

Agenda

1. Welcome/Prayer
2. Review, edit, approve Feb 17, 2011 minutes,
<http://gened.wiki.trevecca.edu/General+Education+Committee+Minutes>

Business Items

3. General Education additions, substitutions, and waivers for School of Education Interdisciplinary and Secondary Education programs (see attached: GenEd Checklist, Program Proposal/Revision with GenEd requests (item M), EDU 3524 Philosophy for Educators syllabus and topic list (Mary Frances Hand, Ruth Cox)
4. 2011-12 General Education Update:
 - Fall: Data Collection
 - Speeches: **30 COM 1010 speeches scored**; waiting to receive departmental Senior Seminars
 - Student Research Symposium—Monday, April 16
 - Departmental capstone speeches will be scored as soon as they are received from departments
 - Confirm electronic approval of the Speech Rubric on Feb 22, 2012
 - ETS PP cohort closed (n=151); data attached; see attached 2011-12 GenEd Assessment Form
5. 2011-12 General Education Assessment Form: initial ETS PP assessment results
6. General Education Curriculum: mathematics requirements
 - Waiting for ETS PP item analysis to see how students scored on math outcomes before concluding any GenEd mathematics curricular recommendations

Information/New Business

7. Next meeting: Apr 16, 2012, 10:00am, Adams Conference Room.

2011-12 General Education Committee

Director of the Center for Teaching and Learning
Associate Provost and Dean of Academic Affairs
Registrar
Representative, School of Religion
Representative, School of Business
Representative, School of Education
Department Chair, School of Arts and Sciences
Department Chair, School of Arts and Sciences
Representative, School of Arts and Sciences
Representative, School of Arts and Sciences

* Mike Vail
Carol Maxson
Becky Niece
Kathy Mowry
Mary Ann Meiners
Mary Francis Hand
Jooly Philip
David Diehl
Matthew Huddleston
Tim Johnson

2011-12 General Education Curriculum Checklist

Course//Major	51-54 hours	ElemEd	IntDispStud	Secondary/K-12 programs
Foundation Tier				
	18-20 hours			
ENG 1020 English Composition	(3)	F1	xx	xx
ENG 1080 Critical Reading Writing Thinking	(3)	F2	xx	xx
COM 1010 Speech Communication	(3)	F1	xx	xx
<i>Mathematics (Choose one)</i>	(3-4)	F2	10XX or 1055	10XX (excluding Math and Science majors)
MAT 1040 Concepts of Mathematics				xx
MAT 1044 Applied Mathematics for Business				
MAT 1055 College Algebra				xx
MAT 1250 Discrete Mathematics				
MAT 1310 Pre-Calculus				
MAT 1510 Calculus I (4)				
BUS 2010 Financial Stewardship	(2)	J1	xx	xx
HPE 1500 Introduction to Health and Wellness	(2)	F1	xx	xx
<i>Intercultural Literacy (Choose one)</i>	(2-3)	GGY 2050	GGY 2050	ENG 3150 Acquisition
COM 2020 Principles Intercultural Comm (2)				
COM 2060 American Sign Language				
FRE 1000 French Language and Culture				
GER 1000 German Language and Culture				
SPA 1000 Spanish Language and Culture				
HEB 2100 Biblical Hebrew				
GRK 2100 Biblical Greek				
ECO 3300 International Economic Development				
SOC 2100 Peoples & Cultures of the World (2)				
MUS 2440 World Music and Culture (2)				
<i>(GGY 2050 Fundamentals of World Geography)</i>			xx	
Human Sciences Tier				
	6 hours			
<i>Institutional (Choose one)</i>	(3)			
ECO 2000 Principles of Macroeconomics				
ATH 3010 Intro to Anthropology				
POL 2020 American Political Institutions				
SWK 1200 Intro to Social Work				
HIS 1400 or 1450 World Civilization				
HIS 2010 or 2020 US History Survey		S1	2010	
<i>(SOC 2500 The Family in Society)</i>		(J2)	SOC 2500, 3200, 3300	SOC 2500, 3200, 3300
<i>Behavioral (Choose one)</i>	(3)			PSY 2500 Human Grow & Cogn
COM 2010 Interpersonal Comm				
PSY 2010 General Psychology		F2	xx	xx
SOC 2010 General Sociology				
Natural Sciences				
	6-7 hours			
<i>Laboratory Science (Choose one)</i>	(3-4)		9 hours	3 hours
SCI 1500 Life Science		F2	xx	
SCI 2000 Intro to Environmental Science				
BIO 1510 General Biology (4)				
SCI 1600 Physical Science		(J1)	xx	
SCI 2200 Physical Geology				
SCI 2510 Earth and Space Science			xx	

