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

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**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
- Wiring 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

39-40 Credits
# ACE/AUUFO Learning Outcomes Mapping

<table>
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<th>Foundational Skills</th>
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## Foundational Skills
- **Info Literacy**
- **Academic Reading**
- **Quantitative Literacy**
- **Diverse Perspectives**
- **Ethical Reasoning**
- **Analytic Inquiry**
- **Communication**
- **Wellness & Life Skills**
- **Interpretive Ability**
- **Creative Collaboration**

## Core Fields & Connections
- **Impact of Field**
- **Relevance to Problem**
- **Use of Methods**
- **Connections to Life Exp.**
- **Self-Awareness**
- **Interdisciplinary Connections**
- **SDA Faith Concepts**
- **Reflection on Practice**
- **Self & Faith**
- **Reflection on Practice**

## Faith Development & Integration
- **God & His Plan**
- **Worldview**
- **Comm. Service**
- **Human Values**
- **Human Impact**
- **Multiple Perspectives**

## Civic & Global Learning
- **Comm. Service**
- **Human Values**
- **Human Impact**
- **Multiple Perspectives**

## Learning Outcomes Mapping

- **RELIGION**
- **WELLNESS**
- **HISTORY**
- **SOCSCI**
- **MATH**
- **SCIENCE**
- **WRITING**
- **COMM**
- **ARTS**
- **COCURR**

**Dot** = Introduce or Reinforce Learning Outcome

**Icon** = Assess and Report Learning Outcome
ACE PATHWAYS

LIVE WHOLLY

Courses in the *Live Wholly* pathway encourage students to think and live in a wholistic 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 of human flourishing.

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

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

ENGAGE GLOBALLY

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
- Leadership Involvement
- Civil Rights or International Tours
- Community Service Projects

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

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

. . . 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.

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

21ST CENTURY CREDENTIALS

- Resilience
- Collaboration
- Cr. Prob. Solving

21ST CENTURY CREDENTIALS

- Empathy
- Cross-Cultural
- Catalyst
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.
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.
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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.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.

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.
### 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.

### 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**

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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.

**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.

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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.
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.

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Faith Development and Integration
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COMMUNICATING IN THE DIGITAL AGE | Communication—Learning Outcomes

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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.
### Interpretive Ability

Outcomes yet to be determined.

### Creative Collaboration

Outcomes yet to be determined.

### Engaging Diverse Perspectives

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

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### 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.

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### Faith Development and Integration

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