

Communication (B.A. & B.S.)

University Catalog Description

The communication major purposes to (1) develop skills in interviewing, listening, public speaking, problem solving, leading conferences, developing seminars, analyzing communication systems, and communication consulting; (2) provide a base for a broad range of career opportunities in human communications, which focus on human resource development, organizational development, communication management, public relations, and sales; and (3) prepare students for study in speech communication, interpersonal or organizational communication management, and human resource development graduate programs. This degree can be completed in three years by following the degree-in-three plan sheet. More information is available from the Communication and Media Department.

#	Professional Outcomes
1	The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication.
2	The student will identify, research and analyze organizational situations and recommend communication improvements.
3	The student will research, write and deliver presentations suitable to a broad range of communication situations.
4	The student will establish an argument, ethically persuade listeners and logically defend their views.
5	The student will engage and analyze intercultural communicative contexts and scenarios.
6	The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems.

#	ORU Outcomes
1	Spiritual Integrity: Students will learn to hear God’s voice by deepening their relationship with Jesus Christ and increasing their sensitivity to the Holy Spirit—for themselves and others. Students will pursue wholeness and integrity in their relationships with others and with God. Students will expand their biblical knowledge, approach life from a Spirit-empowered worldview, and learn to share the gospel of Jesus Christ.
2	Personal Resilience: Students will learn the skills needed for motivation and perseverance in addressing the complexities of life. Students will develop the knowledge, skills, and strategies required to adapt appropriately to changing environments. Students will honor God by embracing wellness through self-management and self-care, including physical exercise, good sleep patterns, and proper nutritional habits.
3	Intellectual Pursuit: Students will learn to develop problem-solving, critical thinking, and decision-making skills in preparation for professional careers. Students will demonstrate knowledge and an increased capacity for knowledge attainment and participate in identifying, analyzing, and creating solutions for the world’s most significant problems.
4	Global Engagement: Students will learn to model respect, responsibility, flexibility, adaptability, and sacrifice as they navigate the challenges and opportunities of a globalized world. Students will learn to use multiple strategies to develop culturally responsive relationships that support and encourage constructive change.
5	Bold Vision: Students will learn to recognize, develop, and communicate bold responses to today’s complex issues. Students will contemplate God’s purpose for their lives and God’s vision for their futures while also seeking to understand the world’s challenges and how these dynamics intersect. Students will learn practical, scalable objectives that assist in moving from vision to reality and be challenged to bring hope and transformation to the world.

Communication (B.A. & B.S.)

Key Program Assessment & Outcome Alignment

KEY PROGRAM ASSESSMENT			PROFESSIONAL OUTCOME						ORU OUTCOME				
#	Course	Assignment Name	1	2	3	4	5	6	1. Spiritual Integrity	2. Personal Resilience	3. Intellectual Pursuit	4. Global Engagement	5. Bold Vision
1	COM 203	Interpersonal Communication Response Paper	M						M	M			
2	COM 300	Organizational Communication Analysis		M						M	M		
3	COM 302	Advanced Public Speaking Ignite Speech Presentation			M						M		
4	COM 309	Argumentation and Persuasion Positional Paper				M			M		M		
5	COM 425	Intercultural Communication Research Application Paper	M				M	M				M	
6	COM 499	Communication Research & Senior Paper/Project	M					D			M		M

Communication (B.A. & B.S.)

Key Program Assessment #1

Course: **COM 203**

Name of Assignment: **Interpersonal Communication Response Paper**

Date: **11/30/2022**

Instructions in Brightspace

See attachment.

Instructions for Scoring

The course professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to evaluate the completed assignment. Students can access: (1) professor's feedback and their individual criterion and overall rubric score in Dropbox; (2) the percentage score in Grades; and (3) their progress on the outcomes in the Progress Summary.