CHE 1010 Princ of Inorganic & Organic Chem (4)				
CHE 1040 General Chemistry I (4)				
PHY 1010 Basic College Physics I (4)				
PHY 1020 Basic College Physics II (4)				
PHY 1040 The Physics of Sound				
PHY 2110 General Physics I (4)				
SCI 2600 Issues in Science (3)	J2			xx
Contexts Tier	21 hours			
REL 2000 Intro to Biblical Faith (3)	F1		xx	xx
<i>World Civilization (Choose one)</i> (3)	F2			xx
HIS 1400 or 1450 World Civilization			1400	
<i>World Aesthetics (Choose one)</i> (3)				
MUS 1500 Fine Arts	S1		xx	xx
ART 2150 or 2160 Art Appreciation				
ENG 2000 World Literature (3)	J2		xx	xx
<i>Philosophy (Choose one)</i> (3)	S1		EDU 3524	EDU 3524
PHL 2010 Intro to Philosophy				
PHL 3070 Ethics				
REL 3000 Christian Tradition (3)	J1		xx	xx
REL 4000 Christian Life and Ministry (3)	Se1		xx	xx

ENG 3150 English Acquisition (3): Explores current approaches, methodologies, techniques, and materials for teaching English language learners primarily in K-12 setting. Designed to provide theoretical and practical experience in language acquisition. Field Study required.

GGY 2050 Fundamentals of World Geography (3): An introduction to geography that explores the impact of geography on the world's major social, linguistic, religious, and economic systems.

SOC 2500 The Family in Society (3): A study of the functions of the institution of family and the inter-relationship of family and other major institutions in society including the ways in which current social conditions and cultural, ethnic, and economic diversity influence this relationship. Current sociological research on family behavior will be examined and a Christian perspective on family emphasized.

SOC 3200 Social Problems (3): A sociological description and analysis of some of the contemporary social problems in American Society with an emphasis on programs designed to help remedy these problems.

SOC 3300 Urban Sociology (3): Population changes, institutional changes and problems developing in urban societies. A section on urban planning and urban ministry is included.

PSY 2500 Human Growth and Cognition (3): Explores human growth and development over the life span to understand the nature and needs of individuals at all developmental levels: physically, emotionally, cognitively, and behaviorally. Designed to provide the developmental approach to cognition in children and adolescents within the context of major learning theories. Brain research, learning modalities, and metacognition are also examined. Prerequisites: PSY 2010.

EDU 3524 Philosophical Ethics for Educators (3): Based in a philosophy of liberal arts education, this course will expose the student to the philosophical foundation of ethics, both Western and non-Western. A critical evaluation of representative philosophers, opinions, and ideas will guide the student in developing philosophical and ethical reflection, especially as the task applies to current societal and educational challenges. World religions, as they relate to non-Western philosophy, will be explored and ramifications of diversity will be addressed. Present day laws will be addressed as they relate to current education issues. Students will develop critical thinking skills and in-depth, reflective decision-making.

APPENDIX F

UNDERGRADUATE PROGRAM

INTERDISCIPLINARY PROGRAM PROPOSAL/REVISION

- M. If the program/revision impacts General Education courses, has this proposal gone to the General Education Committee?
Yes

Requested General Education Curriculum changes:

1. Foundations Tier (Mathematics): add to choices new MAT 10xx Integrated Math for Elementary Education (3)
2. Foundations Tier (Intercultural Literacy): add to choices GGY 2050 Fundamentals of World Geography (3) and ENG 3150 English Acquisition (3)
3. Human Sciences Tier (Institutional): add to choices SOC 2500 The Family in Society (3), SOC 3200 Social Problems (3), SOC 3300 Urban Sociology (3)
4. Natural Sciences Tier: require 9 hours of Lab Science and waive SCI 2600 Issues in Science (see recommendation from Department of Science and Mathematics)
5. Contexts Tier: substitute EDU 3524 Philosophical Ethics for Educators (3) for PHL 2010 Introduction to Philosophy (3) or PHL 3070 Ethics (3) (see syllabus)

Philosophical Ethics for Educators

EDU 3524

*"The only defense against the world is a thorough knowledge of it."
-John Locke, Some Thoughts Concerning Education (1693)*

Contact Information

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Mackey 307

Conceptual Framework

Being, Knowing, and Doing – Educators: Shaping the Future. *This underlying structure of the conceptual framework for the School of Education informs and frames the entire unit.*

Knowing

- Understands Content
- Understands Intellectual, Social and Personal Development
- Understands Diversity

Doing

- Designs Instructional Strategies
- Manages and Motivates
- Communicates and Collaborates
- Plans and Integrates
- Evaluates

Being

- Reflects on Practice
- Participates in the Professional Community
- Pursues Spiritual Development



*Inherent in Trevecca's heritage, mission, and program is the assumption that because of who we are (**Being**), we seek to learn (**Knowing**), and to teach (**Doing**).*

School of Education Mission Statement

It is the mission of the School of Education to model competence, character, and compassion so that our students emulate and embrace these qualities in service and leadership.

