

GENERAL EDUCATION, KMITL
COURSE SYLLABUS

Course Code	96642146	Power of Change	Power of Change				
Total Credits	3	Semester / Year of Study	1/2024-5	Section	101-103	Date-Time	Wednesday 9.00-12.00 / 13.00-16.00 Thursday 13.00-16.00
Course Description (English)	Study and understand the underlying beliefs about individuals' learning and intelligence which can change and develop focusing on the process of mindset change leading to full potential for achievement, and learn the changing process of fixed mindset to growth one leading to increased happiness, motivation and achievement, including practice the process of change of negative thoughts from failures to positive thoughts.						
Course Coordinator	Nathan Lynch						
Course Instructors	Nathan Lynch						
Teaching Assistant (if any)							
Counselling Schedule	Line Group			Teaching Language	<input type="checkbox"/> Thai <input checked="" type="checkbox"/> English <input type="checkbox"/> Others, please specify.....		
Website or Online Teaching Method (if any)	Google Classroom						

Course Learning Outcome

1. Develop an Understanding of Mindset Change: Students will be able to comprehend the fundamental beliefs about individuals' learning and intelligence, focusing on how these can evolve from a fixed mindset to a growth mindset.
2. Apply Mindset Change Techniques: Students will practice and apply techniques for changing negative thoughts from failures into positive thoughts, thereby enhancing their motivation, happiness, and achievement.
3. Behavioral Change Towards Goals: Students will learn and implement strategies to alter their behavior in alignment with their personal goals, utilizing provided texts and activities to support this transformation.

General Education Learning Outcome: GE-LO

GE-LO	Value
<input checked="" type="checkbox"/> GE-LO-1 Analytical and Critical Thinking	1
<input checked="" type="checkbox"/> GE-LO-2 Complex Problem Solving	1
<input checked="" type="checkbox"/> GE-LO-3 Creativity	1
<input checked="" type="checkbox"/> GE-LO-4 Interpersonal Skills	2
<input checked="" type="checkbox"/> GE-LO-5 Integrity and Perseverance	2
<input type="checkbox"/> GE-LO-6 Active Learning and Learning Strategies	
<input checked="" type="checkbox"/> GE-LO-7 Resilience, Stress Tolerance and Flexibility	1
<input checked="" type="checkbox"/> GE-LO-8 Leadership and Social Influence	5
<input checked="" type="checkbox"/> GE-LO-9 Communication	2
<input type="checkbox"/> GE-LO-10 Entrepreneurship and Startup	
<input type="checkbox"/> GE-LO-11 Digital Quotient Literacy and Digital Media Production	
Total Value	<u>15</u>

