

# WEIMAR

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## I N S T I T U T E

### **GENERAL EDUCATION PROGRAM SYLLABUS**

Spring 2018  
Last updated: Sunday, July 22, 18

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## General Education Program Mission

The Weimar Institutional Vision, Mission, and Direction statements are as follows:

### WHY WE EXIST:

The Weimar Institutional Vision describes, broadly, the “reason” or “why” for the Institute’s existence:  
*To Heal a Hurting World*

### WHAT WE DO:

The Weimar Institutional Mission clarifies our Vision by articulating “what we do” (in measurable terms) to realize this vision:

*To follow Jesus by developing leaders in comprehensive health evangelism through competent modeling and education, in both theory and practice.*

### HOW WE INTEND TO ACCOMPLISH THIS:

The Weimar Institutional Direction statement clarifies our Vision further by describing “how” we intend to accomplish our vision:

*Through an institution of higher education committed to the biblical principles and inspired ideals of Seventh-day Adventist education.*

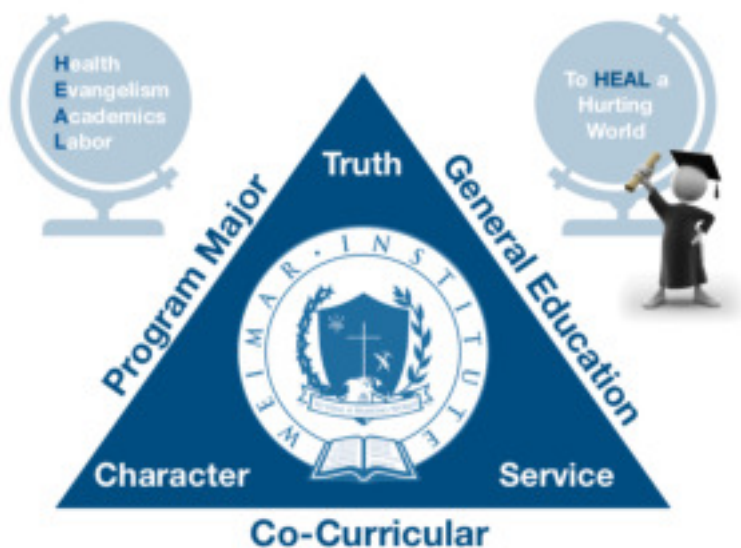
## The Weimar Degree

As we pursue the Weimar Institute Vision and Mission, our **Core Values** — *Truth, Character and Service* — ideally govern both our internal and external interactions. Beyond these, the actual student experience is exemplified in what we have termed our **Core Competencies**, which include:

- **Health & Wellness** (physical, mental, emotional, spiritual)
- **Evangelism** (internal and external)
- **Academic Excellence** (both theory and praxis)
- **Labor and Service** (practical skills that are other-focused)

The **Core Competencies** are described in greater detail in a later section of this document (Methods of Learning — The Core Competencies); however, together they provide an acronym describing our overall Institutional Vision, **To HEAL a Hurting World**.

In practice, the **Core Values** and **Core Competencies** are engendered within the Weimar Institute curriculum through 1) the Program Major field of study, 2) the General Education core, and 3) our rich Co-Curricular programming — these relationships are depicted in **Figure 1**.



**Figure 1.** *The Weimar Degree—To HEAL A Hurting World*

## Why do I need General Education at Weimar?

The General Education (GE) program ensures that students gain practice and receive professor feedback in the foundational skill areas necessary for advanced study in their discipline, which include the following core areas:

- critical thinking
- written communication
- oral communication
- information literacy
- quantitative reasoning

These foundational areas are included within the General Education Student Learning Outcomes (GE SLOs) as outlined in **Table 1**. The GE SLOs are formatively assessed in the first or second year of study and then summatively assessed during the third or fourth year of study as outlined in the General Education Curriculum and Assessment map, **Appendix C**. Assessment of these and other SLOs also occur within the context of the major field of study or our co-curricular programming.

The General Education program of study, together with our rich co-curricular experience and major field of study, supports the larger philosophical commitment of Weimar Institute wherein we encourage students to develop in all respects through our **Core Competencies** — **H**ealth and **W**ellness, **E**vangelism, **A**cademic Excellence, and **L**abor and **S**ervice. In so doing, our graduates are prepared to *HEAL a Hurting World*, cf. **Figure 1** (above).

## General Education Program Features

### Required Courses, Experiences and Competencies

The General Education curriculum is integrated throughout the undergraduate degree and has been designed to introduce and develop student learning in the core learning areas described above and outlined in **Table 1**. The specific courses, experiences, and activities that help students to develop these characteristics are outlined in **Appendix A—Required Courses** and **Appendix B—Required Experiences / Competencies**. A curriculum / assessment map may also be found in **Appendix C**.

The General Education core, along with in-depth study in the major field and specific co-curricular requirements, afford students sufficient opportunity to practice and develop the student learning outcomes identified at the Institutional and Program levels, **Figure 1**.

## Program Student Learning Outcomes

A description of the six General Education Program Student Learning Outcomes (PSLOs) for four-year graduates of Weimar Institute are outlined here and within the following pages. Rubrics fully describing each General Education PSLO are also included. The relationship between the General Education requirements and the Institutional Student Learning Outcomes is depicted in **Table 1**, below.

**Table 1. General Education Student Learning Outcomes for Weimar Institute**

Graduates from Weimar Institute who have completed the required General Education courses, experiences and competencies will follow Jesus as:	
<b>GE PSLO #1 Health Evangelists</b> <i>ISLO #1</i>	Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.
<b>GE PSLO #2 Critical Thinkers</b> <i>ISLO #3</i>	Students investigate a controversy, problem or question related to their major field and draw an informed conclusion.
<b>GE PSLO #3 Integrative Learners</b> <i>ISLO #4</i>	Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of their major field as they relate to Scripture and the Spirit of Prophecy.
<b>GE PSLO #4 Effective Communicators</b> <i>ISLO #5</i>	Students communicate the key (threshold) concepts of their field in both written and oral forms.
<b>GE PSLO #5 Knowledgeable Users of Information</b> <i>ISLO #3</i>	Students assemble and analyze information that considers diverse perspectives, the influence of context, possible sources of bias, and <i>a priori</i> assumptions.
<b>GE PSLO #6 Quantitative Reasoners</b> <i>ISLO #6</i>	Students solve quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.).

Graduates from Weimar Institute who have completed the required General Education courses, experiences and competencies will follow Jesus as:

### GE PSLO #1: Health Evangelists

*Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.*

**Rationale:** Weimar Institute graduates will not only be “advocates of the law of God...with their feet planted firmly upon its principles,” they will “carry out in their daily lives the spirit of God's

commandments...exercising true benevolence to man,” which will give them “moral power to move the world” (4T, 58.1). The prophet Isaiah (chapter 58) reveals the ministry that is encompassed by “comprehensive health evangelism”:

- to loose the bonds of wickedness (*spiritual healing*),
- to undo heavy burdens (*emotional and mental healing*), and
- to let the oppressed go free, to break every yoke, to share bread with the hungry, to care for the poor, and to cover the naked (*physical healing*).

**Summary of the Prophetic Support:** To accomplish our Institutional Vision to HEAL a Hurting World, students who graduate from Weimar Institute will embrace the principles that promote physical, emotional, mental and spiritual health as revealed in the life and ministry of Jesus Christ, that he “went throughout all the cities and villages, teaching in their synagogues and proclaiming the gospel of the kingdom and healing every disease and every affliction” (Matthew 9:35). The level to which students embrace these principles will be best understood by their everyday behaviors as well as their level of participation in community-based health programs — provided to a few or for many.

In a classic book, *Thoughts from the Mount of Blessings*, we read:

“Christ can look upon the misery of the world without a shade of sorrow for having created man. In the human heart He sees more than sin, more than misery. In His infinite wisdom and love He sees man's possibilities, the height to which he may attain. He knows that, even though human beings have abused their mercies and destroyed their God-given dignity, yet the Creator is to be glorified in their redemption.”

—White, 1955/1896, p. iv

The work of comprehensive health evangelism is to work with God to restore to men, women and children their God-given dignity. Today God gives men opportunity to show whether they love their neighbor. He who truly loves God and his fellow man is he who shows mercy to the destitute, the suffering, the wounded, those who are ready to die. God calls upon every man to take up his neglected work, to seek to restore the moral image of the Creator in humanity [i.e., to HEAL a hurting world] (White, 1973/1958, p. 86).

This PSLO includes the following recommended WSCUC Competencies: *Civic Engagement* and *Appreciation for Diversity*.

		Emerging	Developing	Proficient	Exemplary
1a	<b>Practices NEWSTART Principles</b>	Student: <ul style="list-style-type: none"> <li>• realizes the importance of the NEWSTART<sup>1</sup> principles but does not practice them consistently in daily life.</li> <li>• occasionally shows reckless behavior in health of body, mind and spirit.</li> </ul>	Student: <ul style="list-style-type: none"> <li>• realizes the importance of the NEWSTART<sup>1</sup> principles and incorporates many of the principles in daily life.</li> <li>• may on occasion be inconsistent in daily life.</li> </ul>	Student: <ul style="list-style-type: none"> <li>• consistently practices nearly all of the NEWSTART<sup>1</sup> principles in daily life.</li> <li>• documents evidence of improved practices<sup>2</sup> and/or improved physical health.<sup>3</sup></li> </ul>	Student: <ul style="list-style-type: none"> <li>• consistently practices all of the NEWSTART<sup>1</sup> principles encourages others by example.</li> <li>• documents evidence of improved practices<sup>2</sup> and/or improved physical health.<sup>3</sup></li> </ul>
1b	<b>Promotes NEWSTART Principles</b>	Student: <ul style="list-style-type: none"> <li>• realizes the importance of whole-person<sup>4</sup> community health programming.</li> <li>• has participated in a one-day event.<sup>5</sup></li> <li>• has limited or no experience with long-term programming.<sup>6</sup></li> </ul>	Student: <ul style="list-style-type: none"> <li>• promotes whole-person<sup>4</sup> community-based programming</li> <li>• frequently participates in either short or long-term community health programming.<sup>5-6</sup></li> </ul>	Student: <ul style="list-style-type: none"> <li>• promotes whole-person healing.<sup>4</sup></li> <li>• gives evidence of the ability to organize or lead out in some aspect of short- or long-term community health programming.<sup>5-6</sup></li> </ul>	Student: <ul style="list-style-type: none"> <li>• actively and energetically promotes whole-person healing<sup>4</sup></li> <li>• give evidence of the ability to effectively lead out or organize some aspect of short or long-term community based programming.<sup>5-6</sup></li> </ul>