Course Description

Based in a philosophy of liberal arts education, this course will expose the student to the philosophical foundation of ethics, both Western and non-Western. A critical evaluation of representative philosophers, opinions, and ideas will guide the student in developing philosophical and ethical reflection, especially as the task applies to current societal and educational challenges. World religions, as they relate to non-Western philosophy, will be explored and ramifications of diversity will be addressed. The class will also address current issues as they relate a philosophy of education. Students will develop critical thinking skills and in-depth, reflective decision-making.

Place in the Curriculum

This course serves to fulfill the requirement stipulated under the Contexts Tier of the General Education curriculum.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- 1) Discuss most influential themes, ideas, persons, and historical events of Western philosophy through a Socratic method of dialogue.
- 2) Describe the major themes, ideas, persons, and historical events of Non-Western philosophies and religions.
- 3) Present reasoned out positions based on philosophical inquiry, academic reflection, evidence, and coherent logic.
- 4) Appreciate the importance of intellectual inquiry and reasoned argument in human life and society;
- 5) Discuss and articulate the relationship between philosophy and education;
- 6) Demonstrate a personal capacity for critical reflection and rational dialogue; and,
- 7) Understand the lasting contributions of philosophical thought to the historic Christian faith and the contemporary world.

Textbooks

Noddings, Nel, (2007) *Philosophy of education*. Westview Press, Boulder, Colorado.

Huston Smith, (1991) *The world's religions: Our great wisdom traditions*. Revised and Updated edition. HarperCollins.

Parrott, R (2004) *True and best: authentic living*. Nashville: Seize Your Life, Inc.

Services for Students with Disabilities

Trevecca is committed to the provisions of the Rehabilitation Act of 1973 and the American with Disabilities Act as the University strives to be an inclusive community for students. A wide range of accommodations is available to provide access to Trevecca's facilities, academics, and programs. Individuals seeking accommodations for any type of disability are encouraged to contact the coordinator of student disability services in the Center for Leadership, Calling, and Service for information concerning the documentation of a disability and the procedure for implementing accommodations.

Technology Requirements

All students will demonstrate proficiency in the following technology skills:

Use the electronic library for journal article retrieval

Submit all written work using Word

Group projects may include using PowerPoint

E-portfolio publication

Students will present using advanced technologies such as Prezi or Smart Board.

Portfolio Artifacts

The following artifacts will be created and may be used in the professional portfolio:

Position papers on philosophical issues in education

Personal philosophy of education

Journal of personal assessment and philosophical reflection

Research, Writing, and Group Discussion Requirements

Students will demonstrate proficiency in the following research, writing, and discussion skills:

- Discussing philosophy and world religions through the Socratic method of inquiry
- Presenting research and reflection on philosophical issues in education
- Reflection, writing, and discussing professional and personal philosophy

Instructional Delivery Systems

The course will include the following delivery systems: lecture, group discussion, class discussion, guest presentation, multimedia presentations, cooperative learning, and personal journaling.

References

Philosophy in Life and Learning

- Adler, M. (1978) *Aristotle for everybody: Difficult thought made easy*. New York: Touchstone.
- Adler, M. J. (1982) *The Paideia proposal*. New York: Macmillan.
- Aristotle, (Translated by Irwin, T.) (1985) *Nicomachean ethics*. Indianapolis: Hackett.
- Ayer, A. (1973) *The central questions of philosophy*. Penquin
- Blackburn, S.. (1996) *The Oxford dictionary of philosophy*. Oxford University Press.
- Blackburn, S. (2001) *Think*. Oxford University Press
- Burnstein, R. ed. (1960) *John Dewey: On experience, nature, and freedom*. New York: Library of Liberal Arts.
- Craig, E. (2002) *Philosophy: A very short introduction*. Oxford University Press
- Davies, B. (1993) *Introduction to the philosophy of religion*. Oxford University Press
- Durant, W. (first published, 1926) *The story of philosophy*. New York: Simon and Schuster.
- Ennis, R. (1962) "A concept of critical thinking." *Harvard Educational Review* 32-1:83-111.
- Gaarder, J. (1995) *Sophie's world*. London: Phoenix House.
- Hollis, M. (1997) *An invitation to philosophy*. Oxford: Blackwell.
- Law, S. (2000) *The philosophy files: What's is all about?* London, Orion Children's Books
- Phillips, C. (2004) *Six questions of Socrates: A modern-day journey of discovery through world philosophy*. New York: W. W. Norton and Company.
- Pirsig, R. (1974) *Zen and the art of motorcycle maintenance: An inquiry into values*.
- Rottenberg, A. and Winchell, D. (2012) *The structure of argument (7th ed.)* New York: Bedford/St. Martin.
- Russell, B. (2004) *A history of western philosophy* (Routledge Classic edition). London: Routledge.
- ### ***Personal and Professional Development***
- Albion, M. (2002) *Making a life, making a living*. Warner Books.
- Gardner, J. (1984) *Excellence: Can we be equal and excellent too?* New York: W.W.Norton.
- Gardner, J. (1965) *Self-renewal: The individual and the innovative society*. New York: Harper and Row.
- Goleman, D. (1995) *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Kegan, R. (1982) *The evolving self: Problem and process in human development*. Harvard University Press.
- Kouzes, J. & Posner, B. (2003) *Encouraging the heart: A leader's guide to rewarding and recognizing others*. San Francisco: Jossey-Bass.
- Palmer, P. (1993) *To know as we are known: Education as a spiritual journey*. HarperSanFrancisco
- Zeichner, K. & Liston, D. (1996) *Reflective teaching: An introduction*. Mahwah, New Jersey; Lawrence Erlbaum Associates.