Dropbox Set-Up

Grade Out Of: **100** points (default = 100)

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
1, 2	1	Knowledge of Interpersonal Theory & Practice	The student exhibits a clear understanding of course concepts by fully citing terminology, structure, goals and feedback received during class lectures and in the course readings while applying Christian worldview to the material; on this criterion the student receives an average grade of A	The student exhibits a moderate understanding of course concepts by citing terminology, structure, goals and feedback received during class lectures and in the course readings while applying Christian worldview to the material most of the time; explanations lack clarity as evidenced by the lack of sufficient detail. On this criterion the student receives an average grade of B	The student exhibits a rudimentary understanding of course concepts and minimally cites terminology, structure, goals and feedback received during class lectures and in the course readings while applying Christian worldview to the material some of the time; on this criterion the student receives an average grade of C	The student exhibits no real understanding of course concepts and does not fully cite terminology, structure, goals and feedback received during class lectures and in the course readings while applying Christian worldview to the material little of the time; on this criterion the student receives an average grade of D	The student did not complete the assignment; the student did not attempt to demonstrate any knowledge of course material and does not apply Christian worldview; on this criterion the student receives a grade of F	40%

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
1, 2	1	Application to Real World Situations	The student demonstrates a clear ability to apply course content from a Christian perspective to real world relationships; the student identifies multiple strategies to improve their interpersonal communication; on this criterion the student receives an average grade of A	The student demonstrates a moderate ability to apply course content from a Christian perspective to real world relationships; the student identifies two strategies to improve their interpersonal communication; on this criterion the student receives an average grade of B	The student demonstrates a rudimentary ability to apply course content from a Christian perspective to real world relationships; the student identifies one strategy to improve their interpersonal communication; on this criterion the student receives an average grade of C	The student does not demonstrate an ability to apply course content from a Christian perspective to real world relationships; the student does not identify strategies to improve their interpersonal communication; on this criterion the student receives an average grade of D	The student did not complete the assignment; the student did not apply course content from a Christian perspective to real world relationships; on this criterion the student receives a grade of F	40%
1, 2	1	Professional Writing Style	The student correctly uses APA format on the writing assignment with 1 or fewer errors; on this criterion the student receives an average grade of A	The student uses APA format on the writing assignment with 2-4 errors; on this criterion the student receives an average grade of B	The student uses APA format on the writing assignment with 5-7 errors; on this criterion the student receives an average grade of C	The student uses APA format on the writing assignment with 8 or more errors; on this criterion the student receives an average grade of D	The student did not complete the assignment; on this criterion the student receives a grade of F	20%

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Key Program Assessment #2

Course: **COM 300**

Name of Assignment: **Organizational Communication Analysis**

Date: **11/30/2022**

Instructions in Brightspace

See attachment.

Instructions for Scoring

The course professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to evaluate the completed assignment. Students can access: (1) professor's feedback and their individual criterion and overall rubric score in Dropbox; (2) the percentage score in Grades; and (3) their progress on the outcomes in the Progress Summary.

Dropbox Set-Up

Grade Out Of: **100** points (default = 100)

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
2, 3	2	Organizational Dynamics	The student exhibits a clear understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards; on this criterion the student receives an average grade of A	The student exhibits a moderate understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards; explanations lack clarity as evidenced by the lack of sufficient detail; on this criterion the student receives an average grade of B	The student exhibits a rudimentary understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards; on this criterion the student receives an average grade of C	The student exhibits no real understanding of the organization by addressing organizational history, purpose, culture, climate, communication, and rewards; on the criterion the student receives an average grade of D	The student did not complete the assignment; the student did not attempt to demonstrate any knowledge of the organization; on this criterion the student receives a grade of F	50%
2, 3	2	Strategies for Organizational Improvement	The student demonstrates a clear ability to identify problems within the organization and develops several strategies to improve the organization; on this criterion the student receives an average grade of A	The student demonstrates a moderate ability to identify problems within the organization and develops two strategies to improve the organization; on this criterion the student receives an average grade of B	The student demonstrates a rudimentary ability to identify problems within the organization and develops one strategy to improve the organization; on this criterion the student receives an average grade of C	The student does not demonstrate an ability to identify problems within the organization and does not identify strategies to improve the organization; the student receives an average grade of D	The student did not complete the assignment; on this criterion the student receives a grade of F	30%

