Appendix 12-1

School of General Studies Action and Assessment Plan.

2011 to 2014

School of General Studies Action & Assessment Plan

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MISSION STATEMENT

The mission of the School of General Studies is to develop students' knowledge, skills and values acquisition to enhance their academic success. The school will strategically implement and assess the General Education Program and its curriculum to support students in completing their degree requirements. The school collaborates with academic support programs in the Center for Academic Success and college-experience programs in Student Affairs, that address academic and non-academic issues affecting student retention and integration into the university community.

The General Education Program *will build knowledge* of diverse cultures and historical references through the arts, literature, humanities and social sciences. Furthermore, students will have command of the scientific method as an important mode of inquiry.

The General Education Program *will develop practical skills* including proficiency in communication in both oral and written forms. In addition, skill proficiency is expected in quantitative reasoning, critical thinking, reading comprehension and information literacy.

The General Education Program *will instill students with a distinct set of values.* These values include ethical & social responsibility, contributing as active members and leaders to the community through civic & social engagement, and showing respect for diverse communities and perspectives.

The School of General Studies *will provide support to first-year students*, through experiences that acculturate students to the academic, social and emotional demands of college and modeling behavior designed to ensure retention, successful degree completion, and graduation.

The School of General Studies is committed to creating a sustainable culture of assessment dedicated to advancing Kean University's mission of access and excellence. The School of General Studies will provide leadership for the planning and implementation of assessment, student-learning outcomes and faculty/staff-related training.

VISION STATEMENT

The vision for the School of General Studies is to become the signature of Kean University, branding Kean's unique knowledge, skills and values on each student. Appropriate in rigor and content, Kean will build a diverse community of learners consistent with the University's mission and the following student learning outcomes:

1. Think critically, creatively, and globally (KU1);
2. Adapt to changing social, economic and technological environments (KU2);
3. Serve as active and contributing members of their communities (KU3); and
4. Advance their knowledge in the traditional disciplines, general education and enhance their skills in professional areas (KU4).

The School of General Studies will lead a paradigm shift from the idea of teaching students to engaging students in active learning experiences.

VALUE STATEMENT

The School of General Studies is committed to offering a wide-range of liberal arts courses designed to enhance knowledge, skills and values of all Kean University undergraduate students.

Core Values:

- Focus on student learning;
- Commitment to Retention & Graduation;
- Promoting Active Learning
- Professional Development for Faculty and Staff and;
- Commitment to Assessment

GOALS

Goal 1: To provide leadership for the development and delivery of General Education curriculum.

Goal 2: To provide leadership that facilitates the assessment of General Education courses.

Goal 3: To ensure the delivery of General Education Student Learning Outcomes.

Goal 4: To provide support for first-year students that promotes retention and graduation.

Goal 5: To develop an online warehouse devoted to student achievement and learning.

Goal 6: To manage academic programs during teach-out periods.

Academic Year 2011through Academic Year 2014

Goals and Objectives

Goal 1: To provide leadership for the development and delivery of General Education curriculum.

Objective 1.1: To train faculty on best practices and promulgated standards in foundation & distribution courses.

Objective 1.2: To monitor and report student outcomes in foundation and distribution courses by semester.

Objective 1.3: To train faculty on best practices and promulgated standards in remedial courses.

Objective 1.4: To take leadership positions on standing University committees which impact the School of General Studies. (General Education, Assessment & Curriculum Committee).

Objective 1.5: To actively review all General Education foundation courses.

Goal 2: To provide leadership that facilitates the assessment of General Education courses.

Objective 2.1: To create a standing GE 1000 course: Transition to Kean (T2K) committee that will review course content, outcomes and related issues.

Objective 2.2: To create an ongoing schedule of assessment activities that measure GE student learning outcomes.

Objective 2.3: To gather feedback from students completing the T2K course.

Objective 2.4: To train GE coordinators with embedding core competencies into GE courses.

Objective 2.5: To provide high quality adjunct instruction with tutoring components.

Goal 3: To ensure the delivery of General Education's Student Learning Outcomes.

Objective 3.1: To train GE Foundation course coordinators on GE's standard written and oral rubrics.

Objective 3.2: To develop and assess the GE Knowledge, Skills and Values Matrix of student learning outcomes.

Objective 3.3: To embed GE student learning outcomes into courses as prescribed by the GE Knowledge, Skills and Values Matrix.

Goal 4: To provide support for first-year students that promotes retention and graduation.

Objective 4.1: To provide an innovative Transition to Kean (T2K) learning experience.

Objective 4.2: To support T2K instructors with the delivery of GE-1000

Objective 4.3: To intervene with students failing or withdrawing from the T2K program.

Objective 4.4: To collaborate with academic and non-academic programs to provide a holistic first year experience.

Objective 4.5: To train General Education Mentors to support the students in their first year.

Objective 4.6: To assist students with advisement and developing four year graduation maps.

Objective 4.7: To collaborate with the Office of Retention and Intervention and CAS to support first year experience retention.

Goal 5: To develop an online warehouse devoted to student achievement and learning.

Objective 5.1: To create an online learning hub of supplemental instruction for all GE Foundation courses.

Objective 5.2: To increase the number of course sections using Blackboard.

Objective 5.3: To train new faculty on Blackboard and integrating GE Foundation courses.

Objective 5.4: To provide an annual workshop for instructors that focuses on online, supplemental instruction.

Goal 6: To manage academic programs during teach-out periods.

Objective 6.1: To conduct appropriate program review.

Objective 6.2: To develop assessment of student learning outcomes.

Objective 6.3: To advise students and evaluate program requirements.

MEASUREMENT OF ASSESSMENT

Goal 1: To provide leadership for the development and delivery of General Education curriculum.		
Objective	**Measurement of Assessment**	**Timeline**
Objective 1.1: To train faculty on best practices and promulgated standards in foundation & distribution courses.	Develop a series of workshops on best practices for each GE foundation & distribution course. (No fewer than five workshops per academic year; attendance records & satisfaction surveys will be used to provide feedback and context)	Summer 2011 (Completed GE workshop, oral & written presentation workshops)
Objective 1.2: To monitor and report student outcomes in foundation and distribution courses by semester.	Provide student outcome data to the GE Committee, Assessment Committee, Academic Standards Committee and the Office of Accreditation & Assessment. (100% of foundation and distribution course outcomes will be reported in July and February with at least two (2) other semesters included in the report)	Fall 2011 (Assessment Report posted on Office of Accreditation & Assessment website)
Objective 1.3: To train faculty on best practices and promulgated standards in developmental courses.	Develop a workshop on best practices for developmental courses under the dominion of the School of General Studies. (At least one workshop will be conducted each fall)	Summer 2011 (Revision to Placement testing in Math & course revisions)
Objective 1.4: To take positions on standing University committees impacting the School of General Studies. (General Education, Assessment & Curriculum Committee)	Representative from the School of General Studies will serve on the GE committee in senior advisory roles and coordinate agenda items with the elected GE chair. Representatives of the SGS will also serve on the University Curriculum committee and other committees/groups (eg: Assessment, Writing Emphasis, Middle States Accreditation). Representatives will serve as chair or co-chair whenever possible under existing university senate procedures.	Fall 2011 – Accomplished and ongoing participation
Objective 1.5: To actively review all General Education foundation courses.	Review each GE course outline every four years and revise as needed. Create a schedule for course outline updates starting in January and collect course syllabus and appropriate assessments (eg: final exams) from a representative sample of courses.	Spring 2011 Revised to a two-three year cycle based on academic program review.

Goal 2: To provide leadership that facilitates the assessment of General Education courses.		
Objective	**Measurement of Assessment**	**Timeline**
Objective 2.1: To create a standing T2K committee that will review course content, outcomes and related issues.	Establish a T2K Committee which will meet no less than once a semester to review content, outcomes and related issues. An annual mini-report will be sufficient to demonstrate active engagement of this group.	Fall 2011 – Focus groups have meet. Standing Committee to be convened Fall 2012
Objective 2.2: To create an ongoing schedule of assessment activities that measure GE's core competencies.	With coordination with the Office of Assessment, GE will establish a calendar of assessment activities to measure core competencies.	Fall 2011 See revised two year cycle.
Objective 2.3: To gather feedback from students completing the T2K course. .	Conduct a survey of students in the T2K course to gather feedback on their experiences in the course and ways to improve it.	Pilot in Summer 2011; Distribute in Fall 2011 Accomplished & Ongoing
Objective 2.4: To train GE coordinators with embedding student learning outcomes into GE courses.	Promulgate learning units for all foundation courses and train faculty on how to implement and measure these learning units.	Pilot-Fall 2011; Implement Fall 2012 Pilot Accomplished (Use electronic student response clickers)
Objective 2.5: To provide high quality adjunct instruction with tutoring components	Provide ongoing training for all adjuncts and ensure that high failure rate courses included additional components for tutoring.	Fall 2011 (Peer-Led Team Learning underway)

Goal 3: To ensure the delivery of General Education Student Learning Outcomes.		
Objective	**Measurement of Assessment**	**Timeline**
Objective 3.1: To train GE Foundation course coordinators on GE's standard written, oral rubrics.	The following objective will be measured in two phases. During the spring 2011 semester each foundation course will develop a rubric (or rubrics) to facilitate measuring learning objectives and pedagogical delivery. The second phase will be training faculty how to apply the rubric to their course(s). Some modification of the primary rubric(s) as promulgated by SGS will be allowed although the primary criterion for measurement will remain intact.	Phase 1 – Spring 2011; Phase 2- Fall 2011 (Accomplished for capstone) Ongoing 2012-2014
Objective 3.2: To develop a GE Knowledge, Skills and Values Matrix of Student Learning Outcomes.	Develop a student learning outcome map in which competencies are linked to GE courses and a description of competency activities is logged.	Fall 2011 Accomplished
Objective 3.3: To assess the embedded GE student learning outcomes into courses as prescribed by the GE Knowledge, Skills and Values Matrix.	Identify embedded learning units and assessment for all GE foundation, distribution and capstone courses. Develop new learning units and assessment as needed based on faculty collaboration.	Fall 2012 – See attached GE course assessment timeline 2012-2014.

Goal 4: To provide support for first-year students that promotes retention and graduation.		
Objective	**Measurement of Assessment**	**Timeline**
Objective 4.1: To provide an innovative Transition to Kean (T2K) experience.	Create additional rubrics for Kean students to ensure that they understand the oral communications rubric	Fall 2011 Accomplished & ongoing
Objective 4.2: To support T2K instructors with the delivery of GE1000	Provide training for all new GE1000 instructors that must be completed in order to teach the course.	Ongoing Fall 2010-2012
Objective 4.3: To intervene with students withdrawing and failing the T2K course.	SGS staff will call and email all students to re-enroll in the subsequent semester. Create a profile of withdrawing and failing students.	Spring 2011 (T2K Report Card Developed)
Objective 4.4: To collaborate with academic and non-academic programs to provide holistic First Year Experience.	Coordinate activities and meet regularly with various departments including placement, retention, and residence life. (eg: Ad-hoc Placement Committee; Develop a first year "report" card with GEMs).	Fall 2011 (T2K Report Card implemented in Spring 2012) to be reassessed in Spring 2013
Objective 4.5: To train general education mentors to support students in their first year.	Establish a GEM Summer Training Institute (3 days) for new and continuing members. Establish ongoing meetings for all GEMS (at least 3 per semester) and a mid-year Institute (2 days) for continuing GEMs.	Summer 2011 – ongoing meetings accomplished –Summer to be revisited
Objective 4.6: To assist students with advisement and developing four year graduation maps.	Advise and assist with registering students taking GE courses. *GE will set benchmarks for the number of students served and track students using this service.*	Fall 2011 (undecided students assigned to SGS)
Objective 4.7: To collaborate with the Office of Retention and CAS to support first-year experience retention.	Provide peer support for First Year students in various retention efforts including registration, phonathon, etc.	Fall 2011 Accomplished & ongoing

Goal 5: To develop an online warehouse devoted to student achievement and learning.		
Objective	**Measurement of Assessment**	**Timeline**
Objective 5.1: To create an online learning hub of supplemental instruction for all GE Foundation courses.	Create a Blackboard course with at least 10 learning resources for each foundation course. All instructors teaching these courses will be made aware of and given access to these Blackboard units. These Blackboard courses will be updated every year.	Spring 2012 Accomplished and ongoing improvements to Blackboard
Objective 5.2: To increase the number of course sections using Blackboard.	Track the number of course sections using Blackboard to complete and submit at least one assignment in the fall of 2011. Afterward, the following benchmarks will be applied for every Foundation course (FY 2012 – 25%; FY 2013-35%; FY 2014-50%; FY 2015-65%).	Fall 2011 – Accomplished and 2012 target exceeded by ~10%
Objective 5.3: To train new faculty on Blackboard in order to integrate the technology with GE Foundation courses.	Develop a workshop on best practices in integrating Blackboard and offer it to all new instructors. (At least one workshop will be conducted each semester)	Fall 2011 Accomplished & ongoing
Objective 5.4: To provide an annual workshop for instructors that focuses on online, supplemental instruction.	Offer and evaluate two workshops per semester on online and supplemental instruction.	Fall 2011 Blackboard accomplished, including one vs. one. Partnership with Pearson Learning for GE MATH courses.

