

ACE Proposal with
Outcomes
MARCH 8, 2018

15 GUIDING PRINCIPLES FOR THE ANDREWS CORE EXPERIENCE

1 University
Priorities = ACE's
Priorities

2 Program-Driven
not Course-Driven

3 Mapped
to AUUFO

4 A Single
ACE Package

5 Fewer Credits—
40+- instead of 55+

6 Provide
Elective Space

7 Allow for
Major Changes

8 4-Year Degree
Completion—
NOT 5 or 6

9 Narrow ACE
Offerings—Greater
Efficiencies

10 Bridge Curriculum
& Co-Curriculum

11 Connect ACE
Faculty & Courses

12 Attractive &
Marketable

13 Benchmarked
to MTA

14 Transferability

15 First-Year
Curriculum
Experience

ANDREWS CORE EXPERIENCE























































39-40 Credits



ACE THEMES	FAITH AND A LIFE WORTH LIVING 14-15		CIVIC AND GLOBAL ENGAGEMENT 6		THE AESTHETIC IMAGINATION 3		REASON, INQUIRY AND CRITICAL THINKING 7		COMMUNICATING IN THE DIGITAL AGE 9	
Primary AUUFO Skill Outcomes	Holistic Wellness & Life Skills	Ethical Reasoning	Diverse Perspectives	Academic Reading	Interpretive Ability	Creative Collaboration	Quantitative Reasoning	Analytical Inquiry	Written/Oral/Visual Communication	Information Literacy
Secondary AUUFO Outcomes	IS2, 3, 4, 9; EC1-6; FI1-5		IS1, 5, 6, 8; EC1-6; FI3, 5; CG4		I4, 5, 8; EC1-6; FI3		IS4, 7, 8; EC1-6; FI3, 5; CG4		IS4, 5, 10; FI3	
Disciplines	Religion & Wellness		History & Social Science		The Arts		Math & Science		Writing & Communication	
	Wellness Course 1		History Course 1		Music Course 1		Science Course 1		Writing Course 1	
	Wellness Course 2		History Course 2		Music Course 2		Science Course 2		Writing Course 2	
	Proposal Course		History Course 3		Art Course 1		Science Course 3		Communication Course	
	Religion Course 1		Proposal Course		Art Course 2		Science Course 4		OR Proposal Course	
	Religion Course 2		Social Science Course 1		Literature Course 1		Proposal Course			
	Religion Course 3		Social Science Course 2		Literature Course 2		Math Courses			
	Religion Course 4		Social Science Course 3		Proposal Course		Proposal Course			
	Religion Course 5		Social Science Course 4							
	Religion Course 6		Proposal Course							
	Religion Course 7									
	Take one Wellness* course and four Religion* courses		Take one History* course and one Social Science* course		Take one Music, Art, or Literature* course		Take one Science* course and one college-level Math* course		Take two Writing courses and one Communication* course	

*Includes **Proposal Course** in this area

First Year Experience
Live Wholly Pathway
Engage Globally Pathway

ACE/AUUF0 LEARNING OUTCOMES MAPPING

	 FOUNDATIONAL SKILLS										 CORE FIELDS & CONNECTIONS						 FAITH DEVELOPMENT & INTEGRATION					 CIVIC & GLOBAL LEARNING			
	IS1	IS2	IS3	IS4	IS5	IS6	IS7	IS8	9	10	EC1	EC2	EC3	EC4	EC5	EC6	F11	F12	F13	F14	F15	CG2	CG3	CG4	CG5
	Info Literacy	Academic Reading	Quant. Literacy	Diverse Perspect.	Ethical Reasoning	Analytic Inquiry	Communication	Wellness & Life Skills	Interpretive Ability	Creative Collabor.	Impact of Field	Relevance to Problem	Use of Methods	Connections to Life Exp.	Self-Awareness	Interdisc. Connections	SDA Faith Concepts	Reflection on Practice	Faith & Learning	God & His Plan	World-view	Comm. Service	Human Value	Human Impact	Multiple Perspect.
																									