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
2, 3	2	Professional Writing Style	The student correctly uses APA format on the writing assignment with 1 or fewer errors; on this criterion the student receives an average grade of A	The student uses APA format on the writing assignment with 2-4 errors; on this criterion the student receives an average grade of B	The student uses APA format on the writing assignment with 5-7 errors; on this criterion the student receives an average grade of C	The student uses APA format on the writing assignment with 8 or more errors; on this criterion the student receives an average grade of D	The student did not complete the assignment; on this criterion the student receives a grade of F	20%

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Key Program Assessment #3

Course:

Name of Assignment:

Date:

Instructions in Brightspace

See attachment

Instructions for Scoring *The course professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to evaluate the completed assignment. Students can access: (1) professor's feedback and their individual criterion and overall rubric score in Dropbox; (2) the percentage score in Grades; and (3) their progress on the outcomes in the Progress Summary.*

Dropbox Set-Up **Grade Out Of: 100 points (default = 100)**

ORU Outcome	Program Outcome	Criterion Description/Name	Level 5 Description	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
			5 Points	4 Points	3 Points	2 Points	1 Points	0 Points	
		Technology	Exceptional: Presentation has 20 slides timed to advance every 15 seconds and the technology runs flawlessly; presenter does not get behind or speak ahead of the slide advancement	Presentation has 20 slides timed to advance every 15 seconds and the technology runs flawlessly; presenter does not get behind or speak ahead of the slide advancement	Presentation has 20 slides timed to advance every 15 seconds but the technology runs with minor flaws; presenter gets slightly behind or ahead of the slide advancement	Presentation has 20 slides timed to advance every 15 seconds but with major technology flaws; presenter gets quite behind or ahead of the slide advancement	Presentation has fewer than 20 slides timed to advance every 15 seconds and/or runs with major technical flaws	Student did not complete the presentation and/or did not include a slide show in their presentation	

ORU Outcome	Program Outcome	Criterion Description/Name	Level 5 Description	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
3	3	Research	Exceptional: The speech is well researched with incorporation of a variety of supporting materials (explanations, statistics, instances, comparisons, and expert opinion); speaker cites evidence from at least three references	The speech is well researched with incorporation of a variety of supporting materials (explanations, statistics, instances, comparisons, and expert opinion); speaker cites evidence from at least three references	The speech is researched with incorporation some variety of supporting materials (explanations, statistics, instances, comparisons, and expert opinion); speaker cites evidence from at least two references	The speech has limited research and lacking in a variety of supporting materials (explanations, statistics, instances, comparisons, and expert opinion); speaker cites evidence from only one reference	Speech has little research from outside sources. Speaker provides weak or no support of subject; gives insufficient evidence for ideas or conclusions	Student did not complete the presentation or did not include any evidence from three additional sources	14%
3	3	Introduction	Exceptional: The introduction includes all five components of the introduction: captures audience attention, motivates audience to listen, builds speaker credibility, states purpose statement, and previews the main points of the presentation	The introduction includes all five components of the introduction: captures audience attention, motivates audience to listen, builds speaker credibility, states purpose statement, and previews the main points of the presentation	The introduction is good but slightly lacking in one of the components of the introduction	The introduction is brief with little thought to a strong opening and is lacking in three of the components of the introduction	The introduction is quite abrupt with little thought to a strong opening and is lacking in four of the components of the introduction	Student did not complete the presentation or did not include an introduction in the presentation	14%
3	3	Organized Body	Exceptional: The content is extremely organized with 2-5 distinct main points; the ideas and images flowed in a manner that was easy to follow and understand; the material transitioned seamlessly from each main point	The content is extremely organized with 2-5 distinct main points; the ideas and images flowed in a manner that was easy to follow and understand; the material transitioned seamlessly from each main point	The content was well organized and the ideas flowed well; main points are not clearly articulated; there were transitions that were not entirely seamless; content was easily understood	The content was poorly organized and main points not easy to follow; ideas and images were put together in a way that made comprehension difficult	The presentation was unorganized and difficult to follow; ideas and images were put together with little coherency	Student did not complete the presentation or include any main points, subpoints or transitions	30%
3	3	Visual Aids	Exceptional: The slide presentation was professionally designed and included powerful images and appropriate text which supported the presentation's purpose	The slide presentation was professionally designed and included powerful images and appropriate text which supported the presentation's purpose	The slide presentation was well designed and included mostly powerful images and appropriate text which supported the presentation's purpose	The slide presentation used adequate visual images which did not entirely support the presentation's purpose; or, slides were cluttered and included too many textual words.	Visual images are poorly chosen and designed the images/text chosen distract from the presentation	Student did not complete the presentation or include a slide presentation	14%