Goal 6: To manage academic programs during teach-out periods.		
Objective	**Measurement of Assessment**	**Timeline**
Objective 6.1: To conduct appropriate program review.	Meet with faculty to evaluate courses, update catalog following university established curriculum procedures.	Ongoing PHIL / REL courses 2013
Objective 6.2: To develop assessment of student learning outcomes.	Implement rubrics for knowledge, skills and values in appropriate courses.	Spring 2012-ongoing
Objective 6.3: To advise students and evaluate program requirements.	Create a file including degree audits of all students in teach out programs. Follow university established procedures for student advisement.	Ongoing

CONCLUSION

The following action plans details the mission, goals and objectives for the University with the belief that General Education represents the brand of Kean. Stated simply, we want to aspire that all students that graduate from Kean can demonstrate mastery in the knowledge, skills and values that we have identified and to be able to contribute to society with value and responsibility. This plan will gather direct evidence of student success as well as point to areas that need improvement in concurrence with academic undergraduate program review. We believe that the mission of the School of General Studies is central to Kean's mission of access and excellence and this plan gathers evidence to support the achievement of the University's objectives. After a full review of the assessment data, the School of General Studies will undertake a full revision of the General Education Program following University Senate guidelines.

Finally, this is a living document and subject to change. As modifications are made, this report will be updated and redistributed to the General Education Committee, University Curriculum Committee, University Senate, Vice President of Academic Affairs and other major constituent academic and non-academic groups.

General Education Student Learning Outcomes

(aligned with Kean University Student Learning Outcomes)

Student Learning Outcomes – Knowledge

Students will demonstrate proficiency in knowledge and content by:

1) applying the scientific method to understand natural concepts and processes (GEK1) (KU1,2,4)
2) evaluating major theories and concepts in social sciences (GEK2) (KU1,2,4)
3) relating literature to historical context (GEK3) (KU 1,2,4)
4) evaluating major theories and concepts in the fine arts (GEK4) (KU1,2,4)

Student Learning Outcomes – Skills

Students will demonstrate the skills and technology necessary to:

1) write to communicate and clarify learning (GES1) (KU1,4)
2) communicate effectively through speech (GES2) (KU1,4)
3) solve problems using quantitative reasoning (GES3) (KU1,4)
4) think critically about concepts in multiple disciplines (GES4) (KU1,2,4)
5) demonstrate information literacy (GES5) (KU1,2,4)

Student Learning Outcomes – Values

Students will exhibit a set of values that demonstrates:

1) personal responsibility (GEV1) (KU2,3)
2) ethical and social responsibility (GEV2) (KU2,3)
3) social and civic engagement (GEV3) (KU2,3)
4) respect for diverse cultures and perspectives (GEV4) (KU1,2,3)
5) life-long learning (GEV5) (KU1,2,3,4)

Fall 2011 - Spring 2012 Assessment Cycle

Knowledge Student Learning Outcomes

	Knowledge 1: Scientific Method	Knowledge 2: Major Theories in Social Sciences	Knowledge 3: Historical References in Literature	Knowledge 4: Major Theories/Concepts in the Arts	Knowledge 5: N/A
GE Foundation Courses					
GE 1000 Transition to Kean					
ENG 1030 English Composition					
MATH 1000 Level by Program(or STME 1403 for NJCSTME)					
COMM 1402 Speech Communication					
GE 202X Research and Technology	X				
Required GE Distribution Courses					
ENG 2403 World Literature			X	X	
HIST 1000 History of Civil Society		X			
HIST 1062 Worlds of History		X			
Selected GE Distribution Courses (Spring 2011)					
GEHU Humanities					
AH 1700 Art History				X	
THE 1100 Acting I				X	
GESS Social Sciences					
PSY 1000 General Psychology	X	X			
SOC 1000 Intro to Sociology		X			
GESM Science & Mathematics					
BIO 1000 Principles of Biology	X				
CPS 1032 Microcomputer Apps.					
GEHPE Health & Physical Education					
ID 1225 Critical Issues/Health					

Skills Student Learning Outcomes

		Skill 1: Written Communication Skills	Skill 2: Oral Communication Skills	Skill 3: Quantitative Reasoning	Skill 4: Critical Thinking	Skill 5: Information Literacy
GE Foundation Courses						
GE 1000 Transition to Kean		X	X	X	X	X
ENG 1030 English Composition		X	X			
MATH 1000-level by Program(or STME 1403 for NJCSTME)				X		
COMM 1402 Speech Communication			X			
GE 202X Research and Technology		X		X	X	
Required GE Distribution Courses						
ENG 2403 World Literature		X	X		X	X
HIST 1000 History of Civil Society OR HIST 1062		X			X	X
HIST 1062 Worlds of History		X			X	
Selected GE Distribution Courses (Spring 2012)						
GEHU Humanities						
AH 1700 Art History						
THE 1100 Acting I			X			
GESS Social Sciences						
PSY 1000 General Psychology		X			X	
SOC 1000 Intro to Sociology						
GESM Science & Mathematics						
BIO 1000 Principles of Biology				X		X
CPS 1032 Microcomputer Apps.				X		X
GEHPE Health & Physical Education						
ID 1225 Critical Issues/Health		X		X		

Values Student Learning Outcomes

	Value 1: Personal Responsibility	Value 2: Social Responsibility	Value 3: Active in Social and Civic Engagement	Value 4: Respect for Diverse Cultures	Value 5: Life Long Learning
GE Foundation Courses					
GE 1000 Transition to Kean	X		X	X	X
ENG 1030 English Composition				X	
MATH 1000 College Algebra					X
COMM 1402 Speech Communication		X	X	X	X
GE 202X Research and Technology		X	X		
GE Required Distribution Courses					
ENG 2403 World Literature		X	X	X	X
HIST 1000 History of Civil Society				X	X
HIST 1062 Worlds of History				X	
Selected GE Distribution Courses					
GEHU Humanities					
AH 1700 Art History			X	X	
THE 1100 Acting I					
GESS Social Sciences					
PSY 1000 General Psychology	X				
SOC 1000 Intro to Sociology				X	
GESM Science & Mathematics					
ID 1225 Critical Issues/Health	X	X			

Appendix I: Written Presentation Rubric (GES1)

Student Name: _____ Score : _____

Kean ID: _____

Course and Section: _____Instructor's name: _____

Criteria	5	4	3	2	1	0	Total
Genre/Audience							
Focus							
Development							
Organization							
Grammar/Mechanics							
Revision							

Comments (use back if needed):

Appendix II: Speaker Evaluation Form / Oral Presentation Rubric (GES2)

SPEAKER EVALUATION FORM

Name of Speaker _____ **Section** _____

Student ID _____ **Speech (1 or 2)** _____

Key: 1=Unacceptable 2=Fair 3=OK/acceptable 4=good/above average 5=Excellent

Rating	Item	✓ = Positive, Effective...0 = Needs Work		Comments
CONTENT				
	Analysis of Topic	__Clear Purpose __Clear central idea	__ Multi-sided argumentation __Relevant topic	
	Supporting Material	__Credible Sources __ Cited Sources	__Varied Sources __Sufficient Sources __Appropriate visual aid	
	Organization	__Introduction __ Main Points Clear	__Transitions __Conclusion	
	Style	__Defined terms __ Vivid terms	__Grammar __Avoids clichés, jargon	
DELIVERY				
	Engagement	__Audience awareness __Eye contact	__Poise __Manages anxiety	
	Body Movement	__ Posture __ Gestures	__Facial Expression	
	Voice Quality	__ Volume __ Tone __ Variety	__Extemporaneous __ Articulation __Vocal Control	
	Fluency	__ Freedom from notes __ Avoids vocal fillers	__Effective pace __ Effective use of Pauses __Effective rate	
PREPARATION				
	Outline	___Structure	___Bibliography ___Annotation	
IMPACT				
	OVERALL IMPACT	__Speaker is credible __ Appropriate use of time	__Speech is memorable __Speech accomplishes purpose	
	FINAL GRADE			

Created by Dr. Fred Fitch, Basic Course Director, Department of Communication, Kean University

Appendix III: VALUE rubric for critical thinking

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionaryreference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Appendix IV: VALUE rubric for Diversity

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construct their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules; and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for same/new; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (sees those shared with own cultural group(s) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct, indirect and explicit, implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communications, is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out, and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and openness, a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, focus is on others' own judgments.

Appendix V: General Education course assessment aligned with program review through 2014

Annual Review

GE Foundation Courses & Required Distribution Courses		
Course #	**Course Name**	**Program/School/College**
GE 1000	Transition to Kean	General Studies/C.H.S.S.
GE 202x	Research & Technology	General Studies/C.H.S.S.
COMM 1402	Speech Communication	Communication/C.H.S.S.
ENG 1030	English Composition	English/C.H.S.S.
MATH 1010	Foundations of Math	General Studies/C.H.S.S.
MATH 1016	Statistics	General Studies/C.H.S.S.
MATH 1030	Problem Solving	General Studies/C.H.S.S.
ENG 2403	World Literature	English/C.H.S.S.
HIST 1000	History in America	History/C.H.S.S.
HIST 1062	Worlds of History	History/C.H.S.S.

General Education Distribution Courses

AY 2012-2103

GEHU Humanities		
Course #	**Course Name**	**Program/School/College**
AH 1700	Art History	Fine Arts / V.P.A.
AH 1701	Art History	Fine Arts / V.P.A.
FA 1000	Introduction to Art	Fine Arts / V.P.A.
FA 2150	Digital Multimedia Arts	Fine Arts / V.P.A.
FA 2300	Visual Thinking	Fine Arts / V.P.A.
ID 3230	Understanding Images	Interdisplinary / R.B.S.D.
MUS 1000	Music Survey	Music / V.P.A.
MUS 1050	Music Fundamentals	Music / V.P.A.
MUS 1051	Music In The P-5 Class.	Music / V.P.A.
MUS 2201	Music History 1	Music / V.P.A.
MUS 2202	Music History 2	Music / V.P.A.
MUS 2220	Music And World Culture	Music / V.P.A.
PHIL 1100	Introduction To Philosophy	Philosophy / S.G.S.
PHIL 2300	Introduction To Ethics	Philosophy / S.G.S.
PHIL 2505	Critical Thinking	Philosophy / S.G.S.
REL 1700	Intro to Relig Of The World	Religion / S.G.S.
REL 2700	Eastern Religions	Religion / S.G.S.
REL 2702	Western Religions	Religion / S.G.S.
REL 3709	Liberation Theology	Religion / S.G.S.
THE 1100	Acting 1	Theatre / V.P.A.
THE 1000	Introduction To Theatre	Theatre / V.P.A.
THE 3710	World Theatre 1	Theatre / V.P.A.