RELIGION		●		●			●	●		●	●	●	●	●	●		●	●		●					
WELLNESS			●	●	●					●	●	●	●	●				●							
HISTORY				●	●	●				●	●	●	●	●	●										
SOCSCI	●	●					●				●	●	●		●			●							
MATH					●	●				●	●	●		●	●			●							
SCIENCE			●	●			●			●			●	●	●			●		●			●		
WRITING				●	●		●												●						
COMM	●			●	●					●									●						
ARTS				●	●		●			●	●	●	●	●	●										
-COCURR			●	●			●		●				●	●											

-  Dot = Introduce or Reinforce Learning Outcome
-  Icon = Assess and Report Learning Outcome

ACE PATHWAYS



... develop your physical, mental, and spiritual capacities and unite them for a higher purpose—the joy of serving others in this world with the certain hope of a better world to come.



LIVE WHOLLY

Ellen G. White, Education, p. 13, paraphrased

ENGAGE GLOBALLY

Courses in the **Live Wholly** pathway encourage students to think and live in a holistic and generative manner by developing and integrating their physical, mental, and spiritual capacities in order to create positive outcomes for themselves and others.

Concepts taught in this pathway may be applied in **co-curricular experiences** that offer students opportunities to cultivate various forms human flourishing.

- Wellness Transformations
- Ministry Involvement
- Environmental Projects
- Athletic or Musical Involvement

Courses in this pathway serves as a prerequisite for earning the **Resilience**, **Collaboration** and/or **Creative Problem-Solving** transcript credentials.

21ST CENTURY CREDENTIALS



Courses in the **Engage Globally** pathway help students to understand the world and advance the good of others by engaging diverse perspectives and creating dialogue across social, cultural, and religious boundaries.

Concepts taught in this pathway may be applied in **co-curricular experiences** that offer students opportunities to serve others and create change, both locally and globally.

- Short/Long-Term Missions
- Civil Rights or International Tours
- Leadership Involvement
- Community Service Projects

Courses in this pathway serve as a prerequisite for earning the **Empathy**, **Cross-Cultural Competence** and/or **Catalyst** transcript credentials.

21ST CENTURY CREDENTIALS



FAITH AND A LIFE WORTH LIVING | Religion — Learning Outcomes



Ethical Reasoning

IS.FND.5a. Describes, evaluates, and applies ethical concepts in different contexts.

IS.FND.5b. Demonstrates basic understanding of the legal and ethical use of sources (including written, visual, audio, artistic, and other media).

IS.FND.5c. Demonstrates basic understanding of the legal and ethical principles for interpersonal relationships.



Holistic Wellness and Life Skills

At Andrews University, we define wellness broadly, including spiritual, mental, physical, financial, environmental, emotional, and social well-being.

IS.FND.8a. Describes the ideas, theories, skills, and practices for each component of personal wellness.

IS.FND.8b. Prioritizes and practices the components of personal wellness.

IS.FND.8c. Practices care and concern for the wellness of others.

IS.FND.8d. Sets personal wellness and life skills goals, and identifies skills or modifications of lifestyle that may be needed to pursue those goals.



Academic Reading Skills

IS.FND.2a Articulates the difference between primary and secondary material and practices task-appropriate reading techniques (e.g. close reading, hermeneutics, skimming).

IS.FND.2b. Paraphrases written material accurately and identifies underlying assumptions.



Interpretive Ability

Outcomes yet to be determined.



Intentional Exploration

EC.FND.1. Describes aspects of existing questions, knowledge, ideas, theories, practices, achievements, and impacts in the core fields and identifies how those fields have impacted the present world.

EC.FND.2. Describes the relevance of the core field to a contemporary issue and/or problem

EC.FND.3. Demonstrates basic use of recognized methods from the core fields in the execution of analytical, practical, or creative tasks.

EC.FND.4. Connects life experiences to academic knowledge in the core fields.

EC.FND.5. Articulates personal strengths and challenges in order to build self-awareness.

EC.FND.6. Explains basic connections between two fields of study in analytical, practical, or creative tasks.



Faith Development and Integration

FI.FND.1. Describes Seventh-day Adventist Christian faith perspectives (assumptions, history, supporting evidence, and impact on daily life) and articulates the core concepts and practices that are components of an Adventist faith community.

FI.FND.2. Engages in and reflects on individual and corporate faith-building activities through personal responses or appropriate artifacts.

FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.

FI.FND.4. Expresses a personal understanding of the character of God and His plan for reconciliation through dialogue, investigation, and personal reflection.