		<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1c</b>	<b>Identifies Community Needs<sup>7</sup></b>	<p>Student:</p> <ul style="list-style-type: none"> <li>shows the desire to participate in the process of assessing whole-person<sup>4</sup> community needs.</li> <li>displays little ability to assist in identify resources to implement community-based CHE.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>participates in the process to assess whole-person community health needs.<sup>4</sup></li> <li>displays some ability to assist in the identification of resources to implement community-based CHE.<sup>8</sup></li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>participates in and is able to collaboratively identify whole-person community health needs.<sup>4</sup></li> <li>can identify, procure and mobilize many of the needed resources to implement community-based CHE.<sup>8</sup></li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>has a distinguished ability to collaboratively lead to identify community health needs.<sup>4</sup></li> <li>is able to identify, procure and mobilize nearly all of the needed resources to implement CHE<sup>8</sup> in the community.</li> </ul>
<b>1d</b>	<b>Engages in Collaborative Leadership<sup>9</sup></b>	<p>Student:</p> <ul style="list-style-type: none"> <li>engages team members by taking turns.</li> <li>listens to others without interrupting.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>engages team members in ways that facilitate their contributions to meetings.</li> <li>restates the views of other team members and/or asking questions for clarification</li> <li>developing ability to build upon or synthesize the contributions of others.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>takes initiative in collaborative leadership</li> <li>assists in meeting ministry goals</li> <li>engages team members in ways that facilitate their contributions by constructively building upon or synthesizing the contributions of others.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>has a distinguished ability to lead collaboratively.</li> <li>guides and assists in meeting ministry goals.</li> <li>communicates a vision, mission or purpose that encourages commitment and action from others.</li> <li>seeks and values the involvement of others.</li> <li>listens to and considers others' points of view.</li> </ul>
<b>1e</b>	<b>Engages with Diverse People Groups<sup>10</sup></b>	<p>Student:</p> <ul style="list-style-type: none"> <li>has minimal or no awareness of the perspectives and assumptions of his / her Christian worldview.<sup>11</sup></li> <li>prefers to work with persons of his or her own socioeconomic, cultural, ethnic and/or religious group</li> <li>is developing an awareness that he/she can learn from diverse people groups.<sup>11</sup></li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>has yet somewhat developed awareness of the perspectives and assumptions of his / her Christian worldview;<sup>11</sup></li> <li>is developing the ability to act in a supportive manner;</li> <li>recognizes and empathizes with the feelings and challenges of others;</li> <li>is developing the ability to works successfully with diverse people groups;<sup>11</sup></li> <li>desires to learn from other people groups.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>is aware of the perspectives and assumptions of his / her Christian worldview;<sup>11</sup></li> <li>often acts in a supportive, respectful manner;</li> <li>recognizes and empathizes with the feelings and challenges of others;</li> <li>often works successfully with people of diverse backgrounds</li> <li>recognizes and can identify what he/she has learned from other people groups.<sup>11</sup></li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>has a sophisticated awareness of the perspectives and assumptions of his / her Christian worldview;<sup>11</sup></li> <li>consistently acts in a supportive manner</li> <li>can nearly always recognize and empathize with the feelings and challenges of others;</li> <li>adapts to and works successfully with people of diverse backgrounds;</li> <li>learns from other people groups.<sup>11</sup></li> </ul>
<b>1f</b>	<b>Evidence of Personal Growth and Commitment to CHE<sup>12-13</sup></b>	<p>Student:</p> <ul style="list-style-type: none"> <li>provides little evidence of personal growth as result participating in CHE.</li> <li>provides evidence indicates that involvement was the result of requirements; student shows no sense of continued commitment to CBCHE.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>provides some evidence of personal growth as result of CBCHE.</li> <li>suggests that involvement was the result of required experiences rather than a benevolent sense of community identity.</li> <li>gives evidence that as result of the experience, he or she has developed a desire for continued commitment to CBCHE.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>provides evidence of personal and professional growth as result of CBCHE.</li> <li>describes his or her personal growth as it relates to a reinforced and clarified sense of community identity</li> <li>gives evidence of and desire for continued commitment to CBCHE in the future.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>provides evidence of significant personal and professional growth as result of CBCHE.</li> <li>describes his or her personal growth as it relates to a strongly reinforced and clarified sense of community identity.</li> <li>displays significant desire for continued CBCHE as a lifelong ministry.</li> </ul>

<sup>1</sup>NEWSTART is a lifestyle program that originated at the Weimar Institute (1980's) that includes the following eight principles of wellness: Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest and Trust in God.

<sup>2</sup>Improved practices may include giving evidence of improved diet vis a vis a daily food journal or other student-derived evidence.

<sup>3</sup>Improved physical health may include evidence of needed weight loss (or weight gain), increased muscle mass, improved blood stats (cholesterol / lipid panel, etc.).

<sup>4</sup>Whole-person community-based health programming /healing seeks to include physical, emotional, mental and/or spiritual healing for the whole person.

<sup>5</sup>Examples of one-day events include: cooking schools, or health expos, which are typically half-day or one day community programs that provide physical health screening (blood pressure, blood sugar, weight, BMI, etc.), mental health screening, health coaching, and/or spiritual resources.

<sup>6</sup>Long-term community-based programs may include: Eight-Week Nedley Depression & Anxiety Recovery/Peak Mental Performance Program™, Complete Health Improvement Plan (CHIP)™, ongoing healthy cooking schools, and/or Eight Weeks to Wellness™ programs, etc.

<sup>7</sup>Adapted from AAC&U VALUE Rubric: Civic Engagement (Civic Identity and Commitment)

<sup>8</sup>Comprehensive Health Evangelism (CHE), Community-Based Comprehensive Health Evangelism (CBCHE)

<sup>9</sup>CAS Student Learning and Development Outcome: (Interpersonal Development—Effective Leadership)

<sup>10</sup>Adapted from AAC&U VALUE Rubric: Civic Engagement (Diversity of Communities and Cultures) and Intercultural Knowledge & Competence (Skills—Empathy) cf. Foundational Documents for a discussion of the Christian Worldview.

<sup>11</sup>Diverse groups includes those of another socio-economic, cultural, ethnic or religious group.

<sup>12</sup>Adapted from AAC&U VALUE Rubric: Civic Engagement (Civic Action and Reflection)

<sup>13</sup>Adapted from AAC&U VALUE Rubric: Lifelong Learning (Reflection)

## GE PSLO #1 HEALTH EVANGELISTS SIGNATURE ASSIGNMENT

### Direct/Indirect Assessment

- Optimize Your Brain (HLED 111) — formative assessment
  - **PSLO 1a** (Practices NEWSTART Principles) – pre- and post- semester bloodwork including cholesterol, lipid panel, and HbA1C; measure weight gain / loss; and prepare a one-semester food and exercise journal showing the pattern of exercise and fitness activities; also pre- and post-semester Depression and Emotional Intelligence Screen. Add a lab fee for the cost of the bloodwork screen.
  - **PSLO 1f** (Evidence of Personal Growth and Commitment to CHE) – faculty/peer evaluation
- Introduction to Leadership (LEAD 101) — formative assessment
  - **PSLO 1d** (Engages in Collaborative Leadership) – will introduce and develop leadership abilities
- Principles of Health (HLED 324) — summative assessment
  - **PSLO 1a** (Practices NEWSTART Principles) – faculty/peer evaluation
  - **PSLO 1f** (Evidence of Personal Growth and Commitment to CHE) – faculty/peer evaluation (direct) and self-reflective essay describing his/her growth and level of proficiency (indirect)
- **Total Community Involvement (TCI 000)** — formative—1<sup>st</sup>-2<sup>nd</sup> year assessment; summative assessment—3<sup>rd</sup> -4<sup>th</sup> year
  - **PSLO 1b** (Promotes NEWSTART Principles) – students will work in the community or with NEWSTART guests to promote NEWSTART principles through HEALTH expos and/or giving lectures for the community or campus (direct)
  - **PSLO 1c** (Identify Community Needs) – faculty/staff/peer direct observation
  - **PSLO 1d** (Engages in Collaborative Leadership) – faculty/staff/peer direct observation
  - **PSLO 1e** (Engages with Diverse People Groups) – faculty/staff/peer direct observation
  - TCI is organized through the co-curricular program but will be assessed within the General Education program.
- **Program Assessment Survey and/or TCI Survey** – indirect assessment tool for PSLO #1 given annually that gives a student self-report of his/her growth and/or ability to perform as Health Evangelists; and evaluation of the HLED 111, 324; LEAD 101; and TCI 000 syllabi

See the attached Assessment / Curriculum Map in Appendix C for specific details.

		GE PSLO Assessment	PSLO 1a	PSLO 1b	PSLO 1c	PSLO 1d	PSLO 1e	PSLO 1f
		ISLO Assessment	ISLO 2a	ISLO 2b	ISLO 2c	ISLO 2d	ISLO 2e	ISLO 2f
Class	Year	Course Assessment Description	Practices	Promotes	ID Needs	Leadership	Diversity	Personal Comm.



LEAD 111	1 <sup>st</sup> -2 <sup>nd</sup>	principles introduced/developed – summative	—	—	—	I D	—	—
HLED 111	1 <sup>st</sup>	pre- and post- bloodwork/weight; pre- and post-EQ / depression / anxiety inventory	I D A	I D	—	—	—	I D
HLED 324	3 <sup>rd</sup> -4 <sup>th</sup>	faculty/peer evaluation; self-report	D M A	D M A	—	—	—	D M A
TCI 000	all	faculty/staff/peer evaluation; self-report	I, D	I, D	I D M A	I D M A	I D M A	I D M
Survey	—	Program Assessment Survey (Annual) –indirect	A	A	—	—	—	A
Survey	—	TCI Survey (Annual) –indirect	—	—	A	A	A	—

\*I = Introduced (Emerging), D = Developing (Developing), M = Mastered (Proficient/Exemplary), A = Assessed (direct or indirect / highlighted areas)

### GE PSLO #1 EXPECTED PERFORMANCE CRITERIA (PCs)

The expected performance for the Health Evangelists GE PSLO is that 85% of students will score at the Proficient or higher level using the Health Evangelism Rubric for each Rubric Component (RC) in HLED 111, HLED 324 and TCI 000 – based on the direct assessment with input from student self-report in the indirect assessment.

Graduates from Weimar Institute who have completed the required General Education courses, experiences and competencies will follow Jesus as:

## GE PSLO #2. Critical Thinkers

*Students investigate a controversy, problem or question related to their major field and draw an informed conclusion.*

**Rationale:** This PSLO contains components of information literacy. Critical thinking involves having the ability to analyze, contrast, criticize and assess truth claims based on objective standards (Sousa, 2011, p. 253, 262).

**Summary of the Prophetic Support:** As a faith-based institution of higher learning, Weimar faculty, staff and students have chosen to explore an educational philosophy and practice that is decidedly informed by the biblical model expressed in the Holy Scripture and the writings of Ellen G. White. Educators who follow such a philosophical model will not control others’ minds, but will develop a community of learners who are “thinkers, and not mere reflectors of [other’s] thought” (White, 1903/1952, p. 17). Such educators will teach their students to utilize nature (Psalm 19), “reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognizing the limitations inherent in all human endeavors...” (A Statement of Seventh-day Adventist Educational Philosophy, 2001).

We have added a reflective component to this rubric that allows students to consider: 1) Are there any areas within Weimar Institute Foundational Documents that are related to the student’s area of research? and 2) How do their conclusions fit with the documents.