THE 3720	World Theatre 2	Theatre / V.P.A.
GESS Social Sciences		
ANTH 1800	Cultural Anthropology	Anthropology / C.H.S.S.
ANTH 1900	Introduction To Archeology	Anthropology / C.H.S.S.
ANTH 2805	Films Of African World Exp	Anthropology / C.H.S.S.
ECO 1000	Economics Issues	Economics / C.H.S.S.
ECO 1020	Principles Of Economics 1	Economics / C.H.S.S.
ECO 1021	Principles Of Economics 2	Economics / C.H.S.S.
ID 1300	Intro. to Women's Studies	Interdisplinary/ Sociology/C.H.S.S.
ID 2415	Group Communication	Communication / C.H.S.S.
PSY 1000	General Psychology	Psychology / C.H.S.S.
PSY 1005	Honors General Psychology	Psychology / C.H.S.S.
SOC 1000	Introduction To Sociology	Sociology / C.H.S.S.
SOC 1001	Intro To Sociology Honors	Sociology / C.H.S.S.
SOC 2052	Methods Of Social Research	Sociology / C.H.S.S.
SOC 2100	Sociology Of The Family	Sociology / C.H.S.S.
SOC 2300	Amer Racial & Ethnic Grps	Sociology / C.H.S.S.
SOC 2500	Intro. to Global Studies	Sociology / C.H.S.S.
GESM Science & Mathematics		
CPS 1032	Microcomputer	Computer Science / C.N.A.H.S.
CPS 1231	Fund of Computer Science	Computer Science / C.N.A.H.S.
ID 1400	Tech/Info Systems In Socty	Interdisplinary / C.N.A.H.S.
GEHPE Health & Physical Education		
ID 1010	Leisure And Recreation In A Multicultural Society	P.E. Rec/Health / C.O.E
ID 1225	Critical Issues And Values Of Contemporary Health	P.E./Rec/Health / C.O.E.

AY 2013-2014

GEHU Humanities		
CDD 1102	American Sign Language II	Global Ed/ C.O.E
CHIN 1102	Basic Chinese II	Global Ed/ C.O.E
CHIN 2102	Intermediate Chinese II	Global Ed/ C.O.E
FREN 1102	Basic French II	Global Ed/ C.O.E
FREN 2102	Intermediate French II	Global Ed/ C.O.E
GEOG 2010	World Geography	Geography / S.N.S.
GERM 1102	Basic German II	Global Ed/ C.O.E
GERM 2012	Intermediate German II	Global Ed/ C.O.E
HEBR 1102	Elementary Hebrew II	Global Ed/ C.O.E
HEBR 2102	Intermediate Hebrew II	Global Ed/ C.O.E
ITAL 1102	Basic Italian II	Global Ed/ C.O.E
ITAL 2102	Intermediate Italian II	Global Ed/ C.O.E
SPAN 1102	Basic Spanish II	Global Ed/ C.O.E

SPAN 2102	Intermediate Spanish II	Global Ed/ C.O.E
GESS Social Sciences		
PS 1010	Introduction to Politics	Political Science / S.H.S.S.
PS 2100	Amer. Gov & Politics	Political Science / S.H.S.S.
PS 2300	Intro To Comparative Politics	Political Science / S.H.S.S.
PS 2400	Intro Ro International Relations	Political Science / S.H.S.S.
GESM Science & Mathematics		
ASTR 1100	Intro to Astronomy	Astronomy / C.N.A.H.S.
BIO 1000	Principles Of Biology	Biology / C.N.A.H.S.
BIO 1200	Biology 1200	Biology / C.N.A.H.S.
BIO 2402	Human Phys & Anatomy	Biology / C.N.A.H.S.
CHEM 1010	Preparatory Chemistry	Chemistry / C.N.A.H.S.
CHEM 1030	Essentials Of Chemistry	Chemistry / C.N.A.H.S.
CHEM 1083	Chemistry 1	Chemistry / C.N.A.H.S.
CHEM 1084	Chemistry 2	Chemistry / C.N.A.H.S.
CHEM 1200	Chemistry In Your World	Chemistry / C.N.A.H.S.
ES 1000	Observing The Earth	Earth Science / C.N.A.H.S.
GEOL 1200	Introduction To Geology	Geology / S.N.S.
MATH 1000	College Algebra	Math/ C.N.A.H.S.
MATH 1044	Pre-calculus for Business	Math/ C.N.A.H.S.
MATH 1054	Pre-calculus	Math/ C.N.A.H.S.
METR 1300	Introduction To Meteorology	Meteorology / S.N.S.
PHYS 2091	General Physics 1	Physics / C.N.A.H.S.
PHYS 2092	General Physics 2	Physics / C.N.A.H.S.
PHYS 2095	Physics 1	Physics / C.N.A.H.S.
PHYS 2096	Physics 2	Physics / C.N.A.H.S.

To ensure that all general education student learning outcomes will be assessed over time the following schedule will be followed through 2014. All foundation and required distribution courses have been assessed annually by the respective programs and reports have been submitted to the School of General Studies. The School of General Studies will create a summary to be provided to the University General Education Committee. Appropriate actions will be determined by the University General Education Committee and School of General Studies (eg: professional development; curricular modifications) based on the data.

Assessment of GE distribution and capstone courses will be aligned with program review cycle, providing an annual source of data for all GE SLOs. The School of General Studies will create a summary of findings from assessment data in program reports submitted to Office of Assessment & Accreditation and School of General Studies (see Spring 2012 summary of findings) to be presented to the University General Education Committee and the University community. These findings will be discussed by the General Education committee and all undergraduate programs to determine which SLOs would be addressed by the GE office for action based on data.

All programs will have undergone program review by the end of 2014. After a full review of the assessment data, the School of General Studies will undertake a full revision of the General Education Program following University Senate guidelines in 2014-2015.

Appendix I

Summary of Findings 2011-2012

1. Writing Presentation: The criteria for programs / capstone courses to take action on: Revision. Data indicates that not all capstone require or assess revisions.

2. Oral Presentations: The criteria for programs / capstone courses to take action on: Overall Impact Revision. Data indicates that the scores in overall impact are low in comparison to the other criteria, implying that the students produce a technically strong presentation yet the impact of the speech is not impressive.

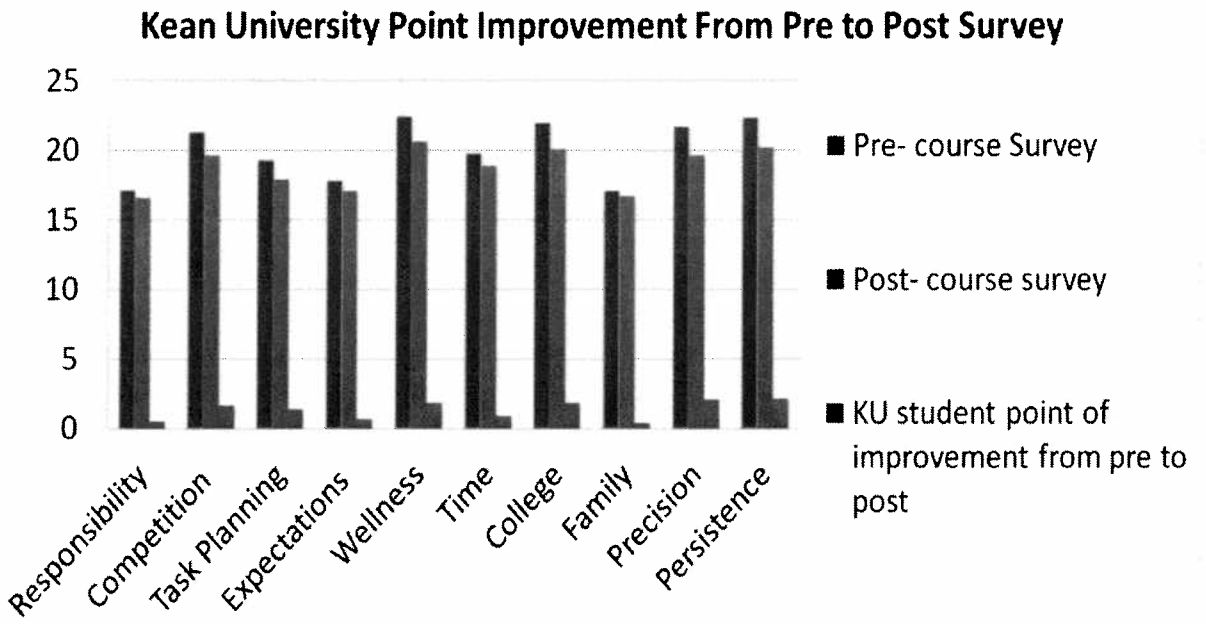
3. Diversity: On average, the students scored in the Milestone 2 range. While this score is within an acceptable range for a 1000-level course, sophisticated intercultural competency is becoming increasingly necessary as we move toward a culture of global community. Students in SOC 1000 scored higher across the criteria than students in PSY 1000, ID 1225 or ES 1000 suggesting the assignment given was more suitable for assessing diversity. New assignments to be used in Fall 2012.

4. Critical Thinking: Individual criteria averages for PSY 1000 / ID 1225 and ES 1000 ~2.0 except for ~2.5 in "explanation" in ID 1225. Consider how to improve all students in the"explanation"criteria.

5. Quantitative Reasoning: Data indicates that students' arithmetic skills are satisfactory but the ability to construct a weighted average relatively weak. Identify all essential algebraic concepts related to programs/ courses / course sequencing. Note: placement testing includes basic algebra and Math 0901 (Basic Algebra) will be revised to address applications of algebra skills to solve relevant real world problems.

6. Scientific Method: Students can define words and identify observations but do not do as well when differentiating between theory and hypothesis when given an application. Consider the use of these words in programs and courses.

Transition to Kean : College Success Factors Index:



- Preliminary findings indicate that mean scores for Kean University students in the Transition to Kean course are below the national average with lower scores which would indicate the **likelihood of college success for the cohort.**
- The data was analyzed to determine specific areas of high risk. By analyzing the ten factors of the CSFI, approximately 25% of students scored **above** the national average in the *pre*-course survey in two areas; Competition and Task Precision. These areas are not directly addressed in the Transition to Kean program and will be examined more closely in Summer 2012.
- *Post*-course survey data indicates that 16% of students scored **above** the national average in Competition and Task Precision. Students as group This means that students are improving significantly during the semester in those two areas.
- Beyond averages.Competition and Precision had the highest number of "at risk students" pre- and post-, 44 and 35, respectively.

Appendix II: General Education SLO Workshops - June 2012

Date	Time & location	GE SLO Addressed	Workshop	Presenter
Wednesday, June 13	**10:00 am – 12:00 pm (CAS, 106)**	(GE S1): write to communicate and clarify learning	"Revision from College Composition to Capstone"	Kim Chen and Dr. Michael L. Murray, Lecturers, SGS
Wednesday, June 13	**1:00 pm – 3:00 pm** **(CAS 204)**	GE written and oral capstone data collection and analysis (GES1) and (GES2)	"Working with Rubric Data in Excel" RSVP early, space is limited	Bridget Lepore, Lecturer, SGS
Thursday, June 14	**10:00 am – 12:00 pm (CAS 204)**	GE written and oral capstone data collection and analysis (GES1) and (GES2)	"Working with Rubric Data in Excel" RSVP early, space is limited	Bridget Lepore, Lecturer, SGS
Thursday, June 14	**1:00 pm – 3:00 pm** **(Hennings, 113)**	(GES2): communicate effectively through speech	"Evaluating Student Presentations"	Dr. Fred Fitch, Communications Department
Wednesday, June 20	**10:00 am – 12:00 pm (CAS, 106)**	(GES3): solve problems using quantitative reasoning	"Closing the loop with Spring 2012 data for GE SLO - Skill 3 - solve problems using quantitative reasoning."	Presented by Leslie DaCosta, Irisa **Leverette**, Lecturers, SGS; and Bridget White, Managing Assistant Director, SGS
Wednesday, June 20	**10:00 am – 12:00 pm (Hennings,113)**	(GES4): think critically about concepts in multiple disciplines	"The Use of the Critical Thinking VALUE* Rubric"	School of General Studies
Wednesday, June 20	**1:00 pm – 3:00 pm** **(CAS, 106)**	(GES1): write to communicate and clarify learning (GES2): communicate effectively through speech (GES5): demonstrate information literacy	"Research and Technology and the Capstone: Drawing Connections" R&T SLO's and assessment data will be discussed . Opportunities for building on the GE skills students develop in Research and Technology will also be discussed.	Presented by Bridget Lepore, Lecturer, SGS; Linda Cifelli, Librarian: and Dawn Marie Dowd, Managing Assistant Director, SGS
Wednesday, June 27	**10:00 am – 12:00 pm (CAS, 106)**	(GE V4): Respect for diverse cultures and perspectives	"Discussing the Use of the Intercultural Knowledge and Competence VALUE Rubric"	Presented by Lydia Kaplan, Lecturer, School of General Studies
Wednesday, June 27	**1:00 pm – 3:00 pm** **(CAS, 106)**	Values SLO's (GEV1 – GE V5)	"Value" Learning and the Role of Transition to Kean: Identify and Expose	Presented by Gwen Beloti, Transition to Kean Coordinator , SGS

* Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics are made available through the Association of American Colleges and Universities, AAC&U

Appendix IV

Excerpts from the Assessment Process and Activities 2011-2012

Kean University students take an array of courses to fulfill the general education requirements of their major degree program. These requirements vary depending on the degree, for B.S. and professional degree programs the minimum is 32 credits and for B.A. degree programs the minimum is 43 credits. All students take five foundation courses that provide for common educational experiences and opportunities to develop the skills and acquire knowledge associated with a broad liberal arts and sciences education. As such, these five foundation courses are the primary vehicle for assessing the general education and liberal arts knowledge and of our students. Beyond the foundation courses, students take a variety of interdisciplinary and disciplinary distribution courses therefore it is likely that no two (or very few) majors take the exact same grouping of courses. Therefore, the faculty and staff have agreed to center our assessment on the core knowledge and skills in the foundation courses.