FI.FND.5. Locates personal worldview in relationship to written materials.



FAITH AND A LIFE WORTH LIVING | Wellness — Learning Outcomes



Holistic Wellness and Life Skills

At Andrews University, we define wellness broadly, including spiritual, mental, physical, financial, environmental, emotional, and social well-being

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IS.FND.8b. Prioritizes and practices the components of personal wellness.

IS.FND.8c. Practices care and concern for the wellness of others.

IS.FND.8d. Sets personal wellness and life skills goals, and identifies skills or modifications of lifestyle that may be needed to pursue those goals.



Intentional Exploration

EC.FND.1. Describes aspects of existing questions, knowledge, ideas, theories, practices, achievements, and impacts in the core fields and identifies how those fields have impacted the present world.

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EC.FND.4. Connects life experiences to academic knowledge in the core fields.

EC.FND.5. Articulates personal strengths and challenges in order to build self-awareness.

EC.FND.6. Explains basic connections between two fields of study in analytical, practical, or creative tasks.



Quantitative Literacy

IS.FND.3a. Interprets quantitative information, communicates evidence about that information in applications or projects, and uses mathematical methods to solve problems and analyze data in context. Describes assumptions or limitations of these methods.

IS.FND.3b. Makes a reasonable estimate, uses appropriate tools, and verifies the reasonableness of the result in context when working with quantitative information.

IS.FND.3c. Creates, interprets, and translates between numerical, graphical, symbolic, and verbal representations of quantitative information.



Engaging Diverse Perspectives

At Andrews University, diverse perspectives include, but are not limited to culture, race, gender, ability, age, and religious diversity.

IS.FND.4. Articulates and demonstrates self-awareness, empathy, curiosity, and knowledge of diverse frameworks, power structures, and worldviews.

Demonstrates openness through interaction, communication, and civil discourse with others by means of appropriate learning experiences.



Ethical Reasoning

IS.FND.5a. Describes, evaluates, and applies ethical concepts in different contexts.

IS.FND.5b. Demonstrates basic understanding of the legal and ethical use of sources (including written, visual, audio, artistic, and other media).

IS.FND.5c. Demonstrates basic understanding of the legal and ethical principles for interpersonal relationships.



Faith Development and Integration

FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.

CIVIC AND GLOBAL ENGAGEMENT | Social Sciences — Learning Outcomes



Engaging Diverse Perspectives

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IS.FND.4. Articulates and demonstrates self-awareness, empathy, curiosity, and knowledge of diverse frameworks, power structures, and worldviews. Demonstrates openness through interaction, communication, and civil discourse with others by means of appropriate learning experiences.



Academic Reading Skills

IS.FND.2a Articulates the difference between primary and secondary material and practices task-appropriate reading techniques (e.g. close reading, hermeneutics, skimming).

IS.FND.2b. Paraphrases written material accurately and identifies underlying assumptions.



Information Literacy

IS.FND.1. Access, identifies, categorizes, evaluates, and cites information resources (including written, audio, visual, and social media, etc.) so as to create projects, papers, or performances in either a specialized field of study or with respect to a general theme.



Holistic Wellness and Life Skills

At Andrews University, we define wellness broadly, including spiritual, mental, physical, financial, environmental, emotional, and social well-being.

IS.FND.8a. Describes the ideas, theories, skills, and practices for each component of personal wellness.

IS.FND.8b. Prioritizes and practices the components of personal wellness.

IS.FND.8c. Practices care and concern for the wellness of others.

IS.FND.8d. Sets personal wellness and life skills goals, and identifies skills or modifications of lifestyle that may be needed to pursue those goals.



Intentional Exploration

EC.FND.1. Describes aspects of existing questions, knowledge, ideas, theories, practices, achievements, and impacts in the core fields and identifies how those fields have impacted the present world.

EC.FND.2. Describes the relevance of the core field to a contemporary issue and/or problem

EC.FND.3. Demonstrates basic use of recognized methods from the core fields in the execution of analytical, practical, or creative tasks.

EC.FND.4. Connects life experiences to academic knowledge in the core fields.

EC.FND.5. Articulates personal strengths and challenges in order to build self-awareness.

EC.FND.6. Explains basic connections between two fields of study in analytical, practical, or creative tasks.