This PSLO includes the following required and recommended WSCUC Competencies: *Critical Thinking, Creative Thinking, In-Depth Study in a Major Field, and Lifelong Learning*

		Emerging	Developing	Proficient	Exemplary
2a	<b>Explanation of Controversy or Problem<sup>1</sup></b>	Student: <ul style="list-style-type: none"> <li>shows difficulty defining the scope of the question or controversy so that the chosen topic is too general or wide-ranging as to be manageable.</li> <li>has difficulty determining key concepts.</li> <li>states the controversy or problem to be evaluated without adequate clarification or description.</li> </ul>	Student: <ul style="list-style-type: none"> <li>defines the scope of the topic incompletely so that the question or controversy is too narrow or too broad such that important aspects of the topic are omitted.</li> <li>is able to identify key concepts.</li> <li>states the controversy or problem.</li> </ul>	Student: <ul style="list-style-type: none"> <li>completely defines the scope of the question or controversy into a manageable topic.</li> <li>determines key concepts.</li> <li>describes the controversy or problem with appropriate depth to address key aspects of the topic.</li> </ul>	Student: <ul style="list-style-type: none"> <li>completely and clearly defines the scope of the question or controversy into a manageable topic.</li> <li>determines key concepts.</li> <li>comprehensively describes the question or controversy with sufficient depth to address significant aspects of the topic.</li> </ul>

		<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>2b</b>	<b>Analysis of the Controversy or Problem</b> <sup>2a,2b</sup>	<p>Student’s work shows:</p> <ul style="list-style-type: none"> <li>little evidence of background research of relevant literature.</li> <li>analysis at only a surface level, providing little insight and/or information beyond the very basic facts, indicates a low interest.<sup>2b</sup></li> <li>that information is taken from sources without any interpretation.</li> <li>lists of evidence that is not organized to reveal important patterns, differences or similarities.</li> <li>that the analysis was not directly related to the chosen topic.</li> </ul>	<p>Student’s work shows:</p> <ul style="list-style-type: none"> <li>some evidence of an attempt to perform background research of the relevant literature.</li> <li>analysis with some depth, providing occasional insight and/or information indicating mild interest in the subject.<sup>2b</sup></li> <li>that information is taken from sources with some interpretation but not enough to allow a coherent analysis.</li> <li>some organization of evidence that is not effective in revealing important patterns, differences, or similarities related to the chosen topic.</li> </ul>	<p>Student’s work shows:</p> <ul style="list-style-type: none"> <li>shows evidence of appropriate background research of literature that is relevant.</li> <li>in-depth analysis, yielding insight and/or information indicating interest in the subject.<sup>2b</sup></li> <li>that information is taken from sources with enough interpretation to perform a coherent analysis.</li> <li>organization of evidence to reveal important patterns, differences, or similarities related to the chosen topic.</li> </ul>	<p>Student’s work shows:</p> <ul style="list-style-type: none"> <li>shows evidence of appropriate background research of literature that is directly related.</li> <li>in-depth analysis, yielding a rich awareness and/or little known information, indicating intense interest in the subject.</li> <li>that information is taken from sources with enough interpretation to perform a comprehensive analysis.</li> <li>organization of evidence to reveal insightful patterns, differences, or similarities related to the chosen topic.</li> </ul>
<b>2c</b>	<b>Formulates an Informed Conclusion</b> <sup>3</sup>	<p>Student’s conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> <li>is informed by limited points of view.</li> <li>shows no synthesis of information, information is fragmented.</li> <li>does not consider the complexities of the controversy.</li> <li>is ambiguous, illogical, simplistic and/or obvious.</li> <li>may be unsupported based on inquiry findings.</li> </ul>	<p>Student’s conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> <li>is informed by limited literature research.</li> <li>shows that information from the sources is not synthesized.</li> <li>takes into account only limited the complexities of the controversy.</li> <li>is so general that is may also apply beyond the scope of the inquiry.</li> <li>acknowledges different sides of the controversy or problem.</li> </ul>	<p>Student’s conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> <li>is informed by in-depth literature research.</li> <li>shows a synthesis of information from multiple sources; but,</li> <li>contains no extrapolation beyond the inquiry findings.</li> <li>takes into account the complexities of the controversy.</li> <li>acknowledges others’ points of view within the stated conclusion.</li> </ul>	<p>Student’s conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> <li>is informed by in-depth literature research.</li> <li>shows a synthesis of information from multiple sources with good clarity and depth.</li> <li>extrapolates from the inquiry findings.</li> <li>takes into account the complexities of the controversy.</li> <li>acknowledges the limits of the his/her own position and personal bias.</li> <li>integrates others’ points, when appropriate, within the student’s position.</li> </ul>
<b>2d</b>	<b>Relationship to Foundational Documents</b> <sup>4</sup>	<ul style="list-style-type: none"> <li>Student’s evaluation does not consider how it relates to the Weimar Institute Foundational documents.</li> </ul>	<ul style="list-style-type: none"> <li>Student evaluation considers the Weimar Institute Foundational documents, yet merely in a surface treatment.</li> </ul>	<ul style="list-style-type: none"> <li>Student evaluation considers the implications of his or her informed conclusion or judgment as it relates to the Weimar Institute Foundational documents.</li> </ul>	<ul style="list-style-type: none"> <li>Student’s evaluation concomitantly and carefully considers both “secular” sources and the Weimar Institute foundational documents in arriving at an informed conclusion.</li> </ul>

This rubric has been adapted from: VALUE rubrics and <http://guides.library.cornell.edu/scholarlyjournals>

<sup>1</sup> Adapted from AAC&U VALUE Rubric: Critical Thinking (Explanation of Issues); Information Literacy (Determine the Extent of Information Needed)

<sup>2a</sup> Adapted from AAC&U VALUE Rubric: Inquiry and Analysis (Analysis); Inquiry & Analysis (Existing Knowledge, Research and/or Views)

<sup>2b</sup> Adapted from AAC&U VALUE Rubric Lifelong Learning (Curiosity)

<sup>3</sup> Adapted from AAC&U VALUE Rubric: Creative Thinking (Embracing Contradictions); Critical Thinking (Student’s Position); Critical Thinking (Conclusions and Related Outcomes); Inquiry and Analysis (Conclusions); Critical Thinking (Uses Information Effectively to Accomplish and Specific Purpose)

<sup>4</sup> Weimar Institute Foundational Documents include, but are not limited to the Bible, the writings of Ellen White, and the Seventh-day Adventist Church positions statements on key topics.

## GE PSLO #2 CRITICAL THINKERS SIGNATURE ASSIGNMENT

### Direct/Indirect Assessment

- **ENGL 101 or 102, English 1 or 2** — formative assessment, essay from either ENGL 101 or 102 will be assessed using the *Critical Thinkers Rubric*
- **SOCI 214, Christian Marriage and Family**— summative assessment, essay based on controversial social issue will be assessed using the *Critical Thinkers Rubric*
- **Program Assessment Survey** – indirect assessment tool for PSLO #2 given annually that gives a student self-report his or her ability think critically and evaluation of the ENGL 101, 102 and SOCI 214 syllabi

See the attached Assessment / Curriculum Map in Appendix C for specific details.

		GE PSLO Assessment	PSLO 2a	PSLO 2b	PSLO 2c	PSLO 2d
		ISLO Assessment	ISLO 3a	ISLO 3c	ISLO 3g	ISLO 3h
Class	Year	Course Assessment Description	Explanation	Analysis	Conclusion	Foundational Doc's
ENGL 101 (or) 102	1 <sup>st</sup> -2 <sup>nd</sup>	ENGL 101 or 102, English 1 or 2, Essay assessed with Critical Thinkers Rubric – Formative Assessment	I D A	I D A	I D A	I D A
SOCI 214	2 <sup>nd</sup> -3 <sup>rd</sup>	SOCI 214, Christian Marriage & Family essay based on a controversial social issue – Summative Assessment	D M A	D M A	D M A	D M A
Survey	—	Program Assessment Survey (Annual) – Indirect	A	A	A	A

\*I = Introduced (Emerging), D = Developing (Developing), M = Mastered (Proficient/Exemplary), A = Assessed (direct or indirect / highlighted areas)

### GE PSLO #2 EXPECTED PERFORMANCE CRITERIA (PC) FOR CRITICAL THINKERS

The expected performance for this GE PSLO is that 75% of students will score at the Proficient or higher level using the *Critical Thinking Rubric* in *Christian Marriage Family*, SOCI 214.

Graduates from Weimar Institute who have completed the required General Education courses, experiences and competencies will follow Jesus as:

### GE PSLO #3: Integrative Learners

*Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of their major field as they relate to Scripture and the Spirit of Prophecy.*

**Rationale and Summary of the Prophetic Support:** To the ancient Israelite there was no distinction between the secular life and the spiritual. In the book of Deuteronomy, the prophet Moses records God’s words to the Israelites immediately after the second reading of the Law (Ten Commandments): “Hear, O Israel: The Lord our God, the Lord is one. You shall love the Lord your God with all your heart and with all your soul and with all your might.” He continues, “And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.” (Deut. 6:4-9). Toward this end, we desire that all Weimar Institute graduates be able to relate the key concepts of their major field within a biblical worldview context.

This PSLO includes several of the recommended WSCUC Competencies: *Creative Thinking* and *Lifelong Learning*

		Emerging	Developing	Proficient	Exemplary
3a	<b>Identification of Field-Related Connections</b> 3,4	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>shows a minimal awareness of the connections between biblical truth and examples, facts, or theories from the major field of study or perspective.</li> <li>requires prompting to recognize connections.</li> </ul>	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>shows a developing sense of the connections between biblical truth and examples, facts, or theories from the major field of study or perspective.</li> <li>may require prompting to recognize deeper connections.</li> </ul>	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>connects the biblical truth with examples, facts, or theories from the major field of study or perspective.</li> <li>independently identifies points in which field-related concepts complement and illuminate biblical truth (or vice versa).</li> </ul>	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>insightfully connects biblical truth with examples, facts, or theories from the major field of study or perspective in a creative and novel manner.</li> <li>independently identifies points in which field-related concepts complement, enrich and illuminate biblical truth (or vice versa).</li> </ul>
3b	<b>Integration of Field-Related Content</b> 4,5	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>has connections that are not clear with no obvious sense of integration the field and biblical content.</li> <li>attempted connections are “trite.”</li> <li>does not advance the intended purpose.</li> <li>leaves obvious connections or opportunities to connect overlooked or under-developed.</li> </ul>	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>has connections that are “loose” or somewhat “trite.”</li> <li>may uses examples from the classroom with little added depth.</li> <li>shows a limited, yet developing ability to advance the intended purpose.</li> <li>leaves less obvious connections or opportunities to connect overlooked or under-developed.</li> </ul>	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>may use examples developed from the classroom but with increased depth or expansion.</li> <li>advances the intended purpose.</li> <li>may have overlooked some opportunities to further develop the work.</li> </ul>	<p>Student’s work:</p> <ul style="list-style-type: none"> <li>effectively advances the intended purpose and arrives at a sophisticated understanding.</li> <li>effectively integrates both field-related and biblical modes of thinking.</li> <li>effectively integrates the field-related and biblical content and leaves no important connections overlooked.</li> </ul>