Attendance/Tardiness

Attend class punctually and regularly. Attendance will be taken. Students, as future teachers are expected to be at **every** class session. In dire circumstances, if an absence is needed, a phone call or email to the professor is expected. More than two (2) absences will constitute basis for disenrollment. More than one (1) absence will result in the dropping of one letter grade. Two (2) tardies or early departures constitute one (1) absence. Remember – each class is equal to two regular classes.

Academic Honesty Policy

To protect the integrity of your university degree, academic honesty is expected of all students at Trevecca Nazarene University. It is an integral part of the educational process where learning takes place in an atmosphere of mutual trust and respect. TNU students are held to high standards of academic ethics, personal honesty, and moral integrity. Trevecca enforces these standards by dealing with academic dishonesty fairly and firmly. Plagiarism (using another's statements or thoughts without giving the source appropriate credit), cheating on an exam, falsifying documentation, or using one's own work completed for a previous course without permission of the current instructor are just a few of the infractions that are grounds for course failure and/or program termination.

Cell Phones/Pagers/iPods

All electronic devices must be non-audible and should not be in use during class time.

Dress Code

Dress appropriately in accordance to university standards for the classroom (no hats or ball caps, etc.).

Emergency Closing and Class Cancellation

In the rare circumstance that the entire campus close for emergency purposes, campus and Nashville media will announce the university schedule. For this specific class, the instructor will notify you by campus e-mail.

Grading

Grading for courses in the professional and pedagogical studies is based on various formal and informal authentic, performance-based assessment strategies and tasks in the University classroom and public school classroom, when applicable. Instruction and assessment are linked by a common set of learning objectives in each course. The grading scale established by the School of Education is as follows

Letter	%	Grade Point	Letter	%	Grade Point
A	95 – 100	4.0	C	78 – 81.9	2.0
A-	93 – 94.9	3.7	C-	75 – 77.9	1.7
B+	90 – 92.9	3.3	D+	74 – 74.9	1.3
B	87 – 89.9	3.0	D	71 – 73.9	1.0
B-	85 – 86.9	2.7	D-	70 – 70.9	0.7
C+	82 – 84.9	2.3	F	69 or below	0.0

Course Requirements

- 1) *Assigned reading and quizzes* – (Five quizzes at 5 points each = 25 points) Intense reading is required for this course. The student is expected to keep up with the reading and demonstrate comprehension of the reading by bi-weekly quizzes.
- 2) *Participation in class discussions.* – (Ten discussions at 3 points each = 30 points) Class discussion is the heart of this course. The student is expected to participate in Socratic dialogue, reflective discussion, and reasoned debate. The discussions will include the following thinking skills:
 - Observing closely and describing what's there
 - Building explanations and interpretations
 - Reasoning with evidence
 - Making connections
 - Considering different viewpoints and perspectives
 - Capturing the gist and forming conclusions
- 3) *Position Papers* – (Six position papers at 5 points each = 30 points) Forming a reasoned position is a requirement of this class. The student is expected to write a series of positions papers selected from a variety of topics. Each paper will demonstrate the following skills:
 - Clarifying priorities, conditions, and what is known
 - Formulating questions
 - Identifying claims, assumptions, and bias
 - Identifying patterns and making generalizations
 - Generating possibilities and alternatives
 - Evaluating evidence, argument, and actions
 - Formulating and defending a clear position
- 4) *Personal Application Papers* – (Five papers at 5 points each = 25 points) Applying philosophical inquiry to faith and life is the goal of the class. The student is expected to write a series of self-reflective papers expression a personal philosophy. The papers include;
 - My philosophy of life
 - My philosophy of purpose
 - My philosophy of relationships

- My philosophy of ethical behavior
- My philosophy of maturity

Distribution of Student Learning Hours

Requirement	Student Learning Hours
Seat time in class	45
Total required reading & quiz preparation	70
Total preparation of papers	35
Total Hours	150

[End Syllabus]

EDU 3524 Philosophical Ethics for Educators

Proposed Sample Topics:

I have put together a list of the kinds of topics I will cover in the class. I hate to commit myself to an unchangeable list and order of the list. I may get inspired over the summer. However, the basic topics covered in the course will something like this:

- | | |
|------------------------------|--|
| What is philosophy? (1) | (Love of wisdom, the task of philosophy) |
| Who is the real you? (1) | (Dualism) |
| How do we know? (2) | (Belief, truth, knowledge) |
| Are we ever really free? (2) | (Determinism and free will) |
| What is the good life? (2) | (Happiness, excellence, ethics) |
| Non-western philosophy (2) | (World religions and philosophies) |
| What is death? (2) | (Fear, the void, and life after death) |
| Is there a God? (2) | (Worldview and evil) |
| The meaning of life (1) | (Final presentations and exam) |

Richard Parrott

2011-12 GENERAL EDUCATION ASSESSMENT FORM

Academic Unit	General Education Committee
Assessment Cycle	August 2011– August 2012

Linkage to Mission/Statement of Purpose (How General Education links to component(s) of TNU Statement of Purpose): The university's traditional undergraduate curricular programs focus on the liberal arts and sciences as reflected in the core curriculum (Statement of Purpose)

Linkage to University Education Goal(s): The purpose and organization of the general education curriculum is linked to the Institutional Educational Goals. Therefore, it emphasizes Christian character; disciplined reflection; literary, artistic, mathematical, and scientific contributions that have shaped civilization; appreciation for diversity; writing, speaking, and use of technology; critical skills essential to a lifetime of intellectual growth; and a holistic understanding of life. The learning outcomes of the general education curriculum seek to link the Institutional Educational Goals through an emphasis upon skills, content, and constructive/integrative domains of understanding. The curriculum embraces the conception that the four tiers (foundations, human sciences, natural sciences, and contexts) are best understood as involving skills, content, and constructive/integrative domains. While the general education curriculum is organized into tiers, the horizon that informs the core involves these outcomes which run throughout the tiers. In other words, an educated person will possess certain skills and content as a basis of embracing the world through a constructive and integrative theological vision of life and learning. (Catalog Statement)

Addresses Stated General Education Outcomes 1, 3, 6, 7

Outcome (DUE OCTOBER 1)	Means of Assessment (DUE OCTOBER 1)	Criteria for Success (DUE OCTOBER 1)	Assessment Results (DUE MAY 15)	Use of Assessment Results (DUE MAY 15)*
1. Students will demonstrate competency in oral and written communication exhibiting an awareness of content, purpose, and audience while accurately using Standard English. (Spoken) LEARNING OUTCOME 1	1a. 30 randomly selected students will be videotaped while delivering speeches in COM 1010, Speech Communication class. These speeches will be evaluated by a faculty panel using a rubric developed by the Communications faculty.	1a. The average score for each student will be at least 35 points on a scale of 1-50		
	1b. 30 randomly selected students will be videotaped while delivering speeches in departmental capstone courses. These speeches will be evaluated by a faculty panel using a rubric developed by the Communications faculty.	1b. The average score for each student will be at least 35 points on a scale of 1-50		

<p>2. Students will articulate the parameters of the Wesleyan-Holiness tradition, doctrinal and moral convictions of the Church of the Nazarene and the connection with intellectual, emotional, spiritual, and physical life individually and collectively.</p> <p>LEARNING OUTCOME 3</p>	<p>2a. The PROFICIENCY PROFILE was given with additional self-generated questions, students respond indicating "My Level of Agreement" Item 11 states "Trevecca Nazarene University provides an understanding of what it means to live a holy life and relates this explanation to many aspects of my life."</p>	<p>2a. The level of agreement score for students responding to this question on a five-point Likert scale, when averaged, will result in a mean of 3.5 or above</p>	<p>2a. The average level of agreement among $n=151$ students was 3.83.</p> <p>Criterion was met.</p>	
	<p>2b. Five questions, designed by the Division of Religion, will be included in the self-developed portion of the PROFICIENCY PROFILE Test. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>2b. Students will answer 70% of all questions correctly</p>	<p>2b. Sixty-five percent (65%) of students ($n=151$) answered questions 1-5 correctly.</p> <p>Criterion was not met.</p>	
	<p>2c. Five questions, designed by the Division of Religion, will be included in the self-generated section of the PROFICIENCY PROFILE Test. This test will be given to a selection of enrolled in REL4000/4100.</p> <p>[define and apply Christian convictions to his/her own life]</p>	<p>2c. 60% of the answers to the five questions will be correct.</p>	<p>2c. Seventy-five percent (75%) of students ($n=151$) answered questions 6-10 correctly.</p> <p>Criterion was met.</p>	
<p>3. Students will demonstrate an understanding and practice of various intellectual modes of thinking.</p> <p>LEARNING OUTCOME 6</p>	<p>3. The context portion of the PROFICIENCY PROFILE Test entitled Critical Thinking will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>3. 50% of the students tested will be scored as "marginally proficient" or "proficient" in the Critical Thinking sub-score.</p>	<p>3. On the criterion-referenced portion of the PROFICIENCY PROFILE skill, Critical Thinking, 9% scored as proficient and 23% scored as marginally proficient for a total of 32%.</p> <p>Criterion was not met.</p>	