Faith Development and Integration

FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.

CIVIC AND GLOBAL ENGAGEMENT | History — Learning Outcomes



Academic Reading Skills

IS.FND.2a Articulates the difference between primary and secondary material and practices task-appropriate reading techniques (e.g. close reading, hermeneutics, skimming).

IS.FND.2b. Paraphrases written material accurately and identifies underlying assumptions.



Engaging Diverse Perspectives

At Andrews University, diverse perspectives include, but are not limited to culture, race, gender, ability, age, and religious diversity.

IS.FND.4. Articulates and demonstrates self-awareness, empathy, curiosity, and knowledge of diverse frameworks, power structures, and worldviews. Demonstrates openness through interaction, communication, and civil discourse with others by means of appropriate learning experiences.



Ethical Reasoning

IS.FND.5a. Describes, evaluates, and applies ethical concepts in different contexts.

IS.FND.5b. Demonstrates basic understanding of the legal and ethical use of sources (including written, visual, audio, artistic, and other media).

IS.FND.5c. Demonstrates basic understanding of the legal and ethical principles for interpersonal relationships.



Analytical Inquiry

IS.FND.6. Frames a problem or question in selected areas of study. Identifies ideas, concepts, theories, or practical approaches to the problem or question.



Intentional Exploration

EC.FND.1. Describes aspects of existing questions, knowledge, ideas, theories, practices, achievements, and impacts in the core fields and identifies how those fields have impacted the present world.

EC.FND.2. Describes the relevance of the core field to a contemporary issue and/or problem

EC.FND.3. Demonstrates basic use of recognized methods from the core fields in the execution of analytical, practical, or creative tasks.

EC.FND.4. Connects life experiences to academic knowledge in the core fields.

EC.FND.5. Articulates personal strengths and challenges in order to build self-awareness.

EC.FND.6. Explains basic connections between two fields of study in analytical, practical, or creative tasks.



Faith Development and Integration

FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.

FI.FND.5. Locates personal worldview in relationship to written materials.



Civic & Global Learning

CG.FND.4. Analyzes ways that human actions influence the world positively and negatively.

REASON, INQUIRY AND CRITICAL THINKING | Mathematics — Learning Outcomes



Quantitative Literacy

IS.FND.3a. Interprets quantitative information, communicates evidence about that information in applications or projects, and uses mathematical methods to solve problems and analyze data in context. Describes assumptions or limitations of these methods.

IS.FND.3b. Makes a reasonable estimate, uses appropriate tools, and verifies the reasonableness of the result in context when working with quantitative information.

IS.FND.3c. Creates, interprets, and translates between numerical, graphical, symbolic, and verbal representations of quantitative information.



Analytical Inquiry

IS.FND.6. Frames a problem or question in selected areas of study. Identifies ideas, concepts, theories, or practical approaches to the problem or question.



Communication

IS.FND.7a. Writes organized, logical, coherent, substantially error-free, and well-sourced and cited works targeted for general and specialized audiences.

IS.FND.7b. Chooses and cites visual representations that effectively communicate ideas targeted for general and specialized audiences.

IS.FND.7c. Delivers organized, logical, and coherent oral presentations to general and specialized audiences.

IS.FND.7d. Demonstrates effective interactive communication by listening actively, preparing to speak with informed compassion, and responding constructively in discussion and dialogue.



Intentional Exploration

EC.FND.1. Describes aspects of existing questions, knowledge, ideas, theories, practices, achievements, and impacts in the core fields and identifies how those fields have impacted the present world.

EC.FND.2. Describes the relevance of the core field to a contemporary issue and/or problem

EC.FND.3. Demonstrates basic use of recognized methods from the core fields in the execution of analytical, practical, or creative tasks.

EC.FND.4. Connects life experiences to academic knowledge in the core fields.

EC.FND.5. Articulates personal strengths and challenges in order to build self-awareness.









EC.FND.6. Explains basic connections between two fields of study in analytical, practical, or creative tasks.



Faith Development and Integration

FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.