		<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
3c	<b>Depth of Biblical Content</b>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>is shallow or trite.</li> <li>may not include sufficient or accurate Scriptural or prophetic content.</li> <li>has some noticeable biblical misunderstandings.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>is fairly developed but may be somewhat shallow.</li> <li>may show difficulty in using both Scriptural prophetic content.</li> <li>has some minor biblical misunderstandings.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>is insightful.</li> <li>uses appropriate Scriptural and prophetic content.</li> <li>Scriptural and prophetic references are accurate.</li> <li>has no biblical misunderstandings</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>is biblically deep and insightful.</li> <li>uses appropriate Scriptural and prophetic content.</li> <li>has no biblical misunderstandings.</li> <li>Scriptural references are accurate.</li> </ul>
3d	<b>Depth of Field-Related Content<sup>6</sup></b>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>shows an emerging understanding of the field-related content, level of depth is shallow.</li> <li>may have some significant field-related misunderstandings.</li> <li>unable to or does not use correct field-related terminology.</li> <li>shows little direct reference to previous major field learning.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>presents appropriate core field-related content.</li> <li>shows an appropriate but still developing understanding of the field-related content, but the level of depth may be shallow.</li> <li>has minor errors in understanding and/or occasionally uses incorrect field-related terminology.</li> <li>makes shallow references to previous learning, but may be somewhat superficial.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>presents adequate and appropriate field-related content with an appropriate level of understanding.</li> <li>has essentially no errors or misunderstandings.</li> <li>correctly uses field-related terminology.</li> <li>makes appropriate references to previous field-related learning.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>presents deep, insightful, and appropriate core field-related content.</li> <li>shows a high level of understanding with no apparent errors or misunderstandings.</li> <li>consistently uses the correct field-related terminology.</li> <li>makes explicit and appropriate references to previous field-related learning.</li> </ul>
3e	<b>Seventh-day Adventist Christian Worldview</b>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>shows minimal ability to identify areas where the field-related content supports the Christian world view.</li> <li>uses minimal or very few field-related or science-based concepts in a defensible Christian apologetic.</li> <li>has noticeable errors in logic or reasoning.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>shows a limited but developing ability to identify areas where the field-related content supports the Christian world view.</li> <li>shows a limited but still developing ability to use field-related or science-based concepts in a defensible Christian apologetic.</li> <li>has a few errors in logic or reasoning.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>shows a proficient ability to identify areas where the field-related content supports the Christian world view.</li> <li>shows a proficient ability to use field-related or science-based concepts in a defensible Christian apologetic.</li> <li>has a no errors in logic or reasoning.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>shows a distinguished ability to identify areas where field-related content supports the Christian world view.</li> <li>shows a distinguished ability to use field-related or science-based concepts in a defensible Christian apologetic.</li> <li>well-developed logic and reasoning with no errors.</li> </ul>
3f	<b>Awareness of Conflicts</b>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>vaguely identifies areas of apparent conflict between biblical faith and field-related concepts.</li> <li>shows minimal or no ability to identify pre-suppositions, assumptions, and/or limitations of current field-related understandings or scientific naturalism.</li> <li>shows minimal or no ability to distinguish between facts and the interpretation of facts.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>shows limited ability to identify one or two areas of apparent conflict between biblical faith and field-related concepts.</li> <li>shows a limited but developing ability to identify pre-suppositions, assumptions, and/or limitations of current field-related understandings or scientific naturalism.</li> <li>shows a limited but developing ability to distinguish between facts and the interpretation of facts.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>identifies one or two areas of apparent conflict between biblical faith and field-related concepts.</li> <li>identifies pre-suppositions, assumptions, and/or limitations of current field-related understandings or scientific naturalism.</li> <li>shows proficient (adequate) ability to distinguish between facts and the interpretation of facts.</li> </ul>	<p>Student's work:</p> <ul style="list-style-type: none"> <li>shows a developed and mature ability to identify and discuss areas of apparent conflict between biblical faith and current field-related understandings.</li> <li>clearly and thoroughly identifies and discusses pre-suppositions, assumptions, and limitations of current field-related understandings or scientific naturalism.</li> <li>adeptly distinguishes between facts and the interpretation of facts.</li> </ul>

<sup>1</sup>Concept and components of this rubric were adapted from: Boix Mansilla, V., Dawes Duraisingh, E., Wolfe, C.R., & Haynes, C. (2009).

<sup>2</sup>Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing. *The Journal of Higher Education* 80 (3) 334 – 353.

<sup>3</sup>This assignment will likely be done in writing and/or through an oral presentation—if so, please assess the assignment using (portions) of the rubric developed for PSLO #4, Effective Communicators.

<sup>4</sup>Adapted from AAC&U VALUE Rubric: Life Long Learning (Transfer)

<sup>5</sup>Adapted from AAC&U VALUE Rubric: Creative Thinking (Connecting, Synthesizing, Transforming)

<sup>6</sup>Adapted from AAC&U VALUE Rubric: Creative Thinking (Innovative Thinking)

<sup>7</sup>Adapted from AAC&U VALUE Rubric: Integrative Learning (Connection to Discipline)

## GE PSLO #3 INTEGRATIVE LEARNERS SIGNATURE ASSIGNMENT

### Direct/Indirect Assessment

The direct assessment tool for PSLO #3 is the *Integrative Learners Rubric* (above).

- **PSYC 101**, General Psychology – formative assessment, essay from PSYC 101 requiring students to look at a psychological issue as it relates to their major field and the Weimar institute foundational documents that will be assessed using the *Integrative Learners Rubric* – PSLO 3a-3d
- **PSYC 310**, Abnormal Psychology or **NSI 310**, Issues in Origins – summative assessment, essay from either PSYC 310 or NSCI 310 similar to the initial formative assessment.
- **Program Assessment Survey** – indirect assessment tool for PSLO #3 given annually that gives a student self-report his or her ability think critically; evaluation of the PSYC 101, PSYC 310 and NSCI 310 syllabi will also be performed as part of the indirect assessment

See the attached Assessment / Curriculum Map in Appendix C for specific details.

		GE PSLO Assessment	PSLO 3a	PSLO 3b	PSLO 3c	PSLO 3d	PSLO 3e	PSLO 3f
		ISLO Assessment	ISLO 4a	ISLO 4b	ISLO 4c	ISLO 4d	ISLO 4e	ISLO 4f
Course	Year	Course Assessment Description	ID's Content	Integrates Content	Depth of Biblical	Depth of Field	SDA Worldview	Aware of Conflicts
PSYC 101	1 <sup>st</sup> -2 <sup>nd</sup>	Essay requiring students to look at a psychological issue as it relates to their major field and foundational documents – formative	I D A	I D A	I D A	I D A	I D A	I D A
PSYC 310 NSCI 310	3 <sup>rd</sup> -4 <sup>th</sup>	PSYC 310, essay similar to above – summative NSCI 310, essay similar to above – summative	D M A D M A	D M A D M A	D M A D M A	D M A D M A	D M A D M A	D M A D M A
Survey	—	Program Assessment Survey – Indirect	A	A	A	A	A	A

\*I = Introduced (Emerging), D = Developing (Developing), M = Mastered (Proficient/Exemplary), A = Assessed (direct or indirect / highlighted areas)

### GE PSLO #3 EXPECTED PERFORMANCE CRITERIA (PC) FOR INTEGRATIVE LEARNING

The expected performance for this GE PSLO is that 75% of students will score at the Proficient or higher level using the *Integrative Learners Rubric* in either Abnormal Psychology, PSYC 310, or Issues in Origins, NSCI 310.

Graduates from Weimar Institute who have completed the required General Education courses, experiences and competencies will follow Jesus as:

## GE PSLO #4: Effective Communicators

*Students communicate the key (threshold) concepts of their field in both written and oral forms.*

**Rationale:** The ability to communicate effectively with others in a team setting at school or at work is one crucial aspect required for future success. Students will learn to communicate using the language and concepts from their learnings acquired both in General Education requirements and the major field of study.

**Summary of the Prophetic Support:** Throughout history, God has called his people to be communicators of truth—in both written and oral form. The apostle John wrote in the book of Revelation: “Blessed is the one who reads aloud the words of this prophecy, and blessed are those who hear, and who keep what is written in it, for the time is near” (Rev. 1:3). To Abraham God said, “in you all the families of the earth shall be blessed” (Genesis 12:3; Acts 13:47). Through the prophet Isaiah, He spoke, “I will make you as a light for the nations, that my salvation may reach to the end of the earth...” (Isaiah 49:6; Luke 2:42). The apostle Paul admonished the early church, “Let your speech always be gracious, seasoned with salt” (Colossians 4:6); the prophet Isaiah, wrote of the Messiah that He would “know how to speak a word in season to him that is weary” (Isaiah 50:4, Proverbs 15:23). Solomon declared that “a word fitly spoken is like apples of gold in a setting of silver” (Proverbs 25:11).

Often, the extent of one’s usefulness as an educated person is limited by the ability to communicate. Indeed, Ellen White writes, “However great a man's knowledge, it is of no avail unless he is able to communicate it to others” (White, 1943/1913, p. 253), and “The extent of a Christian's usefulness is measured by his power to communicate that which he has received” (White, 1988, p. 43).

This PSLO includes several of the required WSCUC Competencies: *Oral and Written Communication*

		Emerging	Developing	Proficient	Exemplary
4a	Context and Purpose <sup>1</sup>	Student’s presentation: <ul style="list-style-type: none"> <li>shows minimal attention to context, purpose, and audience.</li> <li>shows an expectation of only the instructor or self as the audience.</li> <li>uses language that is not appropriate to the audience.</li> </ul>	Student’s presentation: <ul style="list-style-type: none"> <li>shows awareness of the context, purpose, and audience.</li> <li>shows awareness of the audience’s perceptions and assumptions.</li> <li>uses language that is appropriate to the audience.</li> </ul>	Student’s presentation: <ul style="list-style-type: none"> <li>shows adequate consideration of the context, purpose, and audience.</li> <li>shows alignment with the audience, purpose, and context.</li> <li>uses language that is appropriate to the audience.</li> </ul>	Student’s presentation: <ul style="list-style-type: none"> <li>shows a thorough understanding of the context, purpose, and audience.</li> <li>shows clear awareness of the audience’s perceptions and assumptions.</li> <li>uses language that appropriate to the audience.</li> </ul>
4b	Organization and Central Message <sup>3,10</sup>	Student’s: <ul style="list-style-type: none"> <li>organizational pattern is not observable within the presentation.</li> <li>central message can be deduced, but is not explicitly stated in the presentation.</li> </ul>	Student’s: <ul style="list-style-type: none"> <li>organizational pattern is intermittently observable within the presentation.</li> <li>central message is basically understandable but is not often repeated and is not memorable.</li> </ul>	Student’s: <ul style="list-style-type: none"> <li>organizational pattern is clearly and consistently observable within the presentation.</li> <li>central message is clear and consistent with the supporting material.</li> </ul>	Student’s: <ul style="list-style-type: none"> <li>organizational pattern is clearly, skillful and consistently observable making the content of the presentation cohesive.</li> <li>central message is precisely stated, appropriately repeated, memorable, and strongly supported.</li> </ul>