Each foundation course has common assessments including research and reflective writing assignments, portfolio work, group work products, exams and surveys from faculty and students as part of the evaluation process. The General Education has consistently used standard rubrics for oral and written presentation skills and surveys from faculty and students for making improvements to program practices aimed at increasing student learning. Examples for College Composition ENG 1030, Research & Technology GE 202X and Transition to Kean GE 1000 follow:

ENG 1030--FROM MAY 2010 PORTFOLIO READING

ASSIGNMENT SEQUENCES

The readers were very concerned by the amount of variation across courses. We felt students may not be getting equivalent experiences. We decided that all College Composition sections will focus on the same genres in the same sequence and, as much as possible, work on them at approximately the same time.

ENG 1030, 1031/1032, and 1034 will follow this timeline:

- Weeks 1-3: summary/response
- Weeks 4-7: argument
- Weeks 8-12: analysis
- Weeks 13-15: portfolio preparation and final reflection

ENG 1033 will follow this timeline:

- Weeks 1-3: summary
- Weeks 4-7: response
- Weeks 8-12: analysis
- Weeks 13-15: practice portfolio preparation and midpoint reflection

Faculty can still include smaller assignments, as well as assign multiple essays of the same genre within the time frame. And of course they may modify the calendar based on a particular class's

needs. However, I requested they stick with this sequence as much as possible.

Faculty must use the genre definitions and characteristics set up by the program. Faculty can still pick the subjects of the assignment; an analysis, for example, could focus on advertisements, literature, or popular culture. Regardless of the subject, it must require students to identify the elements making up a subject and describe the relationships among them. I emphasized the need to follow these definitions and the timeline during the 2010-2011 orientation.

Lastly, the program has instituted required minimum lengths for portfolio assignments:

- summary/response: 500 words
- argument: 1000 words
- analysis: 1000 words
- reflective introduction: at the students' discretion. By the semester's end, they should have a sense of how developed a piece should be in order to meet the reader's expectations.

ANALYTICAL WRITING

Students seemed to have the most trouble with analytical writing. As a result, the readers suggested several changes to help faculty teach the genre. The assignment sequence described in the previous section is one change. Analysis is a commonly assigned genre in World Literature, the next course in the General Education sequence. By placing analysis towards the end of College Composition and allowing more time on it, students should be better prepared to succeed in World Literature. The readers also suggested the program enforce a more explicit definition of analysis. I emphasized the program's definition during orientation and will provide several sample analytical assignment sheets through our yahoo group.

PORTFOLIO DESIGN

The readers felt the portfolio's design was solid overall. In some cases, though, multiple faculty could not determine in which genre a student's essay fit. They recommended labeling requirements for pages within the portfolio be standardized. The program guidelines now state that every piece in the electronic portfolio must be labeled with the genre (summary/response, argument, analysis, endpoint, reflective introduction) and process stage (planning, rough, final).

PROFESSIONAL DEVELOPMENT

The readers suggested many areas in which the faculty could use professional development. These topics can be grouped into two categories: continued norming and pedagogical issues.

Continued norming

The portfolio readers enjoyed the chance for dialog the May session offered. They felt ready to apply the shared standards we generated to their own classes, but they were concerned their memory of those standards would change over the academic year. They recommended additional norming sessions during the year.

The College Composition program will meet this need through grading parties. Faculty will bring a student paper to these events, and their peers will grade it with them. The grading parties

will be scheduled around common due dates in the assignment sequence. These events should increase the reliability of our grading across sections.

In addition, we spent three hours during the 2010-2011 orientation discussing the rubric criterion and applying them to sample essays. We reached consensus on those scores, which leads me to believe the faculty present will apply the criteria to the diagnostics more reliability.

Pedagogical Issues

Based on the portfolios, the readers identified the following subjects for future professional development events:

- teaching strategies for integrating sources
- teaching strategies for developing nuanced thesis statements
- teaching strategies for responding to counterarguments
- teaching revision process
- teaching audience analysis

I will work with the Composition Steering Committee to prioritize these topics and develop programming.

MOVING BEYOND COLLEGE COMPOSITION

The portfolio readers also discussed how College Composition fit into the larger General Education sequence. In particular, they wanted to know how much instruction on research Composition students needed in order to be ready for Research and Technology, as well as to succeed in Transition to Kan. I plan to meet with the coordinators for both these courses and brainstorm ways of increasing the articulation between our courses.

FROM MAY 2011 PORTFOLIO READING

After the reading, participants discussed their impressions of the student work. Most felt that the students had trouble integrating the ideas of others into their essays. To respond to this need, we decided to require source-based writing, using academically-appropriate materials, in the argument essay. Faculty determine the number and type of sources, as well as the citation system used. Readers also felt the students were weak with revision, particularly in terms of moving beyond a sentence-level focus and doing more than adding or deleting. We developed a program definition of revision that included more specific references to all four types of revision discussed in Writing Studies scholarship: addition, deletion, substitution, and reorganization. The 2011-2012 orientation included a day's worth of sessions on teaching strategies for both integrating sources and revision.

Lastly, the readers recast the program rubric with fewer categories that still met program objectives and best practice in Composition Studies. See Appendix G for a description of the new rubric's categories. This rubric has since been adopted for use in all GE courses, particularly the capstones.

Changes made as a result of Assessment: Research and Technology, GE 202X

End of Year Faculty Survey

- Based on feedback from faculty and the Research and Technology faculty survey,

all Research and Technology courses will meet one day in the computer lab, and one day in a classroom

· The textbook Practical Research was used for another year. 80% of the faculty that responded indicated the text was Average to Excellent. 20% indicated that the text was Below Average

· School of General Studies Oral and Written Rubrics integrated across all sections to create a uniform standard.

· Integrate Research Days into Spring course syllabus.

· Provided Blackbord (Bb) Training in Summer Workshop

· Planning to implement more Rubric Training for January 2012 Workshop

· Planning to review Learning Outcomes for January 2012 Workshop

· Planning to provide Qualtrics Survey Workshop to incorporate in class

Faculty Workshop Evaluation Form

· As a result of the faculty workshop feedback, awards for completion of the training program were given out

Research and Technology Lecturer Meetings

· Review course goals and objectives and create clear learning outcomes and identify embedded assessments to support outcomes

· Creating capstone/major faculty survey to obtain information to more closely align discipline specific courses taken after Research and Technology

Pre/Post Test

· Made changes to pre/post test to be in alignment with course objectives

o Added attitudinal writing questions to pre/post test

o Added technology usage questions to pre/post test

Grade Data

· Provide training and require the use of embedded assessments in order to have standard measurement for assessment.

o Common School of General Studies Written Rubric (GE SLO 1)

o Common Oral Communication Rubrics (GE SLO 2)

Course Faculty Meetings/Research and Technology Committee

· Collaborate to create active learning assignments

o Project-Based Learning Activities

o Utilization of Learning Styles Inventory in the classroom

o Collaborate with Library to make online video modules for Library instruction using Jing or other similar software

o Offer Hybrid course

Project Sails Tool (Kent State University)

- Continue to assess Information Literacy Skills (GE SLO 5) for program/course improvement. Collaborative effort with Nancy Thompson Library, Office of Assessment and Accreditation, and School of General Studies
- Library will work closely with the GE Program to develop and embed into R&T course materials, such as annotated bibliography analysis, and information literacy tutorials

Changes to Transition to Kean GE 1000 as a result of T2K Rendered Data 2005 to Present

- Fewer Out of Class Activities (from 3 to 1)
- Research Paper
    - *Career* topic not mandatory
    - Reduction of the # of pages required (5 to 3 pgs)
- Career Workshop Optional
- Higher Learning Diversity Workshop eliminated
- Advisement
    - Required instructors to attend the Advisement portion of training
    - Development of an Advisement/Registration Form
    - Distribution of a 4 Year Graduation Map
- Development of Financial Aid Workshops
- A strongly suggested topic list to cover in the course , ie:
    - Time Management
    - Study Skills
    - Stress Related Issues

- In class section specific topics (specific to individual sections and students) as a result of the CSFI Pre-test

- Reading material selections

    - o Textbook : In house – to – Standard- to - Customized Standard

    - o Addition of a Kean specific information booklet, the *Transition to Kean Supplement*

    - o Implementation of the Common Read

Determined by way of data outlets including:

- Student and Instructor End of Semester Evaluations

- GEM End of Semester Evaluations

- Instructor focus groups and meetings

- Textbook Committee Meetings

- Periodic syllabus review surveys/meetings

- CSFI – College Success Factors Index

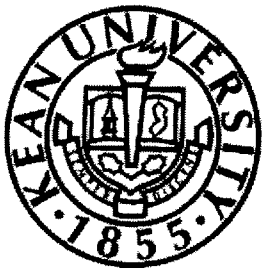
- Workshop Evaluations

- Statewide meetings and group sessions, - Best First- Year Experience practices, ie NJANSA – New Jersey Association of New Student Advocates (specifically related to the implementation of the common read)

Beginning Fall 2011, the culminating assignment done in the Capstone Course, has been identified as a direct measure for assessing attainment of our program Student Learning Outcomes. In this course, assessment data is collected from a assignment that requires students to provide the evidence of meeting the oral and written presentation goals of the general education program. Each semester, composite data from scored student oral and written assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements to increase student learning. Assessment Report available Spring 2012.

Appendix 12-2

University Senate Curriculum Procedures Manual.



UNIVERSITY CURRICULUM COMMITTEE PROCEDURES MANUAL

Revised Spring 2009

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CURRICULUM PROCEDURES MANUAL
I. INTRODUCTION

The Kean University Curriculum Procedures Manual is designed as a guide for departments and their faculty members wishing to develop, revise, and/or discontinue courses and programs. Approved by the Kean University Faculty Senate, it contains detailed information about the correct processes for requesting such curriculum changes and the required format for each type of proposal.

The department representative(s) interested in proposing any one of these curricular changes should first read the relevant section of the manual carefully and consult with appropriate deans, other relevant offices and the chairs of the curriculum committees involved in the approval process. Curriculum change proposals will be carefully processed according to the procedures outlined in this manual.

In order to smooth the path from start to finish, author(s) of a proposal should adhere closely to guidelines, focusing on the format of the document as they are spelled out in the manual. Here again, consultation with those who will be reviewing the proposal (chairs of relevant committees and, in the case of new programs, the Office of the Provost) is essential, especially if it reflects statewide mandates or requirements, which can be subject to frequent change. An essential part of this format is the transmittal form. All signatures reflecting action on the document in question must be secured at each stage of approval. The appropriate transmittal form, complete with required signatures, must accompany every proposal.

It is difficult to predetermine the time frame needed to process a proposal since the length of the process is dependent on numerous variables (such as, the meeting schedules of committees, the number of proposals already on those committees' respective agendas, and the number of different levels through which the document is required to proceed prior to implementation). Individuals or departments proposing new programs should note that proposals often take two years to move from preliminary action by the department curriculum committee(s), to final affirmation by the New Jersey Presidents Council and/or the Commission on Higher Education, to initial enrollment of students in the program's first year.