<p>4. Students will integrate the fundamental doctrinal/moral tenets of the Christian faith with the basic liberal arts and academic major, forming them for Christian leadership and service in the global community.</p>	<p>4a. Students completing PROFICIENCY PROFILE additional questions will respond to Item 12: "Trevecca's general education program enriched my understanding of my academic Major." And Item 13: "Trevecca's Christian emphasis enriched my understanding of my academic Major."</p>	<p>4a. 80% of students completing the MAPP additional Items 12 and 13 will respond with strongly agree (5) or agree (4) on a 5-point Likert scale</p>	<p>4a. For Item 12, 54% of students responded 4 or 5. For Item 13, 58% of students responded 4 or 5.</p> <p>Criterion was not met.</p>	
<p>LEARNING OUTCOME 7</p>	<p>4b. Students completing PROFICIENCY PROFILE additional questions will respond to Item 14: "Trevecca's general education program prepared me for Christian leadership and service in a global community."</p>	<p>4b. 80% of students completing the MAPP additional questions will respond with strongly agree (5) or agree (4) on a 5-point Likert scale.</p>	<p>4b. For Item 14, 54% of students responded 4 or 5.</p> <p>Criterion was not met.</p>	
<p>5. Students will value the general education curriculum of their degree program.</p>	<p>5. A final multiple choice question is given with the PROFICIENCY PROFILE. Students choose only one option that corresponds best to their understanding of General Education and their major.</p> <ol style="list-style-type: none"> 1. General Education appears to be a necessary evil that I must complete to get a degree at TNU. 2. General Education gives me an appreciation of different aspects of intellectual life but does not directly apply to my major. 3. General Education prepares me to better understand my academic major even if they are not directly related. 4. My major directly utilizes what I learn in General Education classes. 5. My major is an extension of General Education. 	<p>5. A total of 70% of the responses should fall in the number 2 through number 5 range (inclusive).</p>	<p>5. Eighty-one percent (81%) of respondents answered 2 through 5 (inclusive) to this question.</p> <p>(53% answered 3, 4, or 5 and 28% answered 2)</p> <p>Criterion was met.</p>	

* Indicate how the 2011-2012 budget proposal will be impacted by the stated use of assessment.

General Education: SPEECH EVALUATION

SPEAKER: _____ TOPIC: _____

Each evaluation category is worth a maximum of 5 points.

Topic

Was the topic clearly defined?
Was the topic appropriate for the assignment and audience?

Purpose

Was the purpose of the speech clear?
Was fidelity to the purpose maintained throughout the speech?

Supporting Materials

Were supporting materials relevant to the speech topic and main points?
Were visual/audio aids clearly readable and hearable?
Were supporting material specific? Sufficient? Adapted to the audience?

Organization

Was the speech effectively and clearly developed for the content and purpose of the presentation?
Did the introduction create interest? Was the speech easy to follow?
Were transitions appropriately used?
Was the conclusion appropriate?

Language

Was the language clear, simple, and direct?
Were grammar and pronunciation correct?
Was the language appropriate for the content and purpose of the presentation?

Informative Value

Was the information level appropriate to this audience??
(A balance between the extremes of redundancy and novelty.)
Did the speaker objectively relay information?

Audience Awareness

Maintained appropriate eye contact?
Appeared aware of audience feedback?

Body Movement

Were notes used unobtrusively?
Appropriate facial expressions? Gestures? Movement? Posture?

Voice Qualities

Expressive? Varied for emphasis?
Adequate projection? Slurred or muffled sounds?

Fluency and Delivery

Appropriate rate?
Was the speaker enthusiastic?
Did the speaker speak extemporaneously as appropriate?

TOTAL POINTS: _____

*Modified Feb 17, 2012

Additional Questions for Profile Proficiency Test

Level of Agreement:

1. Trevecca Nazarene University provides an understanding of what it means to live a holy life and relates this explanation to many aspects of my life. (5 pt Likert scale) [2a.]
2. Trevecca's general education program enriched my understanding of my academic major. [4a]
3. Trevecca's Christian emphasis enriched my understanding of my academic major. [4a]
4. Trevecca's general education program prepared me for Christian leadership and service in a global community. [4b]
5. Which of the following best corresponds to your understanding of General Education and its relationship to your major [5]:
 - a. General Education appears to be a necessary evil that I must complete to get a TNU degree.
 - b. General Education gives me an appreciation for different aspects of intellectual life but does not directly apply to my major.
 - c. General Education prepares me to better understand my academic major, even if the two are not directly related.
 - d. My major directly utilizes what I learn in General Education classes.
 - e. My major is an extension of General Education.