		<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>4c</b>	<b>Content Development<sup>2</sup></b>	<ul style="list-style-type: none"> <li>Student uses appropriate and relevant content to develop simple ideas in some parts of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses appropriate and relevant content to develop and explore ideas throughout most of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses appropriate, relevant, and compelling content to explore ideas.</li> <li>Can we differentiate from exemplary</li> </ul>	<ul style="list-style-type: none"> <li>Student uses appropriate, relevant, and compelling content to illustrate mastery of the subject.</li> </ul>
<b>4d</b>	<b>Control of Syntax and Mechanics<sup>4</sup></b>	Student's: <ul style="list-style-type: none"> <li>language sometimes impedes meaning because of errors in usage</li> <li>language includes many errors.</li> </ul>	Student's: <ul style="list-style-type: none"> <li>language generally conveys meaning to readers with clarity.</li> <li>writing may include some errors.</li> </ul>	Student's: <ul style="list-style-type: none"> <li>language is straightforward and generally conveys meaning to readers.</li> <li>writing has few errors.</li> </ul>	Student's: <ul style="list-style-type: none"> <li>language is used gracefully and skillfully to communicate meaning to readers with clarity and fluency.</li> <li>writing is virtually error-free.</li> </ul>
<b>4e</b>	<b>Delivery Technique<sup>7,9</sup></b>	Student: <ul style="list-style-type: none"> <li>delivery techniques detract from the understandability of the presentation.</li> <li>appears ill prepared.</li> <li>does not use appropriate visual aids or illustrations in the presentation.</li> </ul>	Student: <ul style="list-style-type: none"> <li>delivery techniques make the presentation understandable</li> <li>appears tentative and perhaps not fully prepared.</li> <li>uses appropriate visual aids and illustrations in the presentation to a minimal extent.</li> </ul>	Student: <ul style="list-style-type: none"> <li>delivery techniques make the presentation interesting.</li> <li>appears comfortable and prepared.</li> <li>uses appropriate and somewhat compelling visual aids and illustrations during the presentation.</li> </ul>	Student: <ul style="list-style-type: none"> <li>delivery techniques make the presentation compelling.</li> <li>appears polished, confident, and well prepared.</li> <li>uses attractive, appropriate and compelling visual aids and illustrations during the presentation.</li> </ul>
<b>4f</b>	<b>Supporting Material<sup>8,11</sup> (Oral)</b>	Student: <ul style="list-style-type: none"> <li>uses insufficient supporting materials.</li> <li>makes reference to information or analysis that is not shown or minimally supports his or her presentation.</li> <li>minimally establishes his or her credibility / authority on the topic.</li> </ul>	Student: <ul style="list-style-type: none"> <li>uses supporting materials to make appropriate reference to information or analysis that partially supports his or her presentation.</li> <li>only partially establishes the his or her credibility / authority on the topic.</li> </ul>	Student: <ul style="list-style-type: none"> <li>uses supporting materials to make appropriate reference to information or analysis that generally supports his or her presentation.</li> <li>is able to establish his or her credibility / authority on the topic.</li> </ul>	Student: <ul style="list-style-type: none"> <li>uses a variety of types of supporting materials.</li> <li>makes appropriate reference to information or analysis that significantly supports his or her presentation.</li> <li>is able to establish his or her credibility / authority on the topic.</li> </ul>

\* Refers to both written and oral communication.

<sup>1</sup>Adapted from VALUE Rubric: Written Communication (Context of and Purpose for Writing); Oral Communication (Language)

<sup>2</sup>Adapted from VALUE Rubric: Oral Communication (Organization); Oral Communication (Central Message)

<sup>3</sup>Adapted from VALUE Rubric: Written Communication (Content Development)

<sup>4</sup>Adapted from VALUE Rubric: Written Communication (Control of Syntax and Mechanics)

<sup>5</sup>Adapted from VALUE Rubric: Information Literacy (Access and Use Information Ethically and Legally)

<sup>6</sup>Adapted from VALUE Rubric: Written Communication (Sources and Evidence)

<sup>7</sup>Adapted from VALUE Rubric: Oral Communication (Delivery)

<sup>8</sup>Adapted from VALUE Rubric: Oral Communication (Supporting Material)

<sup>9</sup>Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).

<sup>10</sup>Central message: The main point/thesis/"bottomline"/"takeaway" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.

<sup>11</sup>Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

## PSLO #4 EFFECTIVE COMMUNICATORS SIGNATURE ASSIGNMENT

## Direct/Indirect Assessment

The direct assessment tool for PSLO #4 is the *Effective Communicators Rubric* (above).

- **PSYC 101**, General Psychology – formative assessment, an essay from PSYC 101 that will be assessed using the *Effective Communicators Rubric* – **GE PSLO 4a-4d, 4f**
- **COMM 202**, Speech – formative assessment, a speech given in COMM 202 that will be assessed using the *Effective Communicators Rubric* – **GE PSLO #4a-4b, 4e**
- **RELB 301**, Daniel – summative assessment, essay and presentation from final research paper done in RELB 301 using the *Effective Communicators Rubric* – **GE PSLO #4a-4f**
- **Program Assessment Survey** – indirect assessment tool for PSLO #4 given annually that gives a student self-report his or her ability to effectively communicate; evaluation of the PSYC 101, COMM 202, and RELB 301 syllabi will also be performed as part of the indirect assessment

See the attached Assessment / Curriculum Map in Appendix C for specific details.

		GE PSLO Assessment	PSLO 4a	PSLO 4b	PSLO 4c	PSLO 4d	PSLO 4e	PSLO 4f
		ISLO Assessment	ISLO 5	ISLO 5	ISLO 5	ISLO 5	ISLO 5	ISLO 5
Course	Year	Course Assessment Description	Context / Purpose	Organized	Content Develop	Syntax Mechanics	Delivery	Supporting Material
PSYC 101	1 <sup>st</sup> -2 <sup>nd</sup>	Essay – formative	I D A	I D A	I D A	I D A	—	I D A
COMM 202	1 <sup>st</sup> -2 <sup>nd</sup>	Speech – formative	I D A	I D A	—	—	I D A	—
RELB 301	3 <sup>rd</sup> -4 <sup>th</sup>	Daniel – summative assessment of written research paper and oral presentation	D M A	D M A	D M A	D M A	D M A	D M A
Survey	1 <sup>st</sup> and 4 <sup>th</sup>	Program Assessment Survey – Indirect	A	A	A	A	A	A

\*I = Introduced (Emerging), D = Developing (Developing), M = Mastered (Proficient/Exemplary), A = Assessed (direct or indirect / highlighted areas)

## **GE PSLO #4 EXPECTED PERFORMANCE CRITERIA (PC) FOR EFFECTIVE COMMUNICATORS**

The expected performance for this GE PSLO is that 75% of students will score at the Proficient or higher level using the *Effective Communicators Rubric* in RELB 301, Daniel.

## GE PSLO #5: Information Literacy

*Students assemble and analyze information to draw an informed conclusion that considers diverse perspectives, the influence of context, possible sources of bias, and a priori assumptions.*

**Rationale:** Banta, et. al. describes information literacy as the ability to assess the quality of supporting data and empirical evidence and then ethically use information from a variety of sources and media (Banta, Jones, & Black, 2009, p. 68).

**Summary of the Prophetic Support:** As a faith-based institution of higher learning, Weimar faculty, staff and students see information literacy as a virtue upheld in the scriptures. Because of the limitations inherent in all human endeavors, not all information sources are equally correct or worthy of deep exploration.<sup>1</sup> Throughout Scripture, the prophets called upon God’s people to discriminate in favor of the good (Joshua 24:15). King Solomon asked of God an “understanding mind” that he might know how to “discern between good and evil” (1 Kings 3:9). The apostle Paul admonished his hearers to “test all things; hold fast what is good” (1 Thessalonians 5:21). The apostle John wrote, “Beloved, do not believe every spirit, but test the spirits to see whether they are from God. For many false prophets have gone out into the world” (1 John 4:1). Thus, God calls on His followers to decide, “not...from impulse, but from the weight of evidence” (White, 1940/1898, p. 458).

This PSLO includes the following required and recommended WSCUC Competencies: *Information Literacy* and *Lifelong Learning*

		Emerging	Developing	Proficient	Exemplary
5a	<b>Assembles Relevant Scholarly Literature from a Variety of Perspectives<sup>1</sup></b>	<p>Student’s references:</p> <ul style="list-style-type: none"> <li>appear to be retrieved randomly and lack quality.</li> <li>represent a limited number of perspectives.<sup>2</sup></li> <li>are too few to support the demands of the topic.</li> <li>include many non-scholarly.<sup>4</sup> publications of questionable quality (&gt;40%).</li> <li>do not offer time-appropriate views.</li> </ul>	<p>Student’s references:</p> <ul style="list-style-type: none"> <li>were retrieved using simple search strategies appear to be from limited and similar sources.</li> <li>represent limited perspectives.<sup>2</sup></li> <li>are limited in ability to support the demands of the topic.</li> <li>include several non-scholarly publications<sup>3</sup> of questionable quality (&gt;20%).</li> <li>may not offer time-appropriate views.</li> </ul>	<p>Student’s references:</p> <ul style="list-style-type: none"> <li>appear to be retrieved using a variety of search strategies and relevant information sources.</li> <li>represent various perspectives.<sup>2</sup></li> <li>adequately support the demands of the topic, but quality may be uneven.</li> <li>include only a few non-scholarly publications<sup>3</sup> (&lt;10%).</li> <li>offer time-appropriate views.</li> </ul>	<p>Student’s references:</p> <ul style="list-style-type: none"> <li>appear to be retrieved from a variety of well-established search strategies.</li> <li>represent a diversity of perspectives.<sup>2</sup></li> <li>adequately to support the demands of the topic.</li> <li>include only scholarly publications.<sup>3</sup></li> <li>offer time-appropriate views.</li> </ul>
5b	<b>Recognizes and Discusses Limitations and Implications in Methods/Conclusions<sup>2,4,5</sup></b>	<p>Student:</p> <ul style="list-style-type: none"> <li>does not attempt to discuss relevant limitations and implications of the sources or does so inadequately.</li> <li>rarely identifies (or incorrectly identifies) specific examples of strengths and weaknesses in research methods or conclusions</li> <li>does not adequately differentiate fact from opinion and emotional responses.</li> <li>takes expert opinions at face value.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>attempts to discuss relevant limitations and implications of the sources.</li> <li>occasionally identifies and provides specific examples of potential strengths and weaknesses in research methods or conclusions</li> <li>does not consistently differentiate fact from opinion and emotional responses.</li> <li>takes expert opinions at face value.</li> <li>Rarely identifies and questions a priori assumptions.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>discusses relevant limitations and implications of the sources.</li> <li>provides specific examples of strengths and weaknesses in research methods or conclusions, when appropriate;</li> <li>is often able to differentiate fact from opinion and emotional responses.</li> <li>questions viewpoints of experts, including a priori assumptions and considers sources of bias</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>insightfully discusses relevant limitations and implications of the published research.</li> <li>consistently provides specific examples of potential strengths and weaknesses in research methods or conclusions, when appropriate;</li> <li>consistently differentiates fact from opinion and emotional responses.</li> <li>appropriately questions viewpoints of experts, including a priori assumptions and considers sources of bias</li> </ul>