Teaching Plan and Evaluation Plan

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	InstrInstruct or Instructor
			In Class		
1	Introduction to the Course	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Familiarize students with course structure, expectations, and key themes. • Develop a foundational understanding of psychology's scope and significance. <p>Activities:</p> <ul style="list-style-type: none"> • Course overview and syllabus walkthrough. • Icebreaker activity to build classroom community. • Introduction to key psychological perspectives. <p>Assessments:</p> <ul style="list-style-type: none"> • Syllabus quiz to ensure comprehension of course logistics. • Discussion post on students' initial thoughts about psychology. 	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	InstrInstruct or Instructor
			In Class		
2	7 Habits of Highly Effective People Paradigms and Principles (Focus on "Principles" and "P and PC")	<p>Lecture: Detailed explanation of paradigms and principles, focusing on "Principles" and "P and PC" (Production and Production Capability).</p> <ul style="list-style-type: none"> • Group Activity: In small groups, students discuss and identify their core principles and how they influence their daily actions. • Case Studies: Analyze case studies that illustrate the application of principles in achieving effectiveness. • Homework: Students reflect on their personal principles and write a short essay on how they align with the principles discussed. 	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch
3	7 Habits of Highly Effective People Habit 1: Be Proactive	<p>Lecture: Introduction to Habit 1 with real-life examples.</p> <p>Role-Playing: Students participate in role-playing exercises to practice proactive behavior.</p> <p>Journaling: Students keep a daily</p>	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	Instructor or Instructor
			In Class		
		<p>journal to document situations where they applied proactive behavior.</p> <p>Group Discussion: Discuss challenges faced while being proactive and strategies to overcome them.</p>			
4	7 Habits of Highly Effective People Habit 2: Begin with the End in Mind	<p>Lecture: Overview of Habit 3 and its significance in time management.</p> <p>Time Management Matrix Exercise: Students use the Eisenhower Matrix to categorize their tasks.</p> <p>Weekly Planning: Students create a weekly schedule prioritizing their important tasks.</p> <p>Reflection: Students reflect on their time management skills and areas for improvement.</p>	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch
5	7 Habits of Highly Effective People Habit 3: Put First Things First	<p>Lecture: Introduction to Habit 4 and the concept of mutual benefit.</p> <p>Negotiation Exercise: Students engage in negotiation scenarios to practice win-win solutions.</p>	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	Instructor or Instructor
			In Class		
		Group Discussion: Discuss real-life examples of Journaling: Students document their experiences in seeking win-win solutions during the week.			
6	7 Habits of Highly Effective People Habit 4: Think Win-Win	Lecture: Explanation of Habit 5 and active listening techniques. Listening Skills Workshop: Practice active listening through paired activities. Empathy Mapping: Students create empathy maps to understand different perspectives. Homework: Students write a reflection on a recent conversation where they practiced active listening.	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch
7	7 Habits of Highly Effective People Habit 5: Seek First to Understand then to be Understood	Lecture: Overview of Habits 6 and 7, focusing on teamwork and self-renewal. Team-Building Exercise: Engage in team-building activities that require collaboration and synergy. Self-Care Plan: Students develop a personal self-care plan to maintain balance and well-being.	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	InstrInstruct or Instructor
			In Class		
		Group Discussion: Share experiences and strategies for effective teamwork and self-renewal.			
8	7 Habits of Highly Effective People Habit 6: Synergize & Habit 7: Sharpen the Saw	Lecture: Overview of Habits 6 and 7, focusing on teamwork and self-renewal. Team-Building Exercise: Engage in team-building activities that require collaboration and synergy. Self-Care Plan: Students develop a personal self-care plan to maintain balance and well-being. Group Discussion: Share experiences and strategies for effective teamwork and self-renewal.	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch
9	Atomic Habits: The Fundamentals	Lecture: Introduction to the fundamentals of habit formation. Reading Assignment: Read and discuss key concepts from the assigned pages. Habit Tracking: Introduce habit tracking tools and methods. Reflection: Students reflect on their current habits and identify areas for	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	Instructor or Instructor
			In Class		
		improvement.			
10	Atomic Habits - The First Law: Make it Obvious	<p>Lecture: Explanation of the First Law and techniques to make habits obvious.</p> <p>Cue Identification Exercise: Students identify cues in their environment that trigger their habits.</p> <p>Behavioral Experiment: Conduct a week-long experiment to modify cues and document the impact on habits.</p> <p>Group Discussion: Share results and insights from the behavioral experiment.</p>	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch
11	Atomic Habits - The Second Law: Make it Attractive	<p>Lecture: Discuss the Second Law and strategies to make habits attractive.</p> <p>Temptation Bundling Exercise: Students practice linking habits with enjoyable activities.</p> <p>Visual Cues Creation: Create visual reminders that make desired habits more appealing.</p> <p>Homework: Implement temptation bundling in daily routines and reflect on the experience.</p>	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	InstrInstruct or Instructor
			In Class		
12	Atomic Habits - The Third Law: Make it Easy treatment	<p>Lecture: Introduction to the Third Law and techniques to simplify habits.</p> <p>Environmental Design Workshop: Students redesign their environment to reduce friction for desired habits.</p> <p>Two-Minute Rule Exercise: Practice breaking down habits into two-minute actions.</p> <p>Reflection: Students document changes made to their environment and their effects.</p>	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch
13	Atomic Habits - The Fourth Law: Make it Satisfying	<p>Lecture: Explanation of the Fourth Law and the role of rewards in habit formation.</p> <p>Reward System Design: Students create a personal reward system for their habits.</p> <p>Habit Reflection: Reflect on past successful habits and the rewards that reinforced them.</p> <p>Group Discussion: Share and discuss effective reward strategies with peers.</p>	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Week	Topic/Sub-topic	Activities	Duration (minutes)	GE-LO	InstrInstruct or Instructor
			In Class		
14	Student Final Presentations	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Develop and deliver a comprehensive research presentation. • Demonstrate synthesis of course concepts and independent research skills. <p>Activities:</p> <ul style="list-style-type: none"> • Student presentations on chosen research topics. • Peer feedback sessions. • Instructor-led Q&A and discussion. <p>Assessments:</p> <ul style="list-style-type: none"> • Individual presentation assessment. • Peer review feedback forms. 	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch
15	Student Final Presentations	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Continue and conclude student research presentations. • Provide comprehensive feedback and synthesize learning outcomes. <p>Activities:</p> <ul style="list-style-type: none"> • Remaining student presentations. • Peer feedback sessions. • Final course reflection and discussion. <p>Assessments:</p> <ul style="list-style-type: none"> • Final presentation assessment. • Course reflection essay. 	180	GE-LO-1 GE-LO-2 GE-LO-3 GE-LO-4 GE-LO-5 GE-LO-6 GE-LO-7 GE-LO-8 GE-LO-9	Nathan Lynch