Outcome 3 [2b]Questions:

1. The Wesleyan-Holiness tradition believes the "Means of Grace" include Communion and Disciplines such as prayer, reading of Scripture, and acts of mercy.
F. False
T. True (correct)
2. The holy life particularly emphasizes the separation of the soul from the body and the spirit, so that the salvation of the soul is of utmost importance.
F. False (correct)
T. True
3. The doctrine of the Trinity should play a central role in Wesleyan-Holiness theology.
F. False
T. True (correct)
4. The Wesleyan-Holiness tradition particularly emphasizes the significance of the personal experience of the believer, while Scripture and Church Tradition can often provide support for the activity of God in the individual believer.
F. False (correct)
T. True
5. In the Wesleyan-Holiness tradition, forgiveness of sin is an act of God's grace while entire sanctification is an act of human commitment.
F. False (correct)
T. True

Outcome 3 [2c]Questions:

6. Belief in the triune nature of God is a central Christian conviction.
T. True (correct)
F. False
7. A central conviction in the Wesleyan understanding of the Christian life is that the Christian sins everyday in word, and in thought, and in deed.
T. True
F. False (correct)
8. A conviction of Christianity is that the Lord's Supper and Baptism are means of grace.
T. True (correct)
F. False
9. A Christian conviction is that one can come to saving faith apart from Jesus Christ.
T. True
F. False (correct)
10. A Christian conviction is that the Holy Spirit works through the church.
T. True (correct)
F. False

ETS® Proficiency Profile

Summary of Proficiency Classifications

To show how many students are proficient at each level

Trevecca Nazarene University

Cohort Name: 2011-12 GenEd Assessment

Abbreviated Form

Close Date: 03/15/2012

Test Description:

Student Level: All

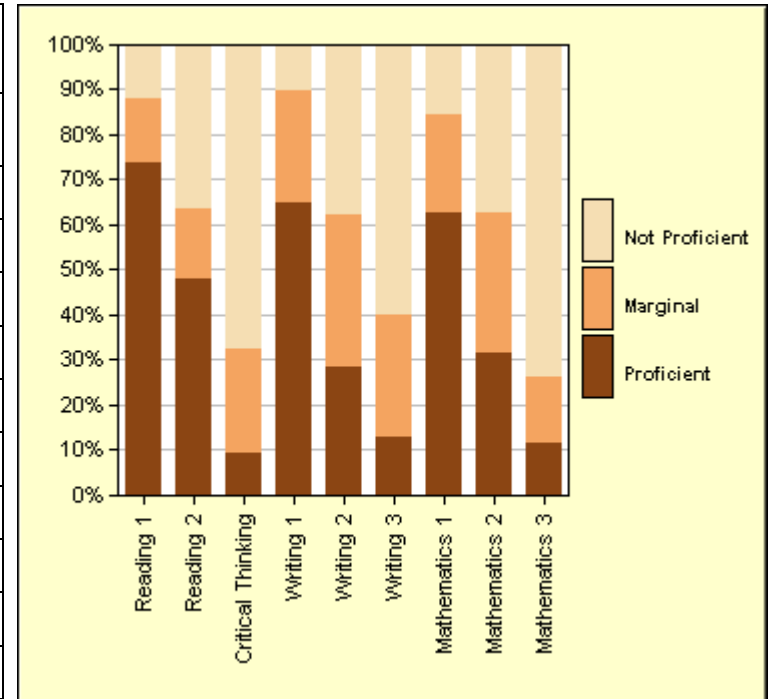
Abbreviated Form A

Number of students tested: 152

Number of students included in these statistics: 148

Number of students excluded (see roster): 4

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	74%	14%	12%
Reading, Level 2	48%	16%	36%
Critical Thinking	9%	23%	68%
Writing, Level 1	65%	25%	10%
Writing, Level 2	28%	34%	38%
Writing, Level 3	13%	27%	60%
Mathematics, Level 1	63%	22%	16%
Mathematics, Level 2	32%	31%	37%
Mathematics, Level 3	11%	15%	74%



The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Trevecca Nazarene University **Cohort Name:** 2011-12 GenEd Assessment

Abbreviated **Close Date:** 03/15/2012

Test Description: **Student Level:** All

Abbreviated Form A

Number of students tested: 152

Number of students included in these statistics: 148

Number of students excluded (see roster): 4

	Possible Range	Mean Score	95% Conf. Limits* for Mean	Stand. Dev.	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	449.53	447 to 452	21.46	439	447	459
Skills Subscores:							
Critical Thinking	100 to 130	114.06	113 to 115	6.91	109	113	120
Reading	100 to 130	119.24	118 to 121	6.82	114	121	124
Writing	100 to 130	114.76	114 to 116	5.19	111	114	120
Mathematics	100 to 130	114.61	114 to 116	6.25	110	114	119
Context-Based Subscores:							
Humanities	100 to 130	116.12	115 to 117	6.42	110	115	120
Social Sciences	100 to 130	115.66	114 to 117	6.05	112	116	120
Natural Sciences	100 to 130	116.09	115 to 117	6.05	113	117	121

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 148.