This edition of the manual has been updated not only to reflect curricular changes that have taken place since the previous edition published in 2002, but to simplify, where possible, the requirements of the approval process itself. Lest the guidelines outlined here appear burdensome or excessively bureaucratic, it may be helpful to remember that they reflect university policies designed to maintain both excellence and consistency across the institution and also to ensure thorough curricular communication between, within, and among departments, the Faculty Senate, elected Senate committees, and a variety of administrative offices. Excellence, consistency and thoughtful communication are, of course, in the best interests not just of the faculty members responsible for these programs and/or courses, but of the students who will be enrolled in them. The committee members responsible for this document hope that the guidelines contained herein will help everyone using it to achieve all three.

II. POLICY FOR THE CREATION OF NEW ACADEMIC DEPARTMENTS
JANUARY 2005

An academic department comprises faculty organized together under the leadership of a chairperson to teach a discipline or a related set of disciplines.[1] Serving to facilitate disciplinary effectiveness and personnel management, a department should be of a size necessary to uphold professional standards for the curriculum while maximizing the efficient use of administrative resources. An academic department may be created to administer an entirely new curriculum or to separate an existing curriculum from another department in which it was developed and from whose remaining curriculum it has grown distinct.

Document Format

The document for establishing a new academic department shall explain the following elements of its formation:

Department name, including rationale for its choice and placement in the university's organization, including any provisions for exceptional arrangement (such as interdepartmental arrangements) governing curriculum approval and personnel evaluation;

Founding departmental membership, including all courses as well as degree plans to be offered;[2]

Departmental course enrollments, including a projection of anticipated enrollment growth or decline over the first three years of the department;

Departmental resource requirements, including needs for faculty, staff, facilities, and operational expenses, all represented in projected annual budgets for the department's first three years and with distinctions made between resources that are to be newly acquired and allocated by the university and those that are to be transferred from the university's present allocations (such as resources from a parent department);

Disciplinary or professional standards and practices supporting or compelling the formation of the department;

Institutional mission and strategic priorities served by the formation of the department along with any specific institution problems it will solve and/or benefits it will yield;

The particular impact that formation of the department will have upon any parent department from which it is to be separated or upon any closely related department from which it is to be distinguished.

Approval Process

Faculty and/or academic officers of the University shall propose the establishment of a new academic department through a document submitted for approval or advice through the following successive steps:

1. Recommendation of any department out of which the new department would be formed;

2. Approval of the dean to whom the new department would report;

3. **Recommendation of the University Planning Council and, simultaneously, approval of the University Curriculum Committee;**[3]

4. **Approval of the Faculty Senate;**

5. **Approval of the University Provost;**

6. **Approval by the University President;**

7. **Approval by the University Board of Trustees.**

Approval of the document by the department's prospective dean shall include the appendage of an impact statement by the dean in which he or she confirms, corrects, or expands the document's analysis. Approval or recommendation by every entity shall be completed within the following academic year.

Notes

[1] Institutional units not organized to house faculty and curriculum are administrative rather than academic in nature, and the provisions of this policy do not pertain to them.

[2] All courses and degree plans must be approved by the University Curriculum Committee before the approval of a new department by the Faculty Senate.

[3] In the event of any institution reorganization that eliminates the UPC or the UCC, the roles of those entities in the approval process for the creation of new departments shall be assumed by whatever entities assume their responsibilities.

III. PROGRAM DOCUMENTS: REQUIRED FORMATS AND PROCEDURES

A. Approval of a New Undergraduate Degree Program or Graduate Degree Program (Includes New Joint and Interdisciplinary Programs)

All proposals for new undergraduate degree or graduate degree programs must be made in a properly formatted program document which must be approved or acted upon at all levels in succession as outlined below. The program document must be submitted in both paper (**20 hard copies**) and electronic format. All steps in this process must begin and end in the Faculty Senate Office. A program transmittal form (See Appendix) with all required signatures, along with a routing sheet, must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the Faculty Senate Office for tracking purposes. All courses proposed for the program must be approved individually in accordance with established approval procedures for new courses as outlined in Section V of this manual. All of the required courses contained in the program must be approved through the normal curriculum process prior to approval of the program by the University Curriculum Committee.

Please Note: Faculty intending to propose a new program should be mindful that the preparation, approval, and implementation processes required for any new program extend over a minimum of two years. During the first year, the program must be developed and considered at various levels of the Kean University approval process. During the second, the program is evaluated at the state level, and if it is approved, final arrangements are made for its implementation. A sample cycle of the approval process for new programs is included at the end of this chapter.

Required Format:
New Undergraduate Degree Program or Graduate Degree Program Document
(Please refer to explanatory notes for selected headings on the following pages)

A. Title Page

1. **Title and Type of Program (B.A. in English, M.A. Instruction and Curriculum – World Languages, etc.)**
2. **Department Offering Program**
3. **Proposed Date of Implementation**
4. **Date of Document (Update if Revised)**

B. Table of Contents Keyed to Page Numbers

C. Description of, Objectives of, and Rationale for the Program

D. Documentation of Need for the Program

1. **Relationship to University Mission and Strategic Goals**
2. **Availability of Similar Programs within the State and Region**
3. **Vocational Opportunities**
4. **Student Demand**
5. **Licensure Requirements**
6. **Anticipated Enrollment from Inception to Optimum Implementation**

E. Content of the Program

1. **Analysis of Curriculum Plan**
2. **Schematic of Curriculum Plan**
3. **Proposed Guide Sheet(s) for Students**
4. **Accreditation Standards (if any)**
5. **Selected Comparative Curriculum Plans of Peer Programs**
6. **Admission Requirements**
7. **Articulation Between and Among Combined or Joint Undergraduate and Graduate Programs**

F. Administrative Structure

1. **Primary Department or Office Administering the Program**
2. **Cooperating Departments or Offices Supporting the Program**

G. Resources Required (Impact Statement to be Developed with Appropriate Deans. Must Include Signatures of Dean(s)

1. **Full-Time Faculty**
2. **Part-Time Faculty**
3. **Adjunct Faculty**
4. **Support Personnel (Clerical, Technical, Administrative)**
5. **Library Resources**
6. **Equipment (Including Computers and Specialized Software or Services)**
7. **Space (Offices, Laboratories, Classrooms)**

H. Consultant's Report and Response from Dean(s) (Separate from the Dean's impact statement.)

Explanatory Notes for Selected Format Headings and Subheadings

C. Briefly summarize the program. Indicate its objectives, e.g. the nature and focus of the program, the knowledge and skills students will acquire, and any cooperative arrangements with other institutions or external agencies in offering the program. State the primary reasons why the new program is being proposed.

D. 1. Describe the relationship of the program to institutional master plans and priorities.

D. 2. List similar programs within the state and in neighboring states, and compare this program with those neighboring programs currently being offered. For a doctoral program only, supply a select list of nationally distinguished programs in this discipline.

D. 3. & 4. If the program does not specifically prepare students for a career, provide evidence of student demand and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education). If the program is career oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market needs as appropriate on local, regional and national bases. Specify job entry titles and entry level positions for program graduates and/or indicate opportunities for graduates to pursue additional studies.

D. 5. If the program involves any licensure requirements, describe them clearly and in detail.

D. 6. Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.

E. 1. Discuss the ways in which the proposed curriculum plan fulfills program objectives.

E. 2. List and describe briefly all requirements, electives, and options. Course titles and credits must be specified. All of the required courses contained in the program must be approved through the normal curriculum process prior to approval of the program by the University Curriculum Committee. All prerequisites for required courses must be explicitly accounted for in the plan. Other courses not yet approved must be designated as such.

G. Briefly describe the additional resources needed to develop and implement the program during its first five (5) years. Please note: This section of the document must be completed in consultation with the Dean(s), who must sign the impact statement.

H. Secure consultant's report according to guidelines of the Presidents Council of the Commission on Higher Education. The new program document will ultimately be submitted for approval to the Presidents Council of the Commission on Higher Education, which has established guidelines both for the selection of the program consultant and for the consultant's report itself. These guidelines emphasize that the new program document should include:

- ✓ a comprehensive curriculum vitae for the consultant indicating that the consultant satisfies all the required selection criteria;
- ✓ a comprehensive report from the consultant which addresses all of the questions outlined in the Consultant Report Guidelines;
- ✓ the Dean's or Deans' response to the report, addressing in particular questions or issues raised by the consultant about the new program proposal

Please note: It is essential that the original signed copies of the consultant's report and of the Dean's response to the report be securely maintained so that they may be included in the final documentation submitted to the Commission on Higher Education.

THE COMMISSION ON HIGHER EDUCATION'S GUIDELINES ARE SUBJECT TO PERIODIC MODIFICATION. Prior to selection of a consultant and in preparation for the consultant's visit, it is strongly advised that those designing the new program consult with the Provost or the Provost's representative regarding details of the current guidelines.

Approval Process:
New Undergraduate Degree Program and Graduate Degree Program Documents

A. Departmental Approval

Faculty prepare a program document and present it for approval first by the Department Curriculum Committee and then by the entire department.

OR

If the proposed degree program is to include significant participation by other departments or institutions, then the program developers simultaneously submit the program document to those departments or institutions for their approval, first by their respective curriculum committees, then by the affected departments as a whole. The University Curriculum Committee will not receive the document for consideration until all affected departments have approved it.

B. Development of a Consultant's Report

Following departmental approval of the program document, the department, in consultation with the College/School and/or Graduate Dean, must engage an external consultant to review the proposed program and prepare a written report, as required by the Commission on Higher Education. The completed consultant's report is then included as part of the program document before consideration by the University Curriculum Committee and the Faculty Senate. The Commission on Higher Education's guidelines for selection of the consultant and for the consultant's report itself are referred to in explanatory note H (previous page). Prior to selection of the consultant, it is important that the program authors consult with the Provost or the Provost's representative regarding these guidelines.

C. Approval of the Dean(s)

The author of the document and/or selected representative(s) submits the new program document together with the consultant's report to the College/School Dean. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

D. General Education Committee

Following approval by the Dean(s), new major program documents at the undergraduate level must be submitted to the General Education Committee for review and action. These documents must include copies of the proposed student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education.

E. University Curriculum Committee Approval

The author of the document and/or selected representative(s) must present the program document, the consultant's report, and the Dean's response to the consultant's report to the University Curriculum Committee for review and action.

F. Faculty Senate Approval

The Chair of the University Curriculum Committee submits the program document, including the consultant's report, to the Faculty Senate for review and action. Please note: prior to approval by the Faculty Senate, all courses contained in the program document must be approved through the normal curriculum process for courses.

G. Presidential Approval

The Faculty Senate submits the program document together with the consultant's report to the Provost/VPAA, who serves as the representative of the President and arranges for his or her action on the program document.

H. Board of Trustees Approval

The President submits the program document together with the consultant's report to the Chair of the Board of Trustees for Board approval.

I. Provost/VPAA Action

In keeping with State statutes, the Provost/VPAA issues a program announcement to all other institutions of higher education in the State in order to provide an opportunity for their comments on whether the program is unduly expensive and/or duplicative or exceeds the institutional mission. After attempting to resolve any objections raised by other institutions, the Provost/VPAA compiles a summary of their responses and appends it to the program document and consultant's report before returning them to the President.

J. Review by the Presidents Council and the Commission on Higher Education

The Provost/VPAA presents the program document together with the consultant's report and the summary of responses to the program announcement to the State Presidents Council Academic Issues Committee for recommendation to the Presidents Council. If the program exceeds the University's programmatic mission, it is referred to the Commission on Higher Education for further consideration and approval. If the Council welcomes the proposed program, the University implements it. If the Council finds the program to be "unduly expensive or unduly duplicative," it refers the program to the Commission on Higher Education for further consideration within time frames for approval or rejection as established by the Commission.

Sample Cycle: New Degree Program Approval Process
Implementation Cycle

Below is a sample timeline of the approval process described in this manual. This process generally takes approximately two years. Please not, proposals are accepted on a rolling basis. As such, documents can be submitted at any time; however, documents submitted to the UCC after April 1st may be held over to the next academic year.