		<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
		<ul style="list-style-type: none"> <li>Rarely identifies and questions a priori assumptions.</li> <li>Rarely recognizes and considers sources of bias present in publication's conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely recognizes and considers sources of bias present in publication's conclusions.</li> </ul>		
<b>5c</b>	<b>Considers One's Own and Others Assumptions<sup>6</sup></b>	<p>Student:</p> <ul style="list-style-type: none"> <li>resists considering views that differ from his/her own.</li> <li>does not recognize or considers sources of bias present within the references.</li> <li>does not recognize his or her own bias and assumptions.</li> <li>identifies a few of the contexts that are relevant when presenting the position.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>is sometimes capable of considering views that differ from his/her own.</li> <li>recognizes and considers some sources of bias present within the references.</li> <li>may not yet recognize his/her own bias and assumptions.</li> <li>identifies some of the contexts that are relevant when presenting the position.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>considers views that differ from his/her own.</li> <li>recognizes and considers many sources of bias present within the references.</li> <li>often recognizes, analyzes and/or articulates his/her own bias and assumptions.</li> <li>identifies and evaluates how several of these contexts are relevant when presenting the position.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>responsibly considers views that differ from his/her own.</li> <li>consistently and accurately recognizes and considers potential sources of bias present within references.</li> <li>consistently recognizes, analyzes and/or articulates his/her own bias and assumptions.</li> <li>clearly identifies and evaluates how each these contexts are relevant when presenting the position.</li> </ul>
<b>5d</b>	<b>Access and Use Information Ethically and Legally<sup>5</sup></b>	<p>Student uses correctly about fewer than half following information use strategies:</p> <ul style="list-style-type: none"> <li>citations and references.</li> <li>choice of paraphrasing, summary or quoting (what will be the standard).</li> <li>uses of information in ways that are true to the original context.</li> <li>distinguishes between common knowledge and ideas requiring attribution.</li> <li>full understanding of the ethical and legal restrictions on the use of published information.</li> </ul>	<p>Student uses correctly about half of the following information use strategies:</p> <ul style="list-style-type: none"> <li>citations and references.</li> <li>choice of paraphrasing, summary or quoting.</li> <li>uses of information in ways that are true to the original context.</li> <li>distinguishes between common knowledge and ideas requiring attribution.</li> <li>full understanding of the ethical and legal restrictions on the use of published information.</li> </ul>	<p>Student uses correctly nearly all of the following information use strategies:</p> <ul style="list-style-type: none"> <li>citations and references.</li> <li>choice of paraphrasing, summary or quoting.</li> <li>uses of information in ways that are true to the original context.</li> <li>distinguishes between common knowledge and ideas requiring attribution.</li> <li>full understanding of the ethical and legal restrictions on the use of published information.</li> </ul>	<p>Student uses correctly all of the following information use strategies:</p> <ul style="list-style-type: none"> <li>citations and references.</li> <li>choice of paraphrasing, summary or quoting.</li> <li>uses of information in ways that are true to the original context.</li> <li>distinguishes between common knowledge and ideas requiring attribution.</li> <li>full understanding of the ethical and legal restrictions on the use of published information.</li> </ul>
<b>5e</b>	<b>Sources and Evidence<sup>6</sup></b>	<ul style="list-style-type: none"> <li>Student attempts to use sources to support ideas, but may not adequately support the discipline and genre of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Student attempts to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing; sources appear pro-forma</li> </ul>	<p>Student consistently uses credible, relevant sources to support ideas that are within the discipline and genre of writing.</p>	<ul style="list-style-type: none"> <li>Student skillfully uses high quality, credible, and relevant sources to develop ideas that are appropriate to the discipline and genre of the writing.</li> </ul>

This rubric has been adapted from: VALUE rubrics and <http://guides.library.cornell.edu/scholarlyjournals>

<sup>1</sup> Adapted from AAC&U VALUE Rubric: Information Literacy (Access the Needed Information)

<sup>2</sup> The limitations of sources may include certain characteristics of the design or methodology research study that impacted or influenced the interpretation of the findings that were presented in the source—i.e. to what extent are the results generalizable, valid, reliable, etc. For further discussion, cf. <http://libguides.usc.edu/writingguide/limitations> (last accessed 2/7/2016). The implications of a research article include ethical implications, implications for further research and/or implications of the study in questions.

<sup>3</sup> Scholarly publications typically include those that are peer-reviewed, (i.e., refereed journal articles) and written by experts in the field; whereas non-scholarly publications (i.e., popular press) are frequently written to arouse curiosity or interest and do not provide an unbiased reporting.

<sup>4</sup> Adapted from AAC&U VALUE Rubric: Inquiry and Analysis (Limitations and Implications)

<sup>5</sup> Adapted from AAC&U VALUE Rubric: Information Literacy (Evaluate Information and Its Sources Critically)

<sup>6</sup> Adapted from AAC&U VALUE Rubric: Critical Thinking (Influence of Contexts and Assumptions)

## PSLO #5 USE INFORMATION ETHICALLY SIGNATURE ASSIGNMENT

### Direct/Indirect Assessment

The direct assessment tool for PSLO #5 is the *Information Literacy Rubric* (above).

- **Information Literacy Exam** – formative assessment / summative, exam taken during New Student Orientation (NSO) (formative) and after completing ENGL 102 (summative). This is an externally benchmarked exam of proficiency in information literacy.
- **PSYC 310**, Abnormal Psychology or **NSCI 310**, Issues in Origins – summative assessment, assessment of a research paper completed requiring demonstration of ability to use information soundly and assessed using the *Information Literacy Rubric* – **GE PSLO #5a-5e**
- **Program Assessment Survey** – indirect assessment tool for PSLO #5 given annually that gives a student self-report his or her ability to use information; evaluation of the NSCI 310 and PSYC 310 syllabi will also be performed as part of the indirect assessment

See the attached Assessment / Curriculum Map in Appendix C for specific details.

		GE PSLO Assessment	PSLO 5a	PSLO 5b	PSLO 5c	PSLO 5d	PSLO 5e
		ISLO Assessment	ISLO	ISLO	ISLO	ISLO	ISLO
Course	Year	Course Assessment Description	Assembles Literature	Recognizes Limitations	Considers Assumptions	Ethically Accesses	Sources and Evidence
Information Literacy Exam	1 <sup>st</sup> -2 <sup>nd</sup>	Externally benchmarked exam – formative during NSO and summative after ENGL 102	—	—	—	—	—
PSYC 310 NSCI 310	3 <sup>rd</sup> -4 <sup>th</sup>	Final Research Paper	D M A	D M A	D M A	D M A	D M A
Survey	1 <sup>st</sup> and 4 <sup>th</sup>	Program Assessment Survey – Indirect	A	A	A	A	A

\*I = Introduced (Emerging), D = Developing (Developing), M = Mastered (Proficient/Exemplary), A = Assessed (direct or indirect / highlighted areas)

### GE PSLO #5 EXPECTED PERFORMANCE CRITERIA (PC) FOR USE INFORMATION ETHICALLY

The expected performance for this GE PSLO is that 75% of students will score at the Proficient or higher level using the *Information Literacy Rubric* in NSCI 310 or PSYC 310.

## GE PSLO #6: Quantitative Thinkers

*Students solve quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.)*

**Rationale and Summary of the Prophetic Support:** Quantitative reasoning includes the ability to be “at home” with numbers, to reason within abstract systems of thought, to perform mathematical calculations and to explain information presented in graphs, charts and tables. It also includes making decisions, judgments, predictions, and appropriate assumptions and estimations based on the quantitative analysis of data and recognize the limits of the analysis (AAC&U, 2010).

This PSLO includes several of the required WSCUC Competencies: *Critical Thinking, Quantitative Literacy.*

		Emerging	Developing	Proficient	Exemplary
6a	<b>Solves Quantitative Problems<sup>1</sup></b>	Student's: <ul style="list-style-type: none"> <li>calculations are attempted but are neither successful nor comprehensive.</li> </ul>	Student's: <ul style="list-style-type: none"> <li>calculations, are unsuccessful; or,</li> <li>represent only a portion of the calculations required to comprehensively solve the problem.</li> </ul>	Student's: <ul style="list-style-type: none"> <li>calculations are essentially successful.</li> <li>calculations are sufficiently comprehensive to solve the problem.</li> </ul>	Student's: <ul style="list-style-type: none"> <li>calculations are all successful.</li> <li>calculations are thoroughly comprehensive to solve the problem.</li> <li>calculations are presented elegantly.</li> </ul>
6b	<b>Interprets Mathematical Constructs<sup>2</sup></b>	Student: <ul style="list-style-type: none"> <li>attempts to explain information presented in mathematical forms; but,</li> <li>draws incorrect conclusions about what the information means.</li> <li>significant errors are present.</li> </ul>	Student: <ul style="list-style-type: none"> <li>provides somewhat accurate explanations of information presented in mathematical forms.</li> <li>occasionally makes minor errors related to computations or units.</li> </ul>	Student: <ul style="list-style-type: none"> <li>provides accurate explanations of information presented in mathematical forms.</li> <li>few errors are apparent but do not effect the final answer.</li> </ul>	Student: <ul style="list-style-type: none"> <li>provides accurate explanations of information presented in mathematical forms.</li> <li>makes appropriate inferences based on that information.</li> <li>no errors are present.</li> </ul>
6c	<b>Communicates<sup>3</sup> and <sup>4</sup>Represents Quantitative Information</b>	Student: <ul style="list-style-type: none"> <li>converts quantitative information into a mathematical portrayal<sup>5</sup> that is inaccurate or inappropriate given the topic.</li> <li>errors may impede correct interpretation of information presented.</li> </ul>	Student: <ul style="list-style-type: none"> <li>converts quantitative information into a mathematical portrayal<sup>6</sup> that is partially accurate or not completely appropriate given the topic.</li> <li>errors do not significantly impede correct interpretation of information presented.</li> </ul>	Student: <ul style="list-style-type: none"> <li>competently converts quantitative information into an appropriate mathematical portrayal<sup>5</sup> that is adequate to describe the topic.</li> <li>negligible errors.</li> </ul>	Student: <ul style="list-style-type: none"> <li>skillfully converts quantitative information into an effective mathematical portrayal<sup>5</sup> that contributes to a deeper or better understanding of the topic.</li> <li>no noticeable errors.</li> </ul>

<sup>1</sup>Adapted from VALUE Rubric: Quantitative Literacy (Calculations) and S. E. Shadle, E. C. Brown, M. H. Towns, D. L. Warner, J. Chem. Ed. 2012, 89, 319-325

<sup>2</sup>Adapted from VALUE Rubric: Quantitative Literacy (Interpretation) Baseline: For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends. Milestone 1: For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line. Milestone 2: For instance, accurately explains the trend data shown in a graph. Capstone: For example, accurately explains the trend data shown in a graph and makes reasonable predictions.

<sup>3</sup>Adapted from VALUE Rubric: Quantitative Literacy (Communication)

<sup>4</sup>Adapted from VALUE Rubric: Quantitative Literacy (Representation)

<sup>5</sup>Mathematical portrayal/forms includes, but is not limited to, a symbolical, graphical or numerical means.

## PSLO #6 QUANTITATIVE REASONERS SIGNATURE ASSIGNMENT

### Direct/Indirect Assessment

The direct assessment tool for PSLO #6 is the *Quantitative Reasoners Rubric* (above).