ORU Outcome	Program Outcome	Criterion Description/Name	Level 5 Description	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
3	3	Delivery	Exceptional: Speaker has excellent eye-contact, facial expressions, hand gestures, poise and confidence; the speaker conveys great energy and strong connection with audience	Speaker has excellent eye-contact, facial expressions, hand gestures, poise and confidence; the speaker conveys great energy and strong connection with audience	Speaker has good eye-contact, facial expressions, hand gestures, poise and confidence; the speaker conveys good energy and connection with audience	Speaker has some eye-contact, few expressive facial expressions, limited or tedious hand gestures; the speaker conveys some confidence but displays low energy and connection with audience	Speaker delivers with minimal eye-contact, distracting hand gestures, and low confidence; the speaker lacks enthusiasm and has little connection with audience	Student did not complete the presentation	7%
3	3	Vocal Delivery	Exceptional: Speaker uses a conversational style throughout with little dependence on notes; vocal delivery is expressive, fluid and with appropriate strength and projection	Speaker uses a conversational style throughout with little dependence on notes; vocal delivery is expressive, fluid and with appropriate strength and projection	Speaker uses a conversational style most of the time with some dependence on notes; vocal delivery is mostly fluid with few problems with rate or projection, and a few vocal fillers	Speaker uses a conversational style some of the time with strong dependence on notes; vocal delivery is lacking fluidity and inappropriate rate, and projection, with use of many vocal fillers	Speaker does not sound conversational, and/or presenter reads mainly from a script; presenter greatly lacks fluidity, uses inappropriate rate and numerous vocal fillers	Student did not complete the presentation	7%
3	3	Conclusion	Exceptional: The conclusion has a full recap of purpose statement and main points with memorable closing statement	The conclusion has a full recap of purpose statement and main points with memorable closing statement	The conclusion is missing one of the following components: recap of the purpose statement and main points, and strong closing statement	The conclusion has some concluding remarks but fails to fully recap the purpose statement and/or main points	The conclusion is very abrupt with few concluding remarks and no recap of purpose statement and main points	Student did not complete the presentation or did not include a conclusion	14%

Communication (B.A. & B.S.)