1. Preliminary Discussion within department and College/School Dean (Also Graduate Dean if a graduate program. Identification of consultants.	Several months prior to September	Expected preparation time will vary
2. Meeting with U.C.C. Chair of designee to discuss curriculum approval requirements and timelines.	Prior to September	
3. Written program document written.	September	
4. Department and impacted departments' curriculum committee(s) review and approval	Oct. – Nov.	Approximately 5 months to this point
5. Department's and impacted departments' review and approval	Nov. – Dec.	
6. Consultants' review of proposed program	Dec. – Jan.	
7. Response and approval by appropriate Dean(s)	Jan. – Feb.	
8. Submission of document to Faculty Senate office	February	Approximately 6 months to this point
9. Submission to General Education Committee, if appropriate Review and recommendation of approval by GE	February	
10. Submission to U.C.C. Review and recommendation of approval by GE	February February-March	Approximately 12 months to this point
11. Review and recommendation of approval by Faculty Senate	March-April	
12. Review and approval by the provost and President	April	
13. Consideration by Kean University board of Trustees	May – June	
14. Submission to New Jersey Presidents fro review	(within 30 days) June – August	
15. Submission to Academic Affairs Subcommittee of Presidents Council and their recommendation to Presidents Council	Sept – October	
16. Approval by Presidents Council	Nov – December	
17. Recording at Undergraduate and/or Graduate Admissions and Registrars Office	Spring Semester	Approximately 1 year and 8 months to this point
18. Marketing, recruitment and implementation	Spring Semester	
19. First Classes meet	Fall Semester	

B. Approval of a New Option in an Undergraduate Major or Graduate Degree Program (Includes New Joint or Interdisciplinary Programs)

All proposals for a new option in an undergraduate major or graduate degree program must be made in a properly formatted program document which must be approved or acted upon at all levels in succession as outlined below. The document must be submitted in both paper **(20 hard copies)** and electronic format. All steps in this process must begin and end in the Faculty Senate Office. A program transmittal form (See Appendix) with all required signatures, along with a routing sheet, must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the Faculty Senate Office for tracking purposes. All courses proposed for the option must be approved individually in accordance with established approval procedures for new courses as outlined in Section V of this manual. All of the required courses contained in the program must be approved through the normal curriculum process prior to approval of the program by the University Curriculum Committee.

Required Format for a New Undergraduate or Graduate Option

(Please refer to explanatory notes for selected headings on the following pages)

A. Title Page
1. **Title and Type of Program Option**
2. **Department Offering Program**
3. **Proposed Date of Implementation**
4. **Date of Document (Update if Revised)**

B. Table of Contents Keyed to Page Numbers

C. Description of, Objectives for, and Rationale for the Program Option

D. Documentation of Need for the Option
1. **Relationship to University Mission and Strategic Goals**
2. **Availability of Similar Options/Programs within the State and Region**
3. **Vocational Opportunities**
4. **Student Demand**
5. **Licensure Requirements**
6. **Anticipated Enrollment from Inception to Optimum Implementation**

E. Content of the Option
1. **Analysis of Curriculum Plan (Relationship to Program Objectives)**
2. **Schematic of Curriculum Plan**
3. **Proposed Guide Sheet(s) for Students**
4. **Accreditation Standards (if any)**
5. **Selected Comparative Curriculum Plans of Peer Programs**
6. **Admission Requirements (if Applicable)**
7. **Articulation Between and Among Combined or Joint Undergraduate Major and Graduate Degree Programs**

F. Administrative Structure
1. **Primary Department or Office Administering the Option**

2. Cooperating Departments or Offices Supporting the Option

G. Resources Required (Impact Statement to be Developed with Appropriate Dean(s). Must Include Signatures of Deans)

1. Full-Time Faculty
2. Part-Time Faculty
3. Adjunct Faculty
4. Support Personnel (Clerical, Technical, Administrative)
5. Library Resources
6. Equipment (Including Computers and Specialized Software or Services)
7. Space (Offices, Laboratories, Classrooms)

Explanatory Notes for Selected Headings and Subheadings

C. Briefly summarize the option. Indicate its objectives, e.g. the nature and focus of the option, the knowledge and skills students will acquire, and any cooperative arrangements with other institutions or external agencies in offering the option. State the primary reasons why the new option is being proposed.

D. 1. Describe the relationship of the option to institutional master plans and priorities.

D. 2. List similar options/programs within the state and in neighboring states, and compare this option with those neighboring options/programs currently being offered. For doctoral programs only, supply a select list of nationally distinguished options/programs in this discipline.

D. 3. & 4. If the option does not specifically prepare students for a career, provide evidence of student demand, and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education). If the option is career oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market needs as appropriate on local regional and national bases. Specify job entry titles and entry level positions for program graduates and/or indicate opportunities for graduates to pursue additional studies.

D. 5. If the option involves any licensure requirements, describe them clearly and in detail.

D. 6. Estimate anticipated enrollments from the option's inception until a steady state or optimum enrollment is reached.

E. 1. Discuss the ways in which the proposed curriculum plan fulfills the objectives of the option and of the program in which it is housed.

E. 2. List and describe briefly all option requirements. Course titles and credits must be specified. All of the required course contained in the option must be approved through the normal curriculum process prior to approval of the option by the University Curriculum Committee. All prerequisites for required courses must be explicitly accounted for in the plan. Other courses not yet approved must be designated as such.

G. Briefly describe the additional resources needed to develop and implement the program during its first five (5) years. Please note: This section of the document must be completed in consultation with the Dean(s), who must sign the impact statement.

Approval Process:
New Option in an Undergraduate Major or Graduate Degree Program Document

A. Departmental Approval
Faculty prepare a program option document and present it for approval first by the Department Curriculum Committee and then by the entire department.

OR

If the proposed option is to include significant participation by other departments or institutions, then the developers simultaneously submit the program option document to those departments or institutions for their approval, first by their respective curriculum committees, then by the affected departments as a whole. The University Curriculum Committee will not receive the document for consideration until all affected departments have approved it.

B. Approval of the Dean(s)
The author of the document and/or selected representative(s) submit the program document to the Dean. In the case of graduate degree programs, the document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee Approval
Following approval by the Dean(s), documents proposing a new option in an undergraduate major program must be submitted to the General Education Committee for review and action. These documents must include copies of the proposed student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education.

D. University Curriculum Committee Approval
The author of the document and/or selected representative(s) must present the program document to the University Curriculum Committee for review and action.

E. Chair of the Faculty Senate Review, Sign Off and Faculty Senate Notification
The Chair of the University Curriculum Committee submits the program option document to the Chair of the Faculty Senate. The Chair of the Faculty Senate has the authority to review and if needed, refer the document back to the University Curriculum Committee for clarification, correction or revision. The Chair of the Faculty Senate must notify the Faculty Senate of the receipt and action.

F. Provost/VPAA Action
The Chair of the Faculty Senate submits the program option to the Provost/VPAA, who informs the President, the Board of Trustees, the Presidents Council, and the Commission on Higher Education of the new option and coordinates its implementation with the appropriate departments and Dean(s).

C. Approval of a New Certification Program, a New Minor Program, a New Collateral Program, or a New Non-Degree Program

All proposals for a new certification program, a new minor program, a new collateral program, or a new non-degree program must be made in a properly formatted program document which must be approved or acted upon at all levels in succession as outlined below. The document must be submitted in both paper (**20 hard copies**) and electronic format. All steps in this process must begin and end in the Faculty Senate Office. A program transmittal form (See Appendix) with all required signatures, along with a routing sheet, must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the Faculty Senate Office for tracking purposes. All courses proposed for the program must be approved individually in accordance with established approval procedures for new courses as outlined in Section V of this manual. All of the required courses contained in the program must be approved through the normal curriculum process prior to approval of the program by the University Curriculum Committee.

Required Format for New Certification Programs, New Minor Programs, New Collateral Programs, or New Non-Degree Programs

A. Title Page

1. **Title and Type of Program (Minor in English, etc.)**
2. **Department Offering Program**
3. **Proposed Date of Implementation**
4. **Date of Document (Update if Revised)**

B. Description of, Objectives for, and Rationale for the Program

C. In the Case of a New Certification Program Mandated by the State of New Jersey: Approval Documentation from the New Jersey Department of Education

D. Content of the Program

1. **Schematic of Curriculum Plan**

   List and describe briefly all program requirements in the context of the major or degree in which it is housed. All of the required courses contained in the proposal must be approved through the normal curriculum process prior to approval of the program by the University Curriculum Committee. Course titles and credits must be specified. All prerequisites for required courses must be explicitly accounted for in the plan. Other courses not yet approved must be designated as such. Include proposed guide sheet(s) for students.

2. **Admission Requirements (For Certification Programs Only)**

E. Administrative Structure

1. **Primary Department or Office Administering the Program**
2. **Cooperating Departments or Offices Supporting the Program**

F. Impact Statement to be Developed with Appropriate Dean(s). (Signature of Dean(s) must be Included.)

1. **Additional Faculty**
2. **Effect on Enrollment**
3. **Additional Resources**

Approval Process: New Certification Programs, New Minor Programs, New Collateral Programs, and New Non-Degree Programs

A. Departmental Approval
Faculty prepare a program document and present it for approval first by the Department Curriculum Committee and then by the entire department.

OR

If the proposed program is to include significant participation by other departments or institutions, then the program developers simultaneously submit the program document to those departments or institutions for their approval, first by their respective curriculum committees, then by the affected departments as a whole. The University Curriculum Committee will not receive the document for consideration until all affected departments have approved it.

B. Approval of the Dean(s)
The author of the document and/or selected representative(s) of the document submits the program document to the Dean(s). In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee
Following approval by the Dean, if the new undergraduate degree program necessitates any special arrangement or variation of the General Education requirement, the program document must be submitted to the General Education Committee for review and action. The document must include a copy of the proposed student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education.

D. University Curriculum Committee Approval
The author of the document and/or selected representative(s) must present the program document to the University Curriculum for review and action.

E. Chair of the Faculty Senate Review, Sign Off and Faculty Senate Notification
The program document is presented by the Chair of the University Curriculum Committee to the Chair of the Faculty Senate. The Chair of the Faculty Senate has the authority to review and if needed, refer the document back to the University Curriculum Committee for clarification, correction or revision. The Chair of the Faculty Senate must notify the Faculty Senate of the receipt and action.

F. Provost/Vice President for Academic Affairs Action
The program document is presented by the Chair of the Faculty Senate to the Provost/Vice President for Academic Affairs, who will coordinate implementation with the appropriate Dean(s).

D. Revision of an Existing Undergraduate Major Program, Graduate Degree Program, Option, Minor, Collateral, Non-Degree Program, or Degree Program/ Option Mandated by the New Jersey Department of Education

Proposals for revision of an existing degree, major program, option, minor, collateral, non-degree program, or degree program or option mandated by the New Jersey Department of Education to meet requirements for Education Certification must be made in a properly formatted program document. This document must be approved or acted upon at all levels in succession as outlined below. With the exception of minor revisions as listed below, the document must be submitted in both paper (**20 hard copies**) and electronic format. All steps in this process must begin and end in the Faculty Senate Office. A program transmittal form (see Appendix) with all required signatures must be affixed to the document as it moves through the approval process. All courses proposed for the program revision must be approved individually in accordance with established approval procedures for new courses as outlined in Section V of this manual.

Program Revisions that DO NOT Affect Program Content:

Program revisions that do not affect the content of the program (i.e. name changes for departments, course name changes, course designation changes, changes in admission criteria, adding or deleting comprehensive exams, etc.) should be proposed in the following abbreviated program document format.

Required Format for Program Document: Program Revisions that DO NOT Affect Program Content

A. Program title

B. Proposed implementation date

C. Purpose and rationale for the program change

D. Effect on current and future enrollment

E. Comparison of proposed new curriculum structure to the existing program

Approval Process for Program Revisions that DO NOT Affect Program Content

A. Departmental Approval
Faculty prepare a program revision document and present it for approval first by the Department Curriculum Committee and then by the entire department.

OR

If the proposed revision is to include significant participation by other departments or institutions, then the program developers simultaneously submit the program revision document to those departments or institutions for their approval, first by their respective curriculum committees, then by the affected departments as a whole. The University Curriculum Committee will not receive the document for consideration until all affected departments have approved it.

