General Education and competency: Workshop 1

SUBMITTING A GENERAL EDUCATION COURSE FOR INCLUSION IN THE NEW CORE
Today’s agenda

- New vision for the core
- Competencies
- Proposal elements
- Backwards design
- Assignments for assessment
- Selection criteria
- Process and timelines
- Discussion
The Core Competencies

Critical and Integrative Thinking
- UT students must be able to integrate reasoning, questioning and analysis across traditional boundaries of viewpoint, practice and discipline.

Information Literacy
- UT students must demonstrate the ability to find, organize, critically assess, and use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative and ethical use of information.

Personal and Social Responsibility
- UT students must be challenged to understand and critically engage in ethical and political discourse.

Scientific and Quantitative Reasoning
- UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.

Communication
- UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.
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## Rubric for the Assessment of COMMUNICATION

UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic, and visual modes.

<table>
<thead>
<tr>
<th>Elaboration</th>
<th>4: Accomplished (Synthesis)</th>
<th>3: Competent (Application)</th>
<th>2: Developing (Knowledge)</th>
<th>1: Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Context</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that focuses all elements of the work.</td>
<td>Demonstrates understanding of context, audience, and purpose. Aligns task with audience.</td>
<td>Generally aware of context and audience. Begins to show awareness of audience perceptions and assumptions.</td>
<td>Minimally aware of context and audience, responding only to expectations of instructor.</td>
</tr>
<tr>
<td>B: Content</td>
<td>Uses appropriate, relevant and compelling content that illustrates mastery of the subject</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas that shape the work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
</tr>
<tr>
<td>C: Syntax</td>
<td>Uses language and/or visuals that skillfully and clearly communicate meaning and are virtually error-free</td>
<td>Uses straightforward language and/or visuals that convey meaning to the audience and have few errors.</td>
<td>Uses language and/or visuals that generally convey meaning to the audience with clarity but with some errors.</td>
<td>Uses language and/or visuals that sometimes impede meaning because of errors in usage.</td>
</tr>
<tr>
<td>D: Organization</td>
<td>Uses appropriate organization of ideas and/or motifs to provide a compelling conclusion</td>
<td>Consistently uses appropriate organization of ideas and/or motifs.</td>
<td>Generally uses appropriate organization of ideas and/or motifs.</td>
<td>Inappropriately scatters ideas and/or motifs.</td>
</tr>
<tr>
<td>E: Sources and Evidence</td>
<td>Skillfully uses high-quality, credible, and relevant sources and evidence that are appropriate to the genre, with full acknowledgement</td>
<td>Consistently uses credible, relevant sources or evidence to support ideas within the genre, with full acknowledgement.</td>
<td>Generally uses credible and/or relevant sources or evidence to support ideas within the genre with acknowledgement.</td>
<td>Attempts to use sources to support ideas in communication.</td>
</tr>
<tr>
<td>F: Genre and Disciplinary Conventions</td>
<td>Shows detailed attention to and successful execution of a wide range of conventions particular to a specific genre or discipline.</td>
<td>Consistently uses important conventions particular to a specific genre or discipline.</td>
<td>Follows expectations appropriate to a specific genre or discipline.</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
</tr>
<tr>
<td>G: Quantitative</td>
<td>Integrates quantitative material into text clearly and effectively, suggests further investigations.</td>
<td>Explains content and derivation of quantitative material.</td>
<td>Presents relevant quantitative information with an understanding of content.</td>
<td>Presents quantitative information without clear understanding.</td>
</tr>
<tr>
<td>H: Visual or musical</td>
<td>Presents a compelling conclusion through the use of imagery or music.</td>
<td>Verbalizes image or music content and vice versa, with self-reflection.</td>
<td>Properly presents imagery and/or intentions within an image or musical piece.</td>
<td>Uses scattered imagery without a clear focus.</td>
</tr>
</tbody>
</table>

*Adapted from Assessing Outcomes and Improving Achievement from the AAC&U*
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The Letter of Intent

What? A listing of courses a department intends to propose addressed to faculty senate executive committee

When? As soon as it has department approval

Who? Amy.allen@utoledo.edu
College curriculum authority

Why? Helps the faculty senate core curriculum committee and college curriculum authority gauge scope
The Proposal Envelope

- The Narrative
- The Course Template
- Attachments
The Proposal Envelope

The Narrative

Tell faculty senate why the proposed course should be included in the core. What features of the course make it especially apt for helping students progress toward the selected primary and secondary competency?
## The Proposal Envelope

### The Course Template

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Communication</th>
<th>Scientific &amp; Quantitative Reasoning and Literacy</th>
<th>Personal and Social Responsibility</th>
<th>Information Literacy</th>
<th>Critical &amp; Integrative Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the following competencies will this course assess?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignments that produce evidence that student is progressing toward competency by achieving the learning objective
The Proposal Envelope

- Catalog Description
- Student Learning Objectives
Inside the Envelope
Backwards Design

Begin with the competency
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Inside the Envelope
Backwards Design

Student Learning Objective (SLO) that maps to competency

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<tr>
<th>Primary Competency Elaborations</th>
<th>Student Learning Objective</th>
<th>Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected from Elaborations on the Rubric: a maximum of 3</td>
<td>The student will be able to share important information about public policies with families.</td>
<td>*Public Policy Analysis *Power Point presentation for families</td>
</tr>
<tr>
<td>Communication: B: Content</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective

- Stated in the affirmative
- Names something that can be measured
- Demonstrates progress toward the competency
Assessment Strategy

What will students make or do that you can measure?

Will that measure show progress toward the competency?

Where should a student be by the end of a semester?
Assessing competency does not equal grading

Assessment of student progress toward a competency is a different measure than a course grade.

Grades are assigned by instructors based on their evaluation of student accomplishment of all course goals.

Competency assessment is done by an instructor to plot the progress toward a competency based on the elaboration for an entire class.
Selection Criteria

In deciding which general education courses will be selected for inclusion in the University of Toledo Core Curriculum, the following guidelines will be used. A Faculty Senate Committee will make decisions based on:

- Submission of course proposal that includes all components listed in the course proposal guidelines, including approval from college and department
- Overall distribution and diversity of the core curriculum as a whole
- Measurable and appropriate Student Learning Objectives.
- Delineation of the way assignments will produce evidence that the course is addressing primary and secondary core competencies.

Due date: October 15, 2011
Selection Criteria

While the above is sufficient for the October 15 deadline, the next criteria must be addressed in the follow-up document due March 4. All future proposals must include this material upfront.

- Evidence that any instructional modalities, including technology, will be used in effective ways to present course material and engage students.
- Evidence that the course is applicable to multiple fields of study
- Evidence that the course will provide frequent assessment feedback to students early in the term, and multiple means of assessment across the course.
- Modes of delivery that engage students in active learning and are appropriate for the content
- Evidence of plan to use assessment of student learning outcome to improve the overall quality of the course

Due Date: March 4, 2012
Core Competency Workshop 2:
Friday, August 26, 8:30-10. SU 2582.
There will be coffee.
Tuesday, August 30, 3:30-5. SU 2582. Repeat.

Faculty Senate Meeting August 30, 4-6 p.m.