Key Program Assessment #4

Course: **COM 309**

Name of Assignment: **Argumentation and Persuasion Positional Paper**

Date: **11/30/2022**

Instructions in Brightspace

Artifact Description - Argumentation and Persuasion Positional Paper (COM 309)
The student will establish an argument, ethically persuade listeners and logically defend their views by identifying and analyzing a harm, situations or problems, propose a solution, and defend it. The proposition paper can be either a proposition of Value or a proposition of Policy. I have put examples of those on D2L. The paper listed as a Lincoln/Douglas speech is a proposition of value. The paper listed as a Cross Examination Plan is your example for a proposition of policy. The paper should cover one or the other of your outlines. The writer should take one of the 2 outlines already written and write the speech out in sentence form. It should be 4-5 pages long.
Either paper should include an introduction, a resolution, definition of terms, the body of the speech and the conclusion. The paper would look like a proposition paper for an English class or a persuasive speech.
Your introduction for the paper should already be written. Your next job is to incorporate your resolution and your definitions. I would just copy the resolution that you have. Then I would say something like, "What I mean by ..." and explain what each term is according to definition. You are using this paragraph to set the parameters for the discussion to offer clarity. If you are doing the value outline. Do not say my value term is ___ and my value criterion is ___. Instead say something like "to show the appropriateness of the justification, I will explain why safety is the important value to be considered."
Your wording on these should be your own. I am just giving you examples. When you get to the body of the outline you should treat it like any outline that you create before you write a paper. Cover your points.
If you are writing a policy paper you will need to put in sentence form the plan that you have to take care of the situation and explain the advantages
Then you will add the conclusion and you will be finished. Sum up what you said in the paper like you would any conclusion. If you do value, then your conclusion is already written.
You DO NOT have to write a paper for BOTH outlines. You just write one paper and turn it in to the drop box on D2L.
If you would like to do another topic please get my approval.

Instructions for Scoring

The course professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to evaluate the completed assignment. Students can access: (1) professor's feedback and their individual criterion and overall rubric score in Dropbox; (2) the percentage score in Grades; and (3) their progress on the outcomes in the Progress Summary.

Dropbox Set-Up

Grade Out Of: 100 points (default = 100)

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
1, 3	4	Identify the Harm, Situation, or Problem	The student identifies a significant problem and justifies various reasons for change through use of ethically applied reliable, authoritative information	The student identifies a problem and justifies a need for change through use of ethically applied reliable information	The student identifies a problem and justifies a need for change using information, or the content was not ethically applied	The student does not identify a problem and justify a need for change and content was not ethically applied	The student did not turn in the assignment	25%

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
1, 3	4	Analyze the Harm, Situation, or Problem	The student deduces the reasons for the significant problem and who is responsible using trustworthy evidence	The student deduces the reason for the problem and who is responsible by using evidence	The student deduces the reason for the problem and who is responsible	The student does not deduce the reasons for a problem	The student did not turn in the assignment	25%
1, 3	4	Propose Solution	The student offers an ethical, practical solution that solves the problem that is supported by reliable evidence	The student offers a solution that solves the problem that is supported by evidence, but is either unethical or impractical	The student offers a solution that helps alleviate the problem, but is unethical	The student does not offer a solution	The student did not turn in the assignment	25%
1, 3	4	Defense	The student provides substantial evidence to support a logical solution and offers the advantages accrued by using the plan offered	The student provides evidence to support a solution and offers an advantage accrued by using the plan offered	The student offers an advantage to the plan	The student does not defend the option that they are suggesting	The student did not turn in the assignment	25%

Course:

Name of Assignment:

Date:

Instructions in
Brightspace

Instructions for Scoring *The course professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to evaluate the completed assignment. Students can access: (1) professor's feedback and their individual criterion and overall rubric score in Dropbox; (2) the percentage score in Grades; and (3) their progress on the outcomes in the Progress Summary.*