- **Mathematics Proficiency Entrance Exam** – formative assessment, exam taken during New Student Orientation (NSO) (formative), externally benchmarked, that assesses student ability in Pre-Algebra and Algebra 1 and 2.
- **MATH 110**, Survey of Applied Mathematics or **MATH 126**, Pre-Calculus 1 – embedded questions within either Pre-Calculus 1 or Survey of Applied Mathematics, using the Quantitative Reasoners Rubric (above)
- **Program Assessment Survey** – indirect assessment tool for PSLO #6 given annually that gives a student self-report his or her ability to reason quantitatively; evaluation of the MATH 110 and 126 syllabi will also be performed as part of the indirect assessment

See the attached Assessment / Curriculum Map in Appendix C for specific details.

		<b>GE PSLO Assessment</b>	<b>PSLO 6a</b>	<b>PSLO 6b</b>	<b>PSLO 6c</b>
		<b>ISLO Assessment</b>	<b>ISLO</b>	<b>ISLO</b>	<b>ISLO</b>
Course	Year	Course Assessment Description	Solves Quantitative Problems	Interprets Mathematical Constructs	Communicates/ Represents Quantitative Information
Math Proficiency Exam	1 <sup>st</sup> -2 <sup>nd</sup>	Externally benchmarked exam – testing proficiency in Pre-Algebra, Algebra 1 and Algebra 2	I D	I D	I D
MATH 110 MATH 126	2 <sup>nd</sup> -3 <sup>rd</sup>	Embedded questions in MATH 110 or MATH 126 mid-term and/or final exam questions	D M A	D M A	D M A
Survey	1 <sup>st</sup> and 4 <sup>th</sup>	Program Assessment Survey – Indirect	A	A	A

\*I = Introduced (Emerging), D = Developing (Developing), M = Mastered (Proficient/Exemplary), A = Assessed (direct or indirect / highlighted areas)

### **GE PSLO #6 EXPECTED PERFORMANCE CRITERIA (PC) FOR QUANTITATIVE REASONERS**

The expected performance for this GE PSLO is that 75% of students will score at the Proficient or higher level using the *Quantitative Reasoners Rubric* in MATH 110 or MATH 126.

## General Education Graduation Requirements

All students completing a 4-year degree at Weimar Institute must take all required General Education courses, have all required experiences, and show proficiency in all required competencies to graduate (cf. Appendix A).

### **REQUIRED COURSES, EXPERIENCES, AND COMPETENCIES**

The required courses for the General Education program of study is listed in **Appendix A: Required Courses**. Appendix A provides a detailed list of required General Education courses that are required to graduate with a 4-year undergraduate degree. It has been developed in a check sheet format for all baccalaureate students to use in tracking and planning their graduation requirements. This document is also available in the Weimar Institute Academic Handbook.

The required competencies and experiences for the General Education program of study are listed in **Appendix B: Required Competencies and Experiences**.

All graduates of Weimar Institute are required to complete the General Education program of study—including required courses, require competencies and required experiences in addition to their program major requirements.

### **CURRICULUM/ASSESSMENT MAP**

A Program Curriculum-Assessment Map for the General Education program shows when and how each PSLO is assessed throughout General Education program. This document is located in **Appendix C: Curriculum and Assessment Map**.

### **COURSE OFFERINGS & FACULTY TEACHING SCHEDULE**

A schedule of course offerings and faculty teaching within the General Education program, including classes offered and the scheduled faculty is located in **Appendix D: Course Offerings & Faculty Teaching Schedule**.

### **CREDIT HOUR AND ACADEMIC LOAD**

Weimar Institute recognizes one semester credit hour of didactic instruction, marking student achievement through intended learning outcomes and verified by tangible evidence of student learning, as 3 hours of work per week over a fifteen week academic semester, totaling 45 hours per semester.

A 3 credit class is scheduled to meet 3 hours (150 minutes) per week for a total of 15 weeks. In addition, the expectation for students is to work (study, read, develop class deliverables, etc.) outside of class 6 hours per week. The balance of in-class and out-of-class work may be adjusted to best suit learning objectives.

One semester credit hour of practicum represents 45 hours of laboratory, practicum, or observation experience.



## General Education Program Faculty

### **Andrew Daum (AD)**

Instructor in Work Education (2015)

### **Berquin Feese (BF)**

Faculty in Health Sciences Department (2017)

- Ph.D., Biological Sciences, Carnegie Mellon University, Pittsburgh, PA, 2017
- BS William Carey University, Hattiesburg, MS, 2011

### **Ndamyumugabe Phodidas (NP)**

Faculty in Religion Program (2018)

- Ph.D., World Missions & Biblical Studies, Adventist International Institute of Advanced Studies, Philippines, 2006
- MA, Ministry, Adventist International Institute of Advanced Studies, Philippines, 2001
- BA, Religion, Adventist University of Central Africa, Rwanda, 1999

### **Melissa Garcia (MG)**

Faculty in General Education Program (2017)

- Ph.D., Experimental Psychology, Loma Linda University, 2013
- MA, Psychology, California State University, Bakersfield, 2001
- BA, English, Pacific Union College, 1997

### **Darren Greenfield (DG)**

Faculty in General Education Department (2013)

- BA, Pastoral Ministry, Weimar College, 1997

### **Christina R. Harris (CH)**

Chair of Health Sciences Department (2010)

Director of Assessment & Institutional Research (2014)

- PhD, Organic Chemistry, University of Colorado, 1997
- BS, Chemistry, Oklahoma State University, 1992

### **Glen Hill (GH)**

Faculty in Religion Department (2015)

- DMin, Andrews University (2014)
- MDiv, Andrews University (1993)
- BA, Pastoral Ministry, Weimar College (1988)

### **Don Mackintosh (DM)**

Chair of Religion Department & HEALTH Department (2012)

- MDiv, Andrews University, 1991

- BS, Nursing, Andrews University, 1986

### **Erwin Nanasi (EN)**

Faculty in General Education Department (2015)

- MA, Leadership, Andrews University, 2018 (in progress, expected completion, June 2018)
- BA, Theology, Weimar College, 2014
- BM, Piano Performance, Stuttgart University, 2010

### **Neil Nedley (NN)**

Faculty in Health Sciences Department (1999)

- MD, Loma Linda University, School of Medicine, 1986
- BS, Biochemistry, Minor in Religion, Andrews University, 1982

### **John Peacock (JP)**

Faculty in Health Sciences Department (2012)

- MS, Applied Physics, Oregon Health & Science University, 1989
- BS, Physics and Math, Elmhurst College, 1984

### **Karl Wilcox (KW)**

Faculty in General Education (2016)

- Ph.D., English, University of Nevada, 2005
- M. Phil., University of St. Andrews, Scotland, 1991
- Grad. Diploma, Medieval Studies, University of St. Andrews, Scotland, 1988
- BA, History and English, Newbold College, England, 1986
- Cert. of Outdoor Leadership, Wilderness Education Association, 1982

### **Dojcin Zivadinovic (DZ)**

Faculty in Religion Department (2015)

- PhD Candidate, Church History, Andrews University, 2011
- MA, Adventist Theology, Collonges Adventist College, France, 2006
- BA, Theology, Collonges Adventist College, France, 2003

## References

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- Sousa, D. A. (2011). *How the Brain Learns*. (4th ed.). Thousand Oaks, CA: Sage.
- White, E. G. (1940). *Desire of Ages*. Mountain View, CA: Pacific Press Publishing Association. (Original work published in 1898)
- White, E. G. (1943). *Counsels to Parents, Teachers, and Students*. Mountain View, CA: Pacific Press Publishing Association. (Original work published in 1913)
- White, E.G. (1973). *The Faith I Live By*. Washington, D.C.: Review and Herald Publishing Association. (Original work published in 1958)
- White, E. G. (1988) *The Voice in Speech and Song*. Boise, ID: Pacific Press Publishing Association.

## Appendix A: Required General Education Courses

GENERAL EDUCATION			46
<b>Religion (9 credits)</b>			<b>9</b>
RELB	101	Life and Teachings of Jesus	3
RELB	301	Daniel	3
		Choice of Either	
RELB	302	Revelation	3
RELH	203	SDA Church history	3
<b>Language/Communication (9 credits)</b>			<b>9</b>
ENG	101	College English I	3
ENG	102	College English II	3
		Choice of Either	
COMM	202	Speech Communication*	3
RELP	308	Biblical Preaching and Homiletics*	3
		*Speech required for Nursing majors, Homiletics required for Religion / Theology Majors	
<b>Fine Arts/Humanities (6 credits)</b>			<b>6</b>
HIST	101	Survey of World History	3
		Take 3 Credits from following (minimum of 1 credit from Music):	3
		Art Elective (Generally offered as 1 credit; can be taken twice)	
		Music Elective (Generally offered as 1 credit; can be taken twice)	
<b>Life/Physical Sciences (7 credits)</b>			<b>7</b>
HLED	324	Principles of Health	3
HLED	111	Optimize Your Brain	1
		Science Elective*	3
		*GE science requirement is not required for NS majors.	
<b>Mathematics (3 credits)</b>			<b>3</b>
		Choice of Either (may demonstrate proficiency by exam)	
MATH	121	Pre-Calculus I	3
MATH	110	Survey of Applied Mathematics	3
		* Required for Natural Science Majors	
<b>Social Sciences (10 credits)</b>			<b>10</b>
EDUC	124	Philosophy of Christian Education	3
PSYC	101	General Psychology	3
SOCI	214	Christian Marriage & Family	3
PSYC	310	Abnormal Psychology (or NSCI 310 Issues in Origins)	3
		Leadership elective (LEAD 101 or above)	1
<b>Practical/Applied Arts (2 credits)</b>			<b>2</b>
WKED	190	Vocational Training	1
AGRI	110	Character, Development, and Agriculture	1
Additional Required Experiences are also required, cf. Appendix B			

## Appendix B: Required Competencies and Experiences

Because Weimar Institute desires that all of its students obtain a well-rounded education prior to graduating, the following general course requirements (in addition to the courses above) are the minimum required to receive a baccalaureate degree. The general requirements include the following competencies and experiences:

### *Required Competencies*

- (1) Office Applications
- (2) Information Literacy

### *Required Experiences*

- (3) Baccalaureate Reading List
- (4) Total Community Involvement
- (5) Church Involvement
- (6) Colloquia Attendance
- (7) Work Education

All competencies and experiences are recorded on Populi and student transcripts as 0 credit “courses” graded by Pass or Fail with the exception of Work Education, which will receive a letter grade, but will not count as academic credit. Completion of competencies and experiences are based on the student’s submission of evidence through Populi in connection with the registrar. For further details see academic advisor or registrar.

### Office Applications (OA 000)

#### *Criterion*

Students must demonstrate a functional knowledge of common computer office applications—word processing, spreadsheet, presentation software—using either Microsoft Office or Apple iWorks.

#### *Evidence*

- Completion of a Computer Skills Course, or Evaluation Exam by the end of a student’s freshman year (OA 000)

### Informational Literacy (IL 000)

#### *Criterion*

Students must demonstrate competency in library information literacy.

#### *Evidence*

- Completion of Library Information Literacy Course (IL 000)

### Baccalaureate Reading List (BRL 000)

#### *Criterion*

The reading requirement for each student graduating from Weimar Institute is to read the entirety of Scripture (Old and New Testaments) with his or her particular field of study in mind.

