#	Program Learning Outcomes
	What do the program faculty expect all students to know, or be able to do, as a result of completing this program? *Note: These should be measurable, and manageable in number (typically*

What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?

Note: the majority should provide direct, rather than indirect, evidence of achievement.

Please note if a rubric is used and

Additional Questions

APPENDIX I: KNOWLEDGE OF REVELANT SOURCES FOR UNDERSTANDING A CONTEXT OF MINISTRY

Rubric for Outcome 3, Direct Method. The instructor of the Capstone course will assess the student's ability to tie in relevant resources in philosophy and other disciplines for the capstone using the rubric below:

Fails to meet expectations	student was alerted to relevant material for his or her capstone paper, but ignored it, weakening the resulting paper
Meets expectations	student does a decent job of bringing in relevant knowledge as discussed in class and feedback
Exceeds expectations	student goes beyond what the instructor would expect, show Tc 0 Tw 5.8 0 Td( )Tj(s)-1 (how)2 ()uTShowg

APPENDIX IIIa: KNOWLEDGE OF DISCIPLINARY SOURCES FOR UNDERSTANDING TODAY'S WORLD

Rubric for Outcome 4, Method 1, Dean's interview with students.

PROMPT QUESTION: Given your context of ministry, identify courses you have taken in humanities, social sciences, and STEM disciplines, or courses in other areas that reflected on science and technology, illuminate that context, and explain how they illuminate it. You may also refer to other experiences and sources of knowledge besides coursework. **For each area (humanities, social sciences, STEM), a score of 1 point indicates student meets expectations in that area.**

Learning Outcome Component	Fails to Meet Expectations (0 pts)	Meets Expectations (1 pt)	Exceeds Expectations (2 pts)
Demonstrated Knowledge of Sources from the Humanities	Student fails to explain how any previous coursework in the humanities or direct experience of humanities illuminates today's world as a context of ministry.	Student demonstrates an introductory-level ability to explain how previous courses in humanities, or direct experiences of the humanities illuminates today's world as a context of ministry.	Student demonstrates a graduate-level ability to explain how previous courses in humanities, or direct experiences of the humanities illuminates today's world as a context of ministry.
Demonstrated Knowledge of Sources from the Social Sciences	Student fails to explain how any previous coursework in the social sciences or other acquired knowledge of social science illuminates today's world as a context of ministry.	Student demonstrates an introductory-level ability to explain how previous courses in social science, or other acquired knowledge of social science illuminates today's world as a context of ministry.	Student demonstrates a graduate-level ability to explain how previous courses in social science, or other acquired knowledge of social science illuminates today's world as a context of ministry.
Demonstrated Knowledge of Sources from STEM disciplines	Student fails to explain how any previous coursework with a STEM component, or other acquired knowledge of STEM, illuminates today's world as a context of ministry.		

APPENDIX IIb : KNOWLEDGE OF REVELANT