Evaluation Plan

Assessment Activities	Value	Score	Week of Evaluation	GE-LOs	Notes
Attendance	2	8	1-15	GE-LO-5	
Forum Comments	2	8	2-13	GE-LO-9	
Forum Comments (cont)	1	4	2-13	GE-LO-7	
Lab	2	8	3-13	GE-LO-4	
Lab (cont)	1	4	3-13	GE-LO-3	
Midterm	1	4	Midterm week	GE-LO-1	
Final	1	4	Final Week	GE-LO-2	
Final Presentation	5	20	14-15	GE-LO-8	
Total	15	60			

Evaluation criteria

<input type="checkbox"/> Group-based								
x Standard-based								
Grade	A	B+	B	C+	C	D+	D	F
Score (60 points)	57-60	49-56.9	41-48.9	34-40.9	27-33.9	21-26.9	15-20.9	0-14.9
<input type="checkbox"/> Satisfactory/Unsatisfactory (S/U)								
Grade	S				U			
Score (60 points)	30-60				0-29.9			

Scoring criteria according to Assessment Plan

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1.) Attendance and Participation	GE-LO-5 Integrity and Perseverance	2	<input type="checkbox"/> Description: The student maintains near-perfect attendance, attending 90-100% of the classes. They are always punctual and actively engage in all class activities and discussions. Their contributions are thoughtful and they show a high level of enthusiasm and commitment to the course. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Attends 90-100% of the classes. • Always punctual, never late or leaving early. • Actively participates in all class activities. • Demonstrates high engagement, enthusiasm, and commitment to learning. 	<input type="checkbox"/> Description: The student has a high attendance rate, attending 80-90% of the classes. They are usually punctual and stay for the entire class duration. The student participates regularly in class discussions and activities, demonstrating a solid level of engagement and interest. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Attends 80-90% of the classes. • Generally punctual, rarely late or leaving early. • Regular participation in class activities. • Displays consistent engagement and attentiveness. 	<input type="checkbox"/> Description: The student attends classes more regularly, with an attendance rate of around 60-75%. They occasionally arrive late or leave early but make some effort to participate in class activities and discussions. Engagement may vary, and there are periods of noticeable distraction. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Attends approximately 60-75% of the classes. • Occasionally late or leaves early. • Sporadic participation in class activities. • Shows some engagement, 	<input type="checkbox"/> Description: The student frequently misses classes, attending less than 50% of the sessions. When present, they are often late and leave early. They rarely participate in class activities or discussions and often appear disengaged or distracted. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Attends fewer than half of the scheduled classes. • Consistently late or leaves early. • Minimal to no participation in class activities. • Displays a lack of attention or engagement.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
					though inconsistently.	
2.) Forum Comments	GE-LO-9 Communication	2	<input type="checkbox"/> Description: The student consistently participates in forum discussions, making 10 or more comments throughout the term. Comments are insightful, detailed, and demonstrate a deep understanding of the topic. The student actively engages with peers' posts, initiating discussions, asking questions, and providing comprehensive feedback. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> Consistently participates in forum discussions, making 10 or more comments throughout the term. Comments are insightful, detailed, and highly relevant, 	<input type="checkbox"/> Description: The student regularly participates in forum discussions, making 7-9 comments throughout the term. Comments are relevant, thoughtful, and show a good understanding of the topic. The student engages with peers' posts, providing constructive feedback and fostering discussion. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> Regularly participates in forum discussions, making 7-9 comments throughout the term. Comments are relevant and thoughtful, showing a good understanding of the topic. 	<input type="checkbox"/> Description: The student participates sporadically in forum discussions, making occasional comments (about 4-6). Comments are sometimes relevant and show some effort but lack depth and critical analysis. There is limited engagement with peers' posts, usually just acknowledgments without further discussion. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> Participates sporadically, making 4-6 comments throughout the term. Comments are sometimes relevant and show some effort but lack depth and critical analysis. 	<input type="checkbox"/> Description: The student rarely participates in forum discussions, with fewer than 2-3 comments throughout the term. When they do post, comments are often off-topic, brief, and lack substance or critical thinking. There is minimal to no engagement with peers' posts. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> Rarely participates, making fewer than 2-3 comments throughout the term. Comments are often off-topic, brief, or lack substance and critical thinking. Minimal to no engagement with peers' posts.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			<p>demonstrating a deep understanding of the topic.</p> <ul style="list-style-type: none"> Actively engages with peers' posts by initiating discussions, asking thoughtful questions, and providing comprehensive feedback. 	<input type="checkbox"/> Engages with peers' posts by providing constructive feedback and fostering discussion.	<input type="checkbox"/> Limited engagement with peers, usually acknowledgments rather than meaningful discussion.	
2.) Forum Comments (Cont)	GE-LO-7 Resilience, Stress Tolerance and Flexibility	1	<input type="checkbox"/> Description: The student consistently participates in forum discussions, making 10 or more comments throughout the term. Comments are insightful, detailed, and demonstrate a deep understanding of the topic. The student actively engages with peers' posts, initiating discussions, asking questions, and providing comprehensive feedback. <input type="checkbox"/> Indicators:	<input type="checkbox"/> Regularly participates in forum discussions, making 7-9 comments throughout the term. <input type="checkbox"/> Comments are relevant and thoughtful , showing a good understanding of the topic. <input type="checkbox"/> Engages with peers' posts by providing constructive feedback and fostering discussion.	<input type="checkbox"/> Description: The student participates sporadically in forum discussions, making occasional comments (about 4-6). Comments are sometimes relevant and show some effort but lack depth and critical analysis. There is limited engagement with peers' posts, usually just acknowledgments without further discussion.	<input type="checkbox"/> Description: The student rarely participates in forum discussions, with fewer than 2-3 comments throughout the term. When they do post, comments are often off-topic, brief, and lack substance or critical thinking. There is minimal to no engagement with peers' posts. <input type="checkbox"/> Indicators:

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			<input type="checkbox"/> Consistently participates in forum discussions, making 10 or more comments throughout the term. <input type="checkbox"/> Comments are insightful, detailed, and highly relevant , demonstrating a deep understanding of the topic. <input type="checkbox"/> Actively engages with peers' posts by initiating discussions, asking thoughtful questions, and providing comprehensive feedback.		<input type="checkbox"/> Indicators: <input type="checkbox"/> <input type="checkbox"/> Participates sporadically , making 4-6 comments throughout the term. <input type="checkbox"/> Comments are sometimes relevant and show some effort but lack depth and critical analysis. <input type="checkbox"/> Limited engagement with peers, usually acknowledgments rather than meaningful discussion.	<input type="checkbox"/> Rarely participates, making fewer than 2-3 comments throughout the term. <input type="checkbox"/> Comments are often off-topic, brief, or lack substance and critical thinking. <input type="checkbox"/> Minimal to no engagement with peers' posts.
3.) Lab	GE-LO-4 Interpersonal Skills	2	<input type="checkbox"/> Description: The individual research project is highly original, meticulously structured, and adheres strictly to academic integrity. The content is insightful, thoroughly researched, and extensively cited. The written report and presentation are exceptionally well-	<input type="checkbox"/> Description: The individual research project is well-structured and demonstrates originality and proper academic integrity. The content is relevant, well-researched, and properly cited. The written report and presentation flow smoothly with clear	<input type="checkbox"/> Description: The individual research project shows some effort but has notable issues with originality and proper citations. The content is partially relevant but lacks depth and critical analysis. The written report and presentation are	<input type="checkbox"/> Description: The individual research project lacks coherence, structure, and originality. The content is largely plagiarized or lacks proper citations, demonstrating poor academic integrity. The written report and presentation are poorly