REASON, INQUIRY AND CRITICAL THINKING | Life and Physical Sciences — Learning Outcomes

-  **Quantitative Literacy**
 - IS.FND.3a. Interprets quantitative information, communicates evidence about that information in applications or projects, and uses mathematical methods to solve problems and analyze data in context. Describes assumptions or limitations of these methods.
 - IS.FND.3b. Makes a reasonable estimate, uses appropriate tools, and verifies the reasonableness of the result in context when working with quantitative information.
 - IS.FND.3c. Creates, interprets, and translates between numerical, graphical, symbolic, and verbal representations of quantitative information.
-  **Engaging Diverse Perspectives**
 - At Andrews University, diverse perspectives include, but are not limited to culture, race, gender, ability, age, and religious diversity.*
 - IS.FND.4. Articulates and demonstrates self-awareness, empathy, curiosity, and knowledge of diverse frameworks, power structures, and worldviews. Demonstrates openness through interaction, communication, and civil discourse with others by means of appropriate learning experiences.
-  **Analytical Inquiry**
 - IS.FND.6. Frames a problem or question in selected areas of study. Identifies ideas, concepts, theories, or practical approaches to the problem or question.**
-  **Holistic Wellness and Life Skills**
 - At Andrews University, we define wellness broadly, including spiritual, mental, physical, financial, environmental, emotional, and social wellness.*
 - IS.FND.8a. Describes the ideas, theories, skills, and practices for each component of personal wellness.
 - IS.FND.8b. Prioritizes and practices the components of personal wellness.
 - IS.FND.8c. Practices care and concern for the wellness of others.
 - IS.FND.8d. Sets personal wellness and life skills goals, and identifies skills or modifications of lifestyle that may be needed to pursue those goals.
-  **Intentional Exploration**
 - EC.FND.1. Describes aspects of existing questions, knowledge, ideas, theories, practices, achievements, and impacts in the core fields and identifies how those fields have impacted the present world.
 - EC.FND.2. Describes the relevance of the core field to a contemporary issue and/or problem**
 - EC.FND.3. Demonstrates basic use of recognized methods from the core fields in the execution of analytical, practical, or creative tasks.**
 - EC.FND.4. Connects life experiences to academic knowledge in the core fields.
 - EC.FND.5. Articulates personal strengths and challenges in order to build self-awareness.
 - EC.FND.6. Explains basic connections between two fields of study in analytical, practical, or creative tasks.
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-  **Faith Development and Integration**
 - FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.
 - FI.FND.5. Locates personal worldview in relationship to written materials.
-  **Civic & Global Learning**
 - CG.FND.4. Analyzes ways that human actions influence the world positively and negatively.

COMMUNICATING IN THE DIGITAL AGE | Writing — Learning Outcomes



Information Literacy

IS.FND.1. Access, identifies, categorizes, evaluates, and cites information resources (including written, audio, visual, and social media, etc.) so as to create projects, papers, or performances in either a specialized field of study or with respect to a general theme.



Communication

IS.FND.7a. Writes organized, logical, coherent, substantially error-free, and well-sourced and cited works targeted for general and specialized audiences.

IS.FND.7b. Chooses and cites visual representations that effectively communicate ideas targeted for general and specialized audiences.

IS.FND.7c. Delivers organized, logical, and coherent oral presentations to general and specialized audiences.

IS.FND.7d. Demonstrates effective interactive communication by listening actively, preparing to speak with informed compassion, and responding constructively in discussion and dialogue.



Engaging Diverse Perspectives

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Ethical Reasoning

IS.FND.5a. Describes, evaluates, and applies ethical concepts in different contexts.

IS.FND.5b. Demonstrates basic understanding of the legal and ethical use of sources (including written, visual, audio, artistic, and other media).

IS.FND.5c. Demonstrates basic understanding of the legal and ethical principles for interpersonal relationships.


FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.



Faith Development and Integration

COMMUNICATING IN THE DIGITAL AGE | Communication—Learning Outcomes

- *Information Literacy*

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- *Ethical Reasoning*

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IS.FND.5c. Demonstrates basic understanding of the legal and ethical principles for interpersonal relationships.
- *Creative Collaboration*

Outcomes yet to be determined.
- *Faith Development and Integration*

FI.FND.3. Develops an awareness of faith-based perspectives within the context of academic inquiry.

THE AESTHETIC IMAGINATION | The Arts — Learning Outcomes



Interpretive Ability

Outcomes yet to be determined.



Creative Collaboration

Outcomes yet to be determined.



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