B. Approval of the Dean(s)
The author and/or selected representative(s) (Chair of the Departmental Curriculum Committee) submits the program document to the Dean. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

Program Revisions That Affect Program Content

Program revisions that affect the content of the program should be proposed in the following full program document format:

Required Format for Program Document:
Program Revisions that affect program content

A. Title Page
1. Title and Type of Program (e.g. B.A. in English)
2. Department Offering Program
3. Date of Implementation
4. Date of Document (Update if Revised)

B. Description of, Objectives of, and Rationale for Proposed Revisions

C. In the Case of Certification Program Revisions Mandated by the State of New Jersey: Approval Documentation from the New Jersey Department of Education

D. Content of the Program
1. Schematic of Curriculum Plan
2. Admission Requirements (Certification and Non-degree Programs Only)

The Schematic should include side-by-side comparisons of the old and the revised program curricula as well as old and new student guide sheets. Please note: course titles and credits must be specified. All required courses must be approved and all prerequisites must be explicitly accounted for in the plan. Courses not yet approved must be designated as such.

E. Impact Statement in Collaboration with the Dean(s). Must Include Signature(s) of Dean(s)
1. **Additional Full-Time Faculty**
2. **Additional Part-Time Faculty**
3. **Effect on Enrollment**

4. Additional Resources

Approval Process For Program Revisions That Affect Program Content

A. Departmental Approval
Faculty prepare a program revision document and present it for approval first by the Department Curriculum Committee and then by the entire department.

OR

If the proposed revision is to include significant participation by other departments or institutions, then the program developers simultaneously submit the program revision document to those departments or institutions for their approval, first by their respective curriculum committees, then by the affected departments as a whole. The University Curriculum Committee will not receive the document for consideration until all affected departments have approved it.

B. Approval of the Dean(s)
The author and/or selected representative(s) (Chair of the Departmental Curriculum Committee) submits the program document to the Dean. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. General Education Committee Approval
Following approval by the Dean(s), if an undergraduate degree program revision necessitates any special arrangement or variation of the General Education requirement, the program document must be submitted to the General Education committee for review and action. The document must include a copy of the old and new student guide sheet(s). Of particular interest to the Committee are encumbered courses listed under the heading of General Education.

D. University Curriculum Committee Approval
The author and/or selected representative(s) present the program document to the University Curriculum Committee for review and action.

E. Chair of Faculty Senate Review, Sign Off and Notification of Faculty Senate
The Chair of the University Curriculum Committee submits the program revision document to the Chair of the Faculty Senate. The Chair of the Faculty Senate has the authority to review and if needed, refer the document back to the University curriculum Committee for clarification, correction or revision. The Chair of the Faculty Senate must notify the Faculty Senate of the receipt and action.

F. Provost/VPAA Action
The Chair of the Faculty Senate submits the program revision document to the Provost/VPAA, who coordinates its implementation with the appropriate Deans and departments, and who informs the President and, if appropriate, the Board of Trustees.

E. Discontinuation of an Existing Undergraduate Major Degree Program, Graduate Degree Program, Option, Minor, Collateral, Non-Degree Program, or Degree Program/Option Mandated by the New Jersey Department of Education

All proposals for the discontinuation of degrees, major programs, options, minors, collaterals, non-degree programs, joint programs, and education programs mandated by the State of New Jersey must be made in a properly formatted program document, which must be approved at all levels in succession as outlined below. The discontinuation document must be submitted in both paper (**20 hard copies**) and electronic format. All steps in this process must begin and end in the Faculty Senate Office. A transmittal form (See Appendix) with all required signatures must be affixed to the document as it moves through the process. A copy of the transmittal form and routing sheet must be kept in the Faculty Senate Office for tracking purposes.

Format for Discontinuation of Programs

A. Program Title

B. Original Date of Implementation

C. Purpose and Rationale for Program Elimination (Please Discuss in Detail.)

D. Proposed Discontinuation Date

E. Effect on Current and Future Enrollments

F. Effect on University Resources, Facilities and Personnel (to be Jointly Developed With Other Departments Which may be Affected and With the Dean(s)

Approval Process for Discontinuation of Programs

A. Department Approval
Faculty prepare a program discontinuation document and present it for approval first by the Department Curriculum Committee and then by the entire department.

OR

If the proposed discontinuation is to have any impact on other departments or institutions, then the program developers simultaneously submit the program discontinuation document to those departments or institutions for their approval, first by their respective curriculum committees, then by the affected departments as a whole. The University Curriculum Committee will not receive the document for consideration until all affected departments have approved it.

B. Approval of the Dean(s)
The author and or selected representative(s) submits the program document to the Dean(s) for approval. The Dean(s) may also initiate the discontinuation of a program. In the case of graduate programs, the program document is simultaneously submitted to the Graduate Dean for review and action.

C. University Curriculum Committee Approval
The Department Chair and the program coordinator present the program document to the University Curriculum Committee for review and action. If applicable, University Curriculum Committee sends written notification of discontinuation to General Education Committee.

D. Faculty Senate Approval/Chair of the Faculty Senate Review, Sign Off, Faculty Senate Notification
The Chair of the University Curriculum Committee submits the program document to the Faculty Senate for approval. The Chair of the Faculty Senate has the authority to review and if needed, refer the document back to the University Curriculum Committee for clarification, correction or revision. The Chair of the Faculty Senate must notify the Faculty Senate of the receipt and action.

E. Provost/VPAA Action
The approved discontinuation document is presented by the Chair of the Faculty Senate to the Provost/VPAA. In the case of Options, Minor Programs, Collaterals, Non-degree Programs, Joint Programs, and Education Programs mandated by the State of New Jersey, the VPAA/Provost will coordinate implementation of the discontinuation with the appropriate College/School Dean(s). No further action for discontinuation of these programs is required.

For discontinuation of Undergraduate Major Programs and Graduate Degree Programs the following <u>additional</u> procedural steps are required:

F. Presidential Approval
The VPAA/Provost will submit the Undergraduate Major or Graduate Degree Program discontinuation document to the President for review and action.

G. Board of Trustees Approval
The President will submit the Undergraduate Major or Graduate Degree discontinuation document to the Board of Trustees for review and action.

H. Notification of the Presidents Council and the Commission on Higher Education
The President will submit the Undergraduate Major or Graduate Degree discontinuation document to the Presidents Council and the Commission on Higher Education for informational purposes.

I. Provost/VPAA Action
The President will submit the Undergraduate Major or Graduate Degree discontinuation document to the Provost/VPAA, who will coordinate discontinuation of the Undergraduate Major or Graduate Degree with the appropriate department(s) and Dean(s).

IV. SPECIAL PROCEDURES RELATED TO THE GENERAL EDUCATION PROGRAM

A. Major Restructuring of the General Education Program

A major restructuring of the General Education Program implies a rethinking of the philosophy which defines the University's G.E. requirements and a substantial reorganization of the requirements themselves, their individual as well as collective components, and the ways in which the program is to be administered. Because a major restructuring involves extended consultation and collaboration among a large number of university offices and departments, it should be distinguished from the much less extensive and less complex process described in subheading IV. B, "Revisions Within the Existing General Education program."

A major restructuring shall consist of two phases – the preliminary review and the final approval process. Prior to the preliminary review a specially appointed committee, consisting of representatives from both faculty and administration – including representatives from the University Planning Council, the General Education Committee and the University Curriculum Committee – shall develop a restructuring document which analyzes the need for change and describes in detail the proposed program as well as its academic, fiscal, and administrative implications. This committee shall then submit the document for preliminary review as follows:

Preliminary Review Process for Major Restructuring of the G.E. Program

1. University Planning Council Review:
The author of the document and/or selected representative(s) shall present the major restructuring document to the University Planning council for review and for recommendations.

2. General Education Committee Review:
The author of the document and/or selected representative(s) shall present the major restructuring document containing the U.P.C.'s recommendations to the General Education Committee for review and recommendations.

3. University Curriculum Committee Review:
The author of the document and/or selected representative(s) shall present the major restructuring document containing the G.E. Committee's recommendations to the University Curriculum Committee for review and for recommendations.

4. Faculty Senate Review and Open Hearings:
The author of the document and/or selected representative(s) shall present the major restructuring document containing the U.C.C.'s recommendations to the Faculty Senate which shall then conduct open hearings in an effort to consult widely across disciplines, build support, and/or address specific concerns. Based upon the recommendations stemming from the open hearings, the author of the document and/or selected representative(s) shall revise the restructuring document prior to initiating the final approval process. If, at this stage, revision of the restructuring document is perceived to be in conflict with concerns raised by any of the committees involved in the preliminary review process, the proposer(s) shall consult with the committee(s) in question and resolve these concerns before embarking on the final approval process.

The Approval Process: Major Restructuring of the G.E. Program

1. Faculty Senate Approval
The Faculty Senate takes action on the document after open hearings have been completed.

2. Provost/VPAA Approval
The Chair of the Faculty Senate presents the approved document to the Provost/VPAA for formal receipt, review and action.

3. Presidential Approval
The Provost/VPAA presents the approved document to the President for formal receipt, review and action.

4. Board of Trustees Approval
The President presents the approved document to the Board of Trustees for formal receipt, review and action.

5. Provost/VPAA Action
The approved new structure is placed in the University catalogue. The Office of the Registrar, all academic advisement personnel, the academic Deans, all Department Chairs, and all Program Directors/Coordinators are notified formally of its implementation.

6. Approval of Guide Sheets
Prior to implementation of a new General Education Program, special attention should be given to the development of new student guide sheets for each undergraduate program. The process for development and approval of program guide sheets shall be as follows:

a. Departmental Approval
The guide sheet(s) which have been developed by faculty are presented for approval first by the Department Curriculum Committee and then the entire department.

b. Dean(s) approval
The Dean(s) will collect, review and approve all Major guide sheets in their respective Colleges/School and will categorize each approved guide sheet into one of three categories:

(1) those with no exceptions to the GE Program,

(2) those with prior encumbrances in the GE Program, and

(3) those with new exceptions or encumbrances in the GE Program

The Dean(s) will then compile a master set of guide sheets that includes a signed transmittal form with each unique major guide sheet and will send a packet of 20 hard copies of the complete sets (including transmittal forms) to the Faculty Senate Office (the guide sheets must also be submitted in an electronic format to the Senate Office). In this packet, the Dean(s) will include a list of all guide sheets, identified by major program and code number and will also send a copy of this list to the Chairperson of the General Education Committee and the Chairperson of the University Curriculum Committee.

c. General Education Committee Action and Approval (if required)
A subcommittee of the General Education Committee, chaired by the Chairperson of the General Education Committee, will screen all guide sheets and forward those with exceptions and/or new encumbrances to the General Education Committee for approval. Those guide sheets without exception

are sent to the Senate Office for distribution to the University Curriculum Committee. Upon approval by the General Education Committee, the guide sheets with exceptions are returned to the Senate Office for distribution to and approval by the University Curriculum Committee.

d. University Curriculum Committee Approval

The University Curriculum Committee reviews and approves all new Guide sheets. Upon approval, the guide sheets are returned to the Senate Office for distribution to and approval by the Senate.

e. Faculty Senate Approval

The Faculty Senate reviews and approves all new guide sheets. Upon approval, the guide sheets will be disseminated by the Faculty Senate Office to the Office of the Provost, the Offices of the affected Dean(s), the sponsoring department(s), the Registrar's Office and the Director of Veterans' Affairs.

f. Faculty Senate Guide Sheet Maintenance

After Faculty Senate approval has been completed, a comprehensive listing of major guide sheets will be maintained by each College/School on its website. The Faculty Senate website will provide links to these websites. The listing will be (1) kept up-to-date and include the date of approval or discontinuance (if appropriate) for each guide sheet; (2) indexed by major department, major program and guide sheet code number; and (3) linked to all official guide sheets which are directly available to and printable by all campus constituencies.

B. Program Revisions Within the Existing General Education Structure

Program revisions within the existing General Education structure are to be distinguished from a major restructuring of the program as a whole. Such internal revisions do not imply a rethinking of the philosophy which defines the University's G.E. requirements, nor do they result in substantial changes to the program's organizational structure. Examples of revisions within the existing General Education Program structure might include adding or deleting a Foundations Course, changing the credit distribution, or redefining the Concentration. Departments that believe conflicts exist between University requirements and their programmatic interests must act individually by submitting proposed changes to the General Education and University Curriculum Committees.

Required Format for Program Revisions Within the Existing General Education Structure

A. Title Page

1. **Title of Program**
2. **Date of Implementation**
3. **Date of Document (Update if Revised)**

B. Description of, Objectives of, and Rationale for Proposed Revisions

C. Schematic of Curriculum Plan

The Schematic should include side-by-side comparisons of the old and the revised program curricula as well as old and new student guide sheets. Please note: course titles and credits must be specified. All required courses must be approved and all prerequisites must be explicitly accounted for in the plan. Elective courses not yet approved must be designated as such.