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			<p>organized, with clear, logical progression. The researcher demonstrates deep critical thinking and comprehensive analysis, reflecting a sophisticated understanding of the subject matter.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates exceptional collaboration and actively contributes to group work. Communicates effectively and respectfully with peers and instructors. Resolves conflicts diplomatically and fosters a positive team environment. Shows strong leadership by encouraging and supporting peers. 	<p>transitions. The researcher shows good engagement and critical thinking, with a solid analysis of the topic.</p> <p><input type="checkbox"/> Indicators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works cooperatively with others and contributes meaningfully to group activities. <input type="checkbox"/> Communicates clearly and respectfully in most interactions. <input type="checkbox"/> Addresses conflicts constructively and maintains a positive attitude. <input type="checkbox"/> Occasionally takes initiative in group settings. 	<p>somewhat organized, but there are lapses in flow and transitions. The researcher's engagement and analysis are inconsistent.</p> <p><input type="checkbox"/> Indicators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in group activities but contributions are inconsistent. <input type="checkbox"/> Communication is sometimes unclear or lacks confidence. <input type="checkbox"/> Occasionally struggles with conflict resolution and teamwork dynamics. <input type="checkbox"/> Rarely takes initiative or supports peers. 	<p>organized, with minimal effort evident in preparation. The researcher shows little to no engagement or critical analysis.</p> <p><input type="checkbox"/> Indicators:</p> <ul style="list-style-type: none"> • Minimal participation in group activities and avoids collaboration. • Communication is unclear, disrespectful, or unresponsive. • Struggles with conflict resolution and may contribute to team tension. • Shows little to no effort in building positive relationships with peers.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
3.) Lab (cont)	GE-LO-3 Creativity	1	<input type="checkbox"/> Description: The individual research project is highly original, meticulously structured, and adheres strictly to academic integrity. The content is insightful, thoroughly researched, and extensively cited. The written report and presentation are exceptionally well-organized, with clear, logical progression. The researcher demonstrates deep critical thinking and comprehensive analysis, reflecting a sophisticated understanding of the subject matter. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Highly original and meticulously structured content. • Strict adherence to academic integrity with extensive citations. • Exceptionally well-organized written 	<input type="checkbox"/> Description: The individual research project is well-structured and demonstrates originality and proper academic integrity. The content is relevant, well-researched, and properly cited. The written report and presentation flow smoothly with clear transitions. The researcher shows good engagement and critical thinking, with a solid analysis of the topic. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Well-structured content with clear relevance. • Original content with proper citations, demonstrating good academic integrity. • Smooth flow and clear 	<input type="checkbox"/> Description: The individual research project shows some effort but has notable issues with originality and proper citations. The content is partially relevant but lacks depth and critical analysis. The written report and presentation are somewhat organized, but there are lapses in flow and transitions. The researcher's engagement and analysis are inconsistent. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Some effort in content creation, but originality issues are present. • Partial relevance of content with limited depth. 	<input type="checkbox"/> Description: The individual research project lacks coherence, structure, and originality. The content is largely plagiarized or lacks proper citations, demonstrating poor academic integrity. The written report and presentation are poorly organized, with minimal effort evident in preparation. The researcher shows little to no engagement or critical analysis. <input type="checkbox"/> Indicators: <ul style="list-style-type: none"> • Content lacks coherence and structure. • Significant issues with originality and academic integrity; plagiarism is evident.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			<p>report and presentation with clear, logical progression.</p> <ul style="list-style-type: none"> • Deep critical thinking and comprehensive analysis evident in the project. 	<p>transitions in the written report and presentation.</p> <ul style="list-style-type: none"> • Good engagement and critical thinking, with solid analysis. 	<ul style="list-style-type: none"> • Organization is present but inconsistent. • Inconsistent engagement and critical analysis. 	<ul style="list-style-type: none"> • Poor organization and preparation. • Minimal engagement and critical analysis.
4.) Midterm	GE-LO-1 Analytical and Critical Thinking	1	<p>Excellent performance on a multiple-choice test answering 80-100% of the questions correctly. represents mastery of the subject matter. Students in this category consistently provide correct answers to nearly all questions, demonstrating a thorough understanding of the material across all topics and concepts. Their responses are not only accurate but also insightful, showcasing critical thinking skills and the ability to analyze information effectively. These students may excel in identifying</p>	<p>Students demonstrating good performance on a multiple-choice test answering 70-80% of the questions correctly. typically display a solid understanding of the material. They consistently provide correct answers to a majority of the questions, demonstrating proficiency in key concepts and skills. Their responses are generally accurate and demonstrate comprehension of the material beyond surface-level memorization.</p>	<p>Fair performance on a multiple-choice test answering 60-70% of the questions correctly. suggests a basic understanding of the material but with notable areas of weakness. Students in this category may provide a mix of correct and incorrect answers, showing some grasp of the subject matter but also some confusion or uncertainty. Their responses may lack depth or thoroughness, indicating a need for further study and</p>	<p>Students demonstrating poor performance on a multiple-choice test answering below 60% of the questions correctly. typically exhibit significant gaps in understanding the material. Their answers may frequently be incorrect, indicating a lack of comprehension or knowledge. They may struggle to identify key concepts or apply them appropriately. Poor performance could result from inadequate preparation, misunderstanding of the</p>

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			nuances or connections within the material, as well as in applying their knowledge to solve complex problems or answer challenging questions. Their performance indicates a high level of expertise and readiness to advance to more advanced coursework or challenges.	These students may also show an ability to apply their knowledge to new or complex situations, indicating a deeper understanding of the subject matter. Overall, their performance reflects a strong grasp of the material and effective test-taking skills.	reinforcement. While they may demonstrate some proficiency in certain areas, they may struggle with more challenging questions or concepts. With additional practice and review, these students have the potential to improve their performance.	material, or difficulty with test-taking strategies. Overall, these students may need additional support and remediation to improve their understanding and performance.
5.) Final	GE-LO-2 Complex Problem Solving	1	Excellent performance on a multiple-choice test answering 80-100% of the questions correctly. represents mastery of the subject matter. Students in this category consistently provide correct answers to nearly all questions, demonstrating a thorough understanding of the material across all topics and concepts. Their responses are not only accurate but also insightful, showcasing critical thinking skills and the ability to analyze information	Students demonstrating good performance on a multiple-choice test answering 70-80% of the questions correctly. typically display a solid understanding of the material. They consistently provide correct answers to a majority of the questions, demonstrating proficiency in key concepts and skills. Their responses are generally accurate and demonstrate comprehension of the	Fair performance on a multiple-choice test answering 60-70% of the questions correctly. suggests a basic understanding of the material but with notable areas of weakness. Students in this category may provide a mix of correct and incorrect answers, showing some grasp of the subject matter but also some confusion or uncertainty. Their responses may lack depth or thoroughness,	Students demonstrating poor performance on a multiple-choice test answering below 60% of the questions correctly. typically exhibit significant gaps in understanding the material. Their answers may frequently be incorrect, indicating a lack of comprehension or knowledge. They may struggle to identify key concepts or apply them appropriately. Poor performance could result from inadequate

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			effectively. These students may excel in identifying nuances or connections within the material, as well as in applying their knowledge to solve complex problems or answer challenging questions. Their performance indicates a high level of expertise and readiness to advance to more advanced coursework or challenges.	material beyond surface-level memorization. These students may also show an ability to apply their knowledge to new or complex situations, indicating a deeper understanding of the subject matter. Overall, their performance reflects a strong grasp of the material and effective test-taking skills.	indicating a need for further study and reinforcement. While they may demonstrate some proficiency in certain areas, they may struggle with more challenging questions or concepts. With additional practice and review, these students have the potential to improve their performance.	preparation, misunderstanding of the material, or difficulty with test-taking strategies. Overall, these students may need additional support and remediation to improve their understanding and performance.
6.) Final Presentation	GE-LO-8 Leadership and Social Influence	5	<input type="checkbox"/> Description: The student's final presentation is highly engaging, authentic, and deeply reflective. The presentation is meticulously organized and shows a comprehensive connection to the course material. The student provides detailed and insightful examples of their behavior change attempt, demonstrating profound learning and understanding of the techniques. The student's narrative is compelling, and	<input type="checkbox"/> Description: The student's final presentation is well-organized and demonstrates a good level of effort and reflection. The presentation clearly connects the behavior change attempt to the course material, providing relevant insights and examples. The student reflects on their learning process and shows a good	<input type="checkbox"/> Description: The student's final presentation shows some effort and reflection but lacks depth and critical analysis. The presentation is somewhat organized but has gaps in connecting the experience to the course material. The student provides a basic account of their behavior change	<input type="checkbox"/> Description: The student's final presentation lacks depth and authenticity. There is little evidence of effort or genuine reflection on the behavior change process. The presentation is poorly organized, with minimal connection to the course material. The student fails to provide specific examples or insights into what they learned.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			<p>they provide a thorough analysis of their experiences.</p> <p><input type="checkbox"/> Indicators:</p> <ul style="list-style-type: none"> • Highly engaging, authentic, and deeply reflective presentation. • Meticulously organized with comprehensive connection to course material. • Detailed and insightful examples of the behavior change attempt. • Compelling narrative with thorough analysis of experiences. • Demonstrates profound learning and understanding of techniques. 	<p>understanding of the techniques applied.</p> <p><input type="checkbox"/> Indicators:</p> <ul style="list-style-type: none"> • Well-organized presentation with clear effort and reflection. • Strong connection to course material with relevant insights. • Provides specific examples of the behavior change attempt. • Reflects on the learning process and understanding of techniques. 	<p>attempt, with limited insights and examples.</p> <p><input type="checkbox"/> Indicators:</p> <ul style="list-style-type: none"> • Some effort and reflection but lacking depth. • Basic organization with gaps in connection to course material. • Provides a basic account of the behavior change attempt. • Limited insights and specific examples. 	<p><input type="checkbox"/> Indicators:</p> <ul style="list-style-type: none"> • Presentation lacks depth and authenticity. • Minimal effort and reflection on the behavior change process. • Poor organization and weak connection to course material. • Lack of specific examples or insights.