Dropbox Set-Up

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
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ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
4	1, 5, 6	Identify and Appreciate	The student evidences exemplary progress from an ethnocentric toward an ethnorelative understanding of cultural differences	The student evidences progress from an ethnocentric toward an ethnorelative understanding of cultural differences	The student evidences progress from an ethnocentric toward an ethnorelative understanding of cultural differences	The student does not progress from an ethnocentric toward an ethnorelative understanding of cultural differences	The student did not make any progress from an ethnocentric toward an ethnorelative understanding of cultural differences	25%
4	1, 5, 6	Engage and Reflect	The student excels in engaging and reflecting on his/her experience with outgroup culture members, integrating IC theories/concepts and Christian faith	The student successfully engages with outgroup culture members and reflects upon such experience integrating IC theories/concepts and Christian faith	The student engages with outgroup culture members and reflects upon such experience integrating IC theories/concepts and Christian faith	The student does not engage with outgroup culture members, nor reflects upon such an experience, failing to integrate IC theories/concepts and Christian faith	The student did not engage with outgroup culture members, did not reflect upon such an experience and is unable to integrate IC theories/concepts and Christian faith	25%
4	1, 5, 6	Inquire and Research	The student demonstrates exemplary ability to inquire, analyze and apply large amounts of disparate information to produce relevant, insightful research	The student exhibits solid competency in inquiring, analyzing and applying large amounts of disparate information to produce relevant, insightful research	The student adequately inquires, analyzes, and applies large amounts of disparate information to produce relevant, insightful research	The student is not able to inquire, analyze nor apply large amounts of disparate information to produce relevant, insightful research	The student did not make any inquiry, analysis, or application of information to produce relevant insightful research	25%
4	1, 5, 6	Academic Writing	The student uses APA style with fluency and utilizes proper grammar and punctuation	The student correctly uses APA style and utilizes proper grammar and punctuation	The student uses APA style and utilizes proper grammar and punctuation	The student fails to use APA style correctly and lacks proper grammar and punctuation	The student did not use APA style correctly and severely lacks proper grammar and punctuation	25%

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Key Program Assessment #6

Course: **COM 499**

Name of Assignment: **Communication Research & Senior Paper/Project**

Date: **11/30/2022**

Instructions in Brightspace

See attachment.

Instructions for Scoring

The course professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to evaluate the completed assignment. Students can access: (1) professor's feedback and their individual criterion and overall rubric score in Dropbox; (2) the percentage score in Grades; and (3) their progress on the outcomes in the Progress Summary.

Dropbox Set-Up

Grade Out Of: **100** points (default = 100)

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
3, 5	1, 6	Literature Review and Synthesis	The student exhibits excellent skills in research by fully examining the literature in their topic area; the student is able to clearly write a synthesis of the literature that covers all of the major components of the research; on this criterion the student receives an average grade of A	The student exhibits moderate skills in research by examining the literature in their topic area; the student is able to write a synthesis of the literature that covers most of the major components of the research; on this criterion the student receives an average grade of B	The student exhibits rudimentary skills in research by examining the literature in their topic area; the student is able to write a synthesis of the literature that covers some of the major components of the research; on this criterion the student receives an average grade of C	The student exhibits poor skills in research by examining the literature in their topic area; the student is able to write a synthesis of the literature that does not cover the major components of the research; on this criterion the student receives an average grade of D	The student did not complete the assignment; the student did not attempt to research or synthesize the literature; on this criterion the student receives a grade of F	50%

ORU Outcome	Program Outcome	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description	% Gradebook Weighting
3, 5	1, 6	Extends Body of Knowledge in Communication	The student exhibits excellence in creative thought by applying the research in a new and innovative way; the student is able to extend the research in their topic area through his/her exceptional scholarly writing; on this criterion the student receives an average grade of A	The student exhibits competence in creative thought by applying the research in some new and innovative ways; the student is able to extend the research in their topic area through his/her proficient scholarly writing ; on this criterion the student receives an average grade of B	The student exhibits adequate creative thought by applying the research in new ways; the student is able to extend the research in their topic area in a way that meets the minimum standards for scholarly writing; on this criterion the student receives an average grade of C	The student does not demonstrate an ability to apply the research in new and innovative ways; the student is unable to extend the research in their topic area in a way that meets the minimum standards for scholarly writing; on this criterion the student receives an average grade of D	The student did not complete the assignment; the student did not attempt to extend the body of knowledge in the field; on this criterion the student receives a grade of F	30%
3, 5	6	Professional Writing	The student correctly uses APA format on the writing assignment with 3 or fewer errors; on this criterion the student receives an average grade of A	The student uses APA format on the writing assignment with 4-7 errors; on this criterion the student receives an average grade of B	The student uses APA format on the writing assignment with 8-11 errors; on this criterion the student receives an average grade of C	The student uses APA format on the writing assignment with 12 or more errors; on this criterion the student receives an average grade of D	The student did not complete the assignment; on this criterion the student receives a grade of F	20%