D. Impact Statement in Collaboration with the Director of the Center for Academic Success and the Undergraduate Deans. (Must Include Signatures of Director and Deans)

1. **Additional Full-Time Faculty**
2. **Additional Part-time Faculty**
3. **Effect on Enrollment**
4. **Additional Resources**

Approval Process for Program Revisions Within the Existing General Education Structure

A. General Education Committee Approval
The author of the document and/or selected representative(s) present the revision document to the General Education Committee for formal receipt, review, and action.

B. University Curriculum Committee Approval
The Chair of the General Education Committee presents the revision document to the University Curriculum Committee for formal receipt, review and action.

C. Faculty Senate Approval
The Chair of the University Curriculum Committee presents the revision document to the Faculty Senate for formal receipt, review and action.

D. Provost/VPAA Approval
The Chair of the Faculty Senate presents the revision document to the Provost/ VPAA for formal receipt, review and action.

E. Presidential Approval
The Provost/VPAA presents the revision document to the President for formal receipt, review and action.

F. Provost/VPAA Action
The approved revision is placed in the University catalogue. The Office of the Registrar, all academic advisement personnel, the academic Deans, all Department Chairs, and all Program Directors/Coordinators are notified formally of its implementation.

G. Approval of New Guide Sheets
All undergraduate programs whose General Education requirements have been affected by the GE revisions will be required to develop new guide sheets reflecting these revisions. The approval process for these guide sheets shall be the same as that outlined for a completely restructured General Education Program (see IV, A. 6 above).

C. Encumbrance of General Education Courses and Changes in General Education Encumbrances

1. The General Education Program is designed to provide a balanced education for all students and to support the educational efforts of the major programs, allowing for as much programmatic flexibility possible. As such, the encumbrance (See Definition of Terms Used) of distribution requirements within the Disciplinary and Interdisciplinary clusters will be permitted in programs that provide clear justification. Justification must include documented evidence that the programmatic elements can only be achieved by encumbering Disciplinary and Interdisciplinary clusters. The General Education Committee and the University Curriculum Committee (on a program-by-program basis) must be consulted for review and approval.

a. Latitude should be given in the approval of proposals for meeting the concentration requirements of professional programs that are accredited (or seeking accreditation) by external organizations. This could include encumbrance or elimination of the concentration requirements for such programs. Justification must be provided for encumbrances or changes in these encumbrances first to the General Education Committee and then to the University Curriculum Committee (on a program-by-program basis) for review and approval.

b. Each program/major should be reviewed separately to ascertain its students' needs and to establish the skills development required. Departments that believe conflicts exist between university requirements and their programmatic interests must initiate the review process. Justification must be provided for proposed changes first to the General Education Committee and then to the University Curriculum Committee (on a program-by-program basis) for review and approval.

Required Format for Encumbrance of General Education Courses or Changes in General Education Encumbrances

A. Title Page
1. **Title of Program**
2. **Date of Implementation**
3. **Date of Document (Update if Revised)**

B. Description of, Objectives of, and Rationale for Proposed Encumbrance or Change in Encumbrance

C. Schematic of Curriculum Plan

The Schematic should include side-by-side comparisons of the old and the revised program curricula as well as old and new student guide sheets. Please note: course titles and credits must be specified. All required courses must be approved and all prerequisites must be explicitly accounted for in the plan. Other courses not yet approved must be designated as such.

D. Impact Statement in Collaboration with the Dean(s) and the Director of the Center for Academic Success. (Signatures of Dean(s) and Director Must be Included)
1. **Additional Full-Time Faculty**
2. **Additional Part-Time Faculty**
3. **Effect on Enrollment**
4. **Additional Resources**

Approval Process:
Proposed General Education Encumbrances or Changes in Encumbrances

1. Departmental Curriculum Committee(s) Approval
The proposer(s) submit the proposal document to the appropriate Department Curriculum Committee(s) and then to the Department (or Departments) itself for formal receipt, review and action.

2. General Education Committee Approval
The Chair(s) of the Department Curriculum Committee(s) submit the proposal document to the General Education Committee for formal receipt, review, and action.

3. College/School Dean(s) Approval
The Chair of the General Education committee submits the proposal document to the appropriate academic Dean(s) for receipt, review, and action.

4. University Curriculum Committee Approval
The academic Dean(s) submit the proposal document to the University Curriculum Committee for formal receipt, review, and action.

5. Faculty Senate Notification
The Chair of the University Curriculum Committee submits the proposal document to the Chair of the Faculty Senate. The Chair of the Faculty Senate must notify the Faculty Senate of the receipt and action.

6. Provost/VPAA Action
The Chair of the Faculty Senate submits the proposal document to the Provost/VPAA, who informs the President and, if appropriate, the Board of Trustees.

D. Designation of New or Existing Courses as Approved General Education Courses

Before a new or existing course can be considered a General Education course, the proposer of any course that is not currently offered must complete all steps listed below (i.e. follow the normal curriculum procedures for new course approval). For existing approved courses to be designated as approved General Education courses, a revised course outline should be prepared using the standard format for General Education Courses appearing in Appendix) The course outline must be accompanied by the appropriate transmittal form (see Appendices as appropriate). If courses are interdisciplinary or team-taught between two different departments or colleges/schools, they must be reviewed and approved by the effected Department and College Curriculum Committees.

Required Approval Process for New and Existing Courses

1. Departmental Curriculum Committee(s) Approval
The proposer(s) present the course outline to the appropriate Department Curriculum Committee(s) and to the Department (or Departments) itself for formal receipt, review and action.

2. College/School Curriculum Committee(s) Approval
The Chair(s) of the Department Curriculum Committee(s) present the course outline to the appropriate College/School Curriculum Committee(s) for formal receipt, review and action.

3. General Education Committee Approval
The Chair(s) of the College/School Curriculum Committee(s) involved in the approval of the course(s) present the course outline to the General Education Committee for formal receipt, review and action, to ensure that changes are consistent with the stated goals, objectives and desired outcomes of the General Education Program as outlined on the General Education web page. The actions of the General Education Committee will be recorded on the General Education Course Transmittal Form included in Appendices.

a. Should the General Education Committee determine the need for substantial changes or revisions in the proposed course, a summary of these will be sent from the Chair of the General Education Committee to the proposer(s). Upon revision, the proposer(s) will present the revisions to a special ad hoc conference committee convened by the Chair of the General Education Committee and composed of the Chairs of the relevant Department Curriculum Committees and the Chairs of the relevant College/School Curriculum Committees to ensure the changes have been accomplished satisfactorily.

b. Should only minor changes be necessary, they should be made, and the revised course outline should be presented to the Chair of the General Education Committee for approval and transmittal to the appropriate College/School Deans.

c. If no changes are required and the General Education Committee approves the course outline, the Chair of the General Education Committee will then transmit the outline to the appropriate College/School Dean(s).

4. College/School Dean(s) Action
The Chair of the General Education Committee submits the approved course outline to the appropriate academic Dean(s).

5. Provost/VPAA Action
The College/School Dean(s) present the approved course to the Provost/VPAA.

6. Final Action
The Provost/VPAA returns the approved course to the Faculty Senate. The Faculty Senate will handle the distribution of the course to the appropriate offices. Copies of the approved course outline shall be filed in the General Education Office, the Faculty Senate Office, the Office of the Provost, the Registrar, and the Offices of the Department(s) involved.

E. Revision of Approved General Education Courses
For Type I course revisions (revisions in an approved course that affect the objectives or content of the course), the course outline should be developed using the standard format appearing in Appendix of this Curriculum Procedures Manual. The procedure for the approval process will follow the same routing as described in Section D for new courses, and the appropriate actions shall be taken at each step in the process.

Please Note: Type II course revisions (any revisions in an approved course – i.e. change of course title, course description, course number, prerequisites, credit hours, bibliography, departmental name change, etc. – that do not affect the objectives or content of the course) will only require action through step three of Section D. The revised outline should be forwarded to the appropriate Dean for informational purposes and new copies filed in the General Education Office, the Faculty Senate Office and the Office of the Provost/VPAA.

V. PROCEDURES FOR COURSES

An academic department has jurisdiction over all course content. All new course proposals or revisions of existing offerings must be developed in the standard format for course outlines, which can be found in Appendix B of this document. General Education course procedures are discussed in Section IV and in this section as well. All revisions of courses must include one copy of the existing course outline attached to the master copy of the proposed course document. The required approval processes for courses are as follows:

Required Format: New Course Proposal and Revisions

See Appendix B of this manual.

A. Approval of New Undergraduate and Graduate Courses

1. **Department Approval**
   The new course proposal is submitted for approval first by the Department Curriculum Committee and then by the entire department.

2. **College/School Curriculum Committee Approval**
   The course outline is presented by the author and or selected representative(s) for formal receipt, review and action.

3. **College/School Dean Action**
   The Chair of the College/School Curriculum Committee transmits the course to the appropriate College/School Dean for signature. The College/School Dean shall then facilitate its implementation as appropriate. In the case of graduate courses, the course outline is simultaneously sent to the Graduate College/School Dean for review.

B. Approval of a New Interdisciplinary Course

1. **Sponsoring Departmental or Sponsoring Committee Approval**
   The outline for the new course is reviewed and approved by the sponsoring department or committee. The department or committee shall assume the responsibility of presenting the course to the College/School Curriculum Committee(s) whose faculty will be teaching the course (i.e. should faculty from all four colleges be teaching the course, it should go to all four College Curriculum Committees).

2. **College/School Curriculum Committee Approval**
   The course outline is presented by a representative from the sponsoring department or committee to the appropriate College/School Curriculum Committee(s) for review and approval. Upon approval the Chair of the College/School Curriculum Committee then transmits the approved course to the next appropriate committee (General Education, Distance Learning). If no other committee action is necessary, or when the other committees have completed their approval, the course is sent to the College/School Dean(s) who facilitate(s) its implementation as appropriate. If the course is a General Education or Distance Learning course, it will then follow that corresponding approval process to completion.

3. **College/School Dean Action**
   The College/School Curriculum Committee Chair(s) transmits the approved course to the appropriate College/School Dean(s) for signature. The College/School Dean(s) then facilitate(s) its implementation as

appropriate. For graduate courses, after the College/School Dean(s) has/have acted on the course, a copy is sent to the Graduate College/School Dean for notification.

C. Approval of a Distance Learning Course

This designation includes all ITV courses, blended/hybrid courses and exclusively on-line and traditional Distance Learning courses. Prior to development and submission for approval of the course outline, the proposer(s) must consult with the Chairperson of the Distance Learning/Travel-Learn Committee as well as a representative from the Center for External Education in order to discuss such issues as copyright, methods of instruction, and the technology to be used in delivering the course.

Please Note: The transmittal form submitted for a Distance Learning course must be accompanied by the Transmittal Addendum Form (see Appendix), which enables the proposer to supply more detailed information about the technical elements of the course.

1. **Departmental Approval**
   a. Existing Course as a Distance Learning Course
   The course outline is presented for approval as a Distance Learning course first by the Department Curriculum Committee and then by the entire department.

   b. New Course as a Distance Learning Course
   The proposed new Distance Learning course is presented for approval as a new course and as an external course by the department as a whole.

2. **College/School Curriculum Committee Approval**
   The course outline is presented by the Chair of the Departmental Curriculum Committee for formal receipt, review and action.

3. **Distance Learning/Travel-Learn Committee Approval**
   The course is presented to the Distance Learning/Travel-Learn Committee for review and approval as a Distance Learning course. It is then transmitted to the appropriate College/School Dean for implementation. Library proposed courses would follow the "Approval of a New Interdisciplinary Course" procedures.

4. **College/School Dean Action**
   The Chair of the Distance Learning/Travel-Learn Committee transmits the approved course outline to the appropriate College/School Dean for signature. The College/School Dean then facilitates its implementation as appropriate. For graduate courses, after the College/School Dean has acted on the course, a copy is sent to the Graduate College/School Dean for notification.

D. Approval of Travel-Learn Courses

Faculty members intending to propose a Travel-Learn course must consult with a representative from the Center for International Studies and with the Chairperson of the Distance Learning/Travel-Learn Committee prior