ETS® Proficiency Profile

Scaled Score Distributions Total

Trevecca Nazarene University

Cohort Name: 2011-12 GenEd
Assessment

Abbreviated

Close Date: 03/15/2012

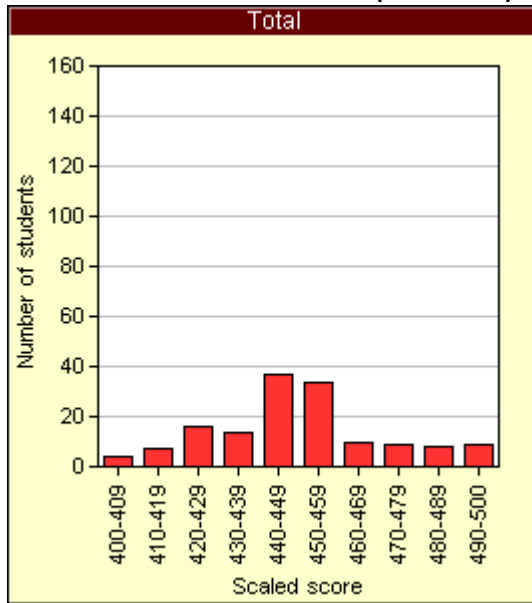
Test Description: Abbreviated Form A

Student Level: All

Number of students tested: 152

Number of students included in these statistics: 148

Number of students excluded (see roster): 4



Academic Area Subscores

Trevecca Nazarene University

Abbreviated

Test Description: Abbreviated Form A

Number of students tested: 152

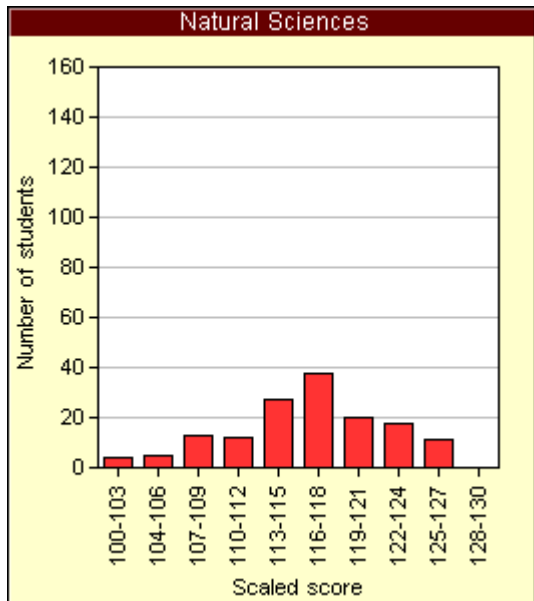
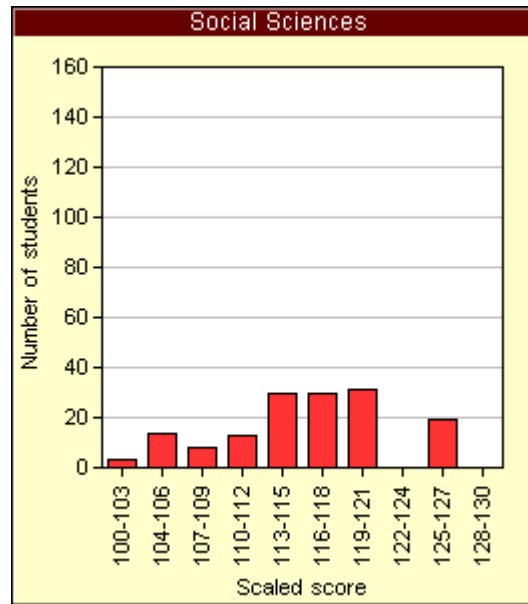
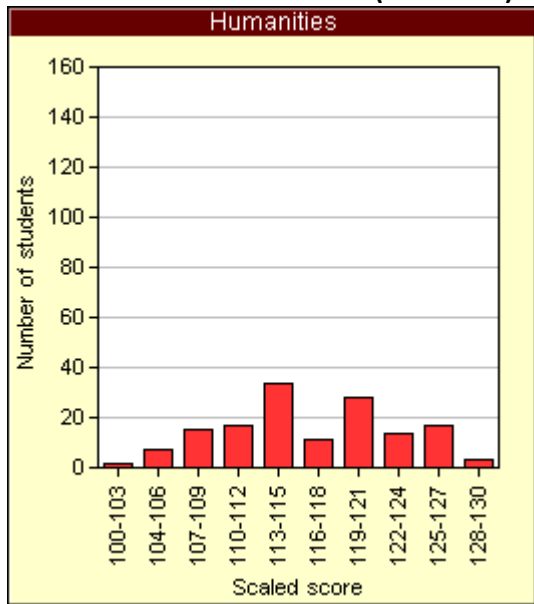
Number of students included in these statistics: 148

Number of students excluded (see roster): 4

Cohort Name: 2011-12 GenEd Assessment

Close Date: 03/15/2012

Student Level: All



ETS® Proficiency Profile

Scaled Score Distributions Skills Subscores

Trevecca Nazarene University

Abbreviated

Test Description: Abbreviated Form A

Number of students tested: 152

Number of students included in these statistics: 148

Number of students excluded (see roster): 4

Cohort Name: 2011-12 GenEd Assessment

Close Date: 03/15/2012

Student Level: All