#### *Evidence*

- Students are encouraged to find opportunities, casual or formal, to discuss the insights found in Scripture as they relate to their academic area of study. Program faculty are encouraged to provide a means for students to demonstrate their learning through the Capstone course or a similar venue. It is

recommended that students have a Bible specifically set aside for this purpose so that key evidences can be highlighted and/or annotated.

## **Church Involvement (CHI 000)**

### *Criteria*

Participation in church activities, including prayer meetings, vespers, Sabbath school, and church. Evidence for these criteria should be documented each semester for every year in attendance at Weimar. The review will take into account the length of attendance at Weimar Institute.

Possible areas of involvement:

- Sabbath School Instruction
- Song Service
- Offertory
- Children's Story
- Mission Report
- Sermon
- Welcome/Announcements
- Special Music
- Evangelism

### *Evidences*

- Students are to submit a completed and signed checklist from the church verifying involvement in a variety of church activities.

## **Total Community Involvement (TCI 000)**

### *Criteria*

Total Community Involvement will take place 5 hours each week during the academic year. The integration of outreach into each academic week is designed to provide the the students with a hands on, practical experience in winning souls to the kingdom through domestic mission work. Eighty percent attendance is required each semester to meet the evidence requirements, these days must be excused absences. If this percentage is not met at the end of each semester, the student will need to make up the difference in days missed in order to complete this competency. The review will take into account the length of attendance at Weimar Institute.

### *Evidence*

- Submission of TCI 000 survey at the end of each semester
- Attendance and participation in TCI events

## **Colloquia Attendance (COLL 000)**

### *Criteria*

Colloquia will be offered throughout the year and will be taught by on- and off-campus experts. A typical colloquium will take place over a few days or a weekend. Students must demonstrate attendance of one colloquium per year. The review will take into account the length of attendance at Weimar Institute.

To provide the students additional opportunities to enhance their intellectual pursuits, spirituality, and professionalism, topics will be cycled through every four years.

*Example of Evidence*

- Submission of COLL 000 survey after completion of Colloquium

## **Work Education (WKED 000)**

*Criteria*

As a full time student taking 12 or more hours, students are to work 6 hours per week at assigned campus work stations each semester. Students will be enrolled in a zero credit course and a letter grade will be assigned at the end of each semester. A grade of C or higher is required to pass the competency. For further requirements on the Work Education policy, available from the Registrar.

*Example of Evidence*

- Submission of weekly record of student work hours to the Work Education Department
- Completion of midterm and final evaluations with supervisor

## Appendix C: Curriculum and Assessment Map

GE PSLOs	Signature Assignment	PSLO #1 Health Evangelist	PSLO #2 Critical Thinkers	PSLO #3 Integrative Learners	PSLO #4 Effective Commun	PSLO #5 Information Literacy	PSLO #6 Quantitative Thinkers
ISLOs	A = assessed, I = introduced D = developed, M = mastered	ISLO #2 Health Evangelist	ISLO #3 Critical Thinkers	ISLO #4 Integrative Learners	ISLO #5 Effective Commun	ISLO #3 Critical Thinkers	ISLO #6 Quantitative Thinkers
Math Entrance /Prof. Exam	<ul style="list-style-type: none"> <li>Pre-Algebra, Alg 1, Alg 2 entrance exam</li> <li>If not proficient, math lab is required</li> </ul>						I A
CHEM 111 (OR) BIOL 120	<ul style="list-style-type: none"> <li>Survey of A&amp;P (OR)</li> <li>Survey of Chemistry</li> </ul>			I D			D
MATH 110 (OR) MATH 126	<ul style="list-style-type: none"> <li>Embedded questions in mid-term and/or final exam questions</li> </ul>						D M A
ENGL 101 ENGL 102	<ul style="list-style-type: none"> <li>Essay assessed with Critical Thinkers Rubric</li> <li>Formative Assessment</li> </ul>		I D A		I D	I D	
Christian M&F (SOCI 214)	<ul style="list-style-type: none"> <li>Essay based on a controversial social issue</li> <li>Summative Assessment</li> </ul>		D M A				
Speech (COMM 202)	<ul style="list-style-type: none"> <li>Selected Speech from course</li> </ul>		D		I D A		
G. Psychology (PSYC 101)	<ul style="list-style-type: none"> <li>Essay to look at a psychological issue as it relates to the major field and foundational documents</li> <li>Formative Assessment</li> </ul>		D	I D A	I D A		
Abn. Psychology (PSYC 310)	<ul style="list-style-type: none"> <li>Research paper similar to PSYC 101</li> <li>Summative Assessment</li> </ul>		D	D M A		D M A	
Issues in Origins (NSCI 310)	<ul style="list-style-type: none"> <li>Research paper similar to PSYC 101</li> <li>Summative Assessment</li> </ul>		D	D M A		D M A	
Daniel (RELB 301)	<ul style="list-style-type: none"> <li>Written research paper</li> <li>Oral presentation or research paper</li> <li>Summative Assessment</li> </ul>		D		D M A	D	
Leadership (LEAD 130)	<ul style="list-style-type: none"> <li>Course discussion</li> <li>Reflective assignment</li> </ul>	I D					
OYB (HLED 111)	<ul style="list-style-type: none"> <li>pre- and post- bloodwork / other metrics</li> <li>pre- and post- DAT</li> </ul>	I D A					
Principles of Health (HLED 324)	<ul style="list-style-type: none"> <li>Faculty/peer direct observation</li> <li>Student self-report</li> </ul>	I D A		D	D M	D M	
TCI	<ul style="list-style-type: none"> <li>TCI Survey (self-report)</li> <li>Direct Observation by faculty and peers w/ Rubric</li> </ul>	I D M A					
Annual Program Survey	<ul style="list-style-type: none"> <li>Program Assessment Survey</li> <li>Indirect Assessment</li> </ul>	A	A	A	A	A	A

\*I = Introduced (Emerging), D = Developing (Developing), M = Mastered (Proficient/Exemplary), A = Assessed (direct or indirect)  
 GE PSLO #2, 4, 5, and 6 are required WSCUC Competencies



## Appendix D: Course Offerings & Faculty Teaching Schedule

GE PSLOs	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spr 2018	Sum 2018	Fall 2018	Spr 2019	Sum 2019	Fall 2019	Spr 2020	Sum 2020
English 1	KW	—	—	KW	KW	—	KW	KW	—	KW	KW	—
English 2	—	KW	—	—	KW	—	—	KW	—	—	KW	—
Speech	—	KW	—	KW	KW	—	KW	KW	—	KW	KW	—
LTJ	GH	—	GH	GH	—	—	NP	—	NP	NP	—	NP
Daniel	—	DM	—	—	DM	—	—	DM	—	—	DM	—
SDA Church History	—	DZ	—	—	DZ	—	—	DZ	—	—	DZ	—
Revelation	DZ	—	—	—	—	—	DZ	—	—	DZ	—	—
MATH 110 MATH 122	HAD* JP	—	—	JP JP	—	—	JP JP	—	—	JP JP	—	—
Survey of A&P Survey of Chem	—	PD* CRH	—	—	— BF	—	—	MK BF	—	—	MK BF	—
OYB	NN	—	—	NN	—	—	NN	—	—	NN	—	—
Principles of Health	NN	—	—	NN	—	—	NN	—	—	NN	—	—
General Psychology	AA*	—	—	MG	—	—	MG	—	—	MG	—	—
Christian M&F	—	DM	—	—	DM	—	—	DM	—	—	DM	—
World History	—	HAD*	—	—	—	—	—	DZ	—	—	DZ	—
Fine Arts (Music)	EN	EN	—	EN	EN	—	EN	EN	—	EN	EN	—
Fine Arts (Art)	—	—	—	—	RW	—	—	RW	—	—	RW	—
Agriculture	DG	DG	—	DG	DG	—	DG	DG	—	DG	DG	—
Vocational Education	—	—	—	AD	—	—	AD	—	—	AD	—	—
Leadership	HAD*	—	—	DVO*	—	—	EN	—	—	EN	—	—
SDA Christian Education	KW	—	—	KW	—	—	KW	—	—	KW	—	—
Issues in Origins	—	CRH JP RC	—	—	CRH JP RC	—	—	CRH JP RC	—	—	CRH JP RC	—
Abnormal Psychology	—	FG*	—	—	MG	—	—	MG	—	—	MG	—

\*HAD = Allen Davis, Ph.D. (2015-2017), AA = Amanda Anguish, M.S. (adjunct); PD = Paulo Dias, M.D. (2014-2016); DVO = Don Van Ornam, Ph.D. (adjunct, Fall 2017), FG = Flavia Jorge, Ph.D. (2016-2017)

## Appendix E: General Education Course Sequence

Fall, First Year	7	Spring, First Year	4	Summer, First Year	0
Major Course		Major Course		Mission Trip	
Major Course		Major Course			
<b>Life &amp; Teachings of Jesus (GE)</b>	<b>3</b>	Major Course			
<b>College English 1 (GE)</b>	<b>3</b>	<b>Survey of World History</b>	<b>3</b>		
<b>Optimize Your Brain (GE)</b>	<b>1</b>	<b>#Music / Leadership / Voc / Agri (GE)</b>	<b>1</b>		
Fall, Second Year	10	Spring, Second Year	6	Summer, Second Year	0
Major Course		Major Course			
Major Course		Major Course			
<b>GE Math</b>	<b>3</b>	Major Course			
<b>Christian Psychology (GE)</b>	<b>3</b>	<b>Christian Marriage &amp; Family (GE)</b>	<b>3</b>		
<b>Christian Education (GE)</b>	<b>3</b>	<b>College English 2 (GE)</b>	<b>3</b>		
<b>#Music / Leadership / Voc / Agri (GE)</b>	<b>1</b>				
Fall, Third Year	4	Spring, Third Year	7	Summer, Third Year	0
Major Course		Major Course			
Major Course		Major Course			
<b>Speech/Homiletics (GE)</b>	<b>3</b>	<b>Abnormal Psych / Issues in Origins</b>	<b>3</b>		
<b>GE Science</b>	<b>3</b>	<b>Daniel (GE)</b>	<b>3</b>		
<b>#Music / Leadership / Voc / Agri (GE)</b>	<b>1</b>	<b>#Music / Leadership / Voc / Agri (GE)</b>	<b>1</b>		
Fall, Fourth Year	4	Spring, Fourth Year	4		
Major Capstone		Major Course/Elective			
Major Course/Elective		Major Course/Elective			
Major Course/Elective		Major Course/Elective			
<b>Principles of Health (GE)</b>	<b>3</b>	<b>Revelation (GE)</b>	<b>3</b>		
<b>#Music / Leadership / Voc / Agri (GE)</b>	<b>1</b>	<b>#Music / Leadership / Voc / Agri (GE)</b>	<b>1</b>		

Students not prepared for traditional sequence may require an extra 1-2 semesters to complete their degree. A proficiency exam in remedial chemistry and math is given to all entering or transferring students. ESL students are required to take a writing proficiency exam to determine if they are ready for English 1.

#Music/Art (3), Leadership (1), Agriculture (1), Vocational Training (1)