Reflection and philosophical development is an important part of your learning and professional development as well as your Christian walk. It gives you the opportunity to evaluate your personal growth and how a project/tasks alters the way you think about the world and fits into your career path. This reflection is intended to help you start thinking about questions that you will explore further in future classes. It should also help you better understand the personal and professional skills you want to work at developing.

1. Course Connections (DUE 10/11/24 ONLINE): How does working on your theoretical project improve your ability to pass SOA Exam FM even though there are few to no theoretical questions on the exam?

2. Career Competencies (DUE 10/25/24 ONLINE): What career competencies did you develop by working on the theoretical project this semester? (Specifically reference the NACE Career Competencies listed.)

   NACE Career Competencies:
   - Critical thinking/problem-solving
   - Oral/written communication
   - Teamwork/collaboration
   - Digital technology
   - Leadership/initiative
   - Professionalism/work ethic
   - Career management
   - Global intercultural fluency

3. Critical Thinking (DUE 11/8/24 ONLINE): Write your own definition of critical thinking (cite all sources referenced properly). How did the theoretical project help you develop critical thinking? (Be concrete/specific.)

4. Creation-Fall-Redemption (CFR) Worldview (DUE 12/6/24 ONLINE): This course deals with money and how to mathematically value it. While money was not part of the original creation, let us assume that the tool of money could have developed even if there had been no fall. What characteristics of the tool of money could have existed before the fall? What changes related to the tool of money came about because of the fall? For Christians, how does the fact that we are not slaves to sin any more impact how you will use and think about money? Provide concrete examples of how you can create "guide rails" for yourself to keep you thinking and biblically with regards to your money.

This paper is an essay style paper. Each question should comprise its own section (word count per section: 150-600 for Course Connections, Career Competencies, Critical Thinking, and each section of the Worldview - more is not necessarily better) with each section clearly labeled.

This reflection is similar, but not identical to the one you will do in your Capstone/EXP courses. Two rubrics are provided. The first is the rubric that your professor will use to grade your reflection for this course. The second is the rubric that is used for the Capstone/EXP courses. It is being provided now so that you are exposed to what you will need to accomplish in the future. You should read over it.

	Exemplary (9-10)	Acceptable (7-8)	Developing (0-6)	Score
Course Connections: student will be able to connect the project to other learning	Word-count ≥ 150; Draws conclusions between the project and coursework by combining relevant specific examples, facts, or theories from both inside and outside your field of study or perspective.	Word-count ≥ 150; Draws conclusions between the project and other courses by combining relevant examples, facts, or theories from either your field of study or another discipline.	Word-count < 150; Draws general conclusions between the project and other courses in your discipline, or attempts to make connections that are not relevant.	
Career Competencies: student will be able to grow career competencies through the project.	Word-count ≥ 150; Assesses how the project furthered your career skill set by giving specific evidence for growth in four or more career competencies in light of the project.	Word-count ≥ 150; Assesses how the project furthered your career skill set by giving specific evidence for growth in only two or three career competencies in light of the project.	Word-count < 150; Assesses how the project furthered your career skill sets by giving specific evidence for growth in only one career competency in light of the project.	
Critical Thinking: student will be able to define critical thinking and use it to solve problems related to the project.	Word-count ≥ 150; Clearly and robustly defines critical thinking, gives two or more specific examples of how it was used while completing the theoretical project.	Word-count ≥ 150; Defines critical thinking, gives an example of how it was used while completing the theoretical project. Applies general learning to solve the problem encountered.	Word-count < 150; Definition of critical thinking is inadequate. Does not give any concrete examples of its use. Adapts and applies general learning to the work encountered in the project.	
CFR Worldview: student will be able to connect the project to biblical worldview.	Word-count ≥ 150; Clearly defines two or more substantive characteristics of money that could have existed before the fall. Clearly connected to Scripture.	Word-count ≥ 150; Defines at least one substantive characteristic of money that could have existed before the fall. Connected to Scripture.	Word-count < 150; Characteristics are vaguely described. Little or unclear connection to Scripture.	
	Word-count ≥ 150; Gives two or more concrete consequences of the fall. Clearly connected to sin (aka rebellion against God and His authority).	Word-count ≥ 150; Gives at least one consequences of the fall. Some connection to sin.	Word-count < 150; Consequences of the fall are vague. Connection to sin is vague/trivial.	
	Word-count ≥ 150; Clear articulate of a biblical view of money. Clearly connected to Scripture. At least three concrete examples for "guide rails."	Word-count ≥ 150; Relates some biblical principals to money. Some Scripture is referenced. At least one concrete example.	Word-count < 150; Relationship to biblical principals is vague/general. Little or unclear connection to Scripture. Example is not concrete.	

	Exemplary (9-10)	Acceptable (7-8)	Developing (0-6)	Score
Course Connections: student will be able to connect the project to other learning	Word-count ≥ 150; Draws conclusions between the project and coursework by combining relevant specific examples, facts, or theories from both inside and outside your field of study or perspective.	Word-count ≥ 150; Draws conclusions between the project and other courses by combining relevant examples, facts, or theories from either your field of study or another discipline.	Word-count < 150; Draws general conclusions between the project and other courses in your discipline, or attempts to make connections that are not relevant.	
Career Competencies: student will be able to grow career competencies through the project.	Word-count ≥ 150; Assesses how the project furthered your career skill set by giving specific evidence for growth in four or more career competencies in light of the project.	Word-count ≥ 150; Assesses how the project furthered your career skill set by giving specific evidence for growth in only two or three career competencies in light of the project.	Word-count < 150; Assesses how the project furthered your career skill sets by giving specific evidence for growth in only one career competency in light of the project.	
Critical Thinking: student will be able to solve problems related to the project.	Word-count ≥ 150; Clearly defines a complex problem encountered in the project. Demonstrates how you applied skills, abilities, theories, or methodologies to solve the problem.	Word-count ≥ 150; Defines a problem encountered in the project. Applies general learning to solve the problem encountered.	Word-count < 150; Adapts and applies general learning to the work encountered in the project.	
CFR Worldview: student will be able to connect the project to biblical worldview.	Word-count ≥ 150; Uses specific examples to connect the project with each part of CFR model and relates them to major ideas in Scripture. Explains clear and detailed strategies to counter distortions or fallenness.	Word-count ≥ 150; In general terms, connects the project with each part of the CFR model and relates them to general ideas in Scripture. Mentions strategies to counter distortions or fallenness.	Word-count < 150; Deals with some parts of the CFR model. Does not adequately connect the project with the CFR model or to ideas in Scripture. Omits or only mentions strategies to counter distortions.	