methodology and Statistics, Deviance and Social Problems, Racial and Ethnic Dynamics, Social Institutions, Social Psychology, Gender, Globalization, Core Sociology, and Critical Thinking. This will be evidenced by performance on the Major Field Test in Sociology that is well above average compared to departments at other institutions.
2. Develop the capacity to think through sociological facts, theories, and proposals by knowing and critically evaluating competing perspectives on logical, empirical, and moral grounds.
3. Be able to articulate a Christian worldview and apply it to thinking through sociological facts, theories, and proposals; including using biblical perspectives to critically evaluate competing perspectives. This will include learning to identify underlying presuppositions, to understand how these presuppositions affect subsequent reasoning, and to critically evaluate presuppositions logically, empirically, morally, and biblically.
4. Have the ability to read, comprehend, and critically evaluate content in professional social science journals, particularly in the field of sociology (IL).
5. Demonstrate the ability to write professional-level technical reports in sociology using American Sociological Association documentation style (IL, WI).
6. Show familiarity with, and the ability to critically evaluate, information sources in the Social Sciences (IL).
7. Be able to use computer packages to analyze data, such as SPSS. This should include designing the databases, as well as entering, analyzing, and interpreting the data.
8. Demonstrate empirical research skills. This will include the ability to state hypotheses, design studies in a variety of styles (such as surveys, use of official data, content analysis, field research, interviewing, experimentation and quasi-experimentation, unobtrusive research, comparative



study), and evaluate the weaknesses and strengths of different research approaches and measurements for different types of sociological variables, questions, and problems (IL).

9. Be competitive for graduate school opportunities and related matters such as scholarships, assistantships, and other awards. This means that sociology students with strong academic records will be able to compete successfully with those from departments in other institutions in getting admission to and rewards from competitive Master's and Ph.D. programs.

10. Be able to identify and be competitive for entry-level jobs suitable for sociology majors.

11. Be able to orally present and defend Sociological ideas and findings in a professional manner (SI).

#### SPANISH

1. Understand main ideas and supporting details from a variety of target language materials and texts.

2. Communicate (using both written and oral skills) information in a detailed, organized, and effective manner about topics of personal, social, cultural, and professional interest.

3. Prepare and edit a research paper that displays information literacy skills, advanced-level control of grammar and syntax, and the ability to conduct a sound analysis of texts from various genres.

4. Demonstrate an understanding of biblical principles of hospitality, cultural humility, and appreciation of difference, and of our responsibilities as global citizens in Christ's world.

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

#### SPANISH SECONDARY EDUCATION

1. Understand main ideas and supporting details from a variety of target language materials and texts.

2. Communicate (using both written and oral skills) information in a detailed, organized, and effective manner about topics of personal, social, cultural, and professional interest.

3. Prepare and edit a research paper that displays information literacy skills, advanced-level control of grammar and syntax, and the ability to conduct a sound analysis of texts from various genres.

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

6. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.

7. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

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- constantly and consistently reflecting on their practice;
- participating in professional development opportunities;
- communicating with families;
- showing willingness to be lifelong learners;
- completing professional responsibilities such as obtaining appropriate clearances, completing certification testing, communicating with professors, cooperating teachers and supervisors, and others;
- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### SPECIAL EDUCATION (with various concentrations)

1. Students will plan and prepare thoroughly. Through this process they will apply research-based pedagogy with individual grade levels and subject areas/content knowledge. Teacher candidates will enhance their lessons and projects using appropriate and quality peer-reviewed resources, instructional methods, and assessments.

2. Teacher candidates will work to create a classroom environment that is welcoming, accessible, and accepting of all students, who are uniquely made in the image of the creator. In order to create the most positive environment, teacher candidates will demonstrate the importance of building relationships with students. Additionally, teacher candidates will determine appropriate classroom procedures and management while cultivating a passion for learning, mutual respect, and while building rapport.

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- behaving in a manner that exemplifies the calling of a teacher, adheres to the high standards of the GCC Education Department, reflects the values of Grove City College, and ultimately brings glory to Christ.

#### M.S. IN BUSINESS ANALYTICS

1. Graduates will demonstrate the ability to think critically in making decisions based on data and the resultant analytical models.
2. Graduates will acquire the written, verbal, and graphical skills necessary to effectively communicate with technical and non-technical business environment.
3. Graduates will demonstrate a command of the ethical standards of business analytics and business in general.
4. Graduates will demonstrate a deep understanding of the current issues that impact businesses operating in a global environment, including cultural challenges facing the business.
5. Graduates will demonstrate mastery of the descriptive, predictive, and prescriptive modeling of complex business problems.
6. Graduates will demonstrate the ability to translate business models into effective business action.

#### MBA PROGRAM

1. General Business Knowledge and Analytical Skills: Our students will demonstrate the knowledge, analytical skills, and information literacy generally associated with success at the mid-management level and above. This includes, but is not limited to, the topics of multi-cultural human resource management, global organizational behavior, accounting, finance, economics, statistical modeling, marketing, leadership, and corporate governance.
2. Communication Skills: Our students will demonstrate the written and verbal skills needed to communicate effectively within all levels of the business environment.
3. Ethics: Our students will demonstrate a Christian understanding of business which reflects their moral and ethical responsibilities to all potential stakeholders.
4. Global Perspective: Our students will demonstrate global leadership ability with advanced awareness of issues in current global and multi-cultural business environments.
5. Concentration-Specific Knowledge and Skills: Our students will demonstrate in-depth knowledge and skills consistent with their chosen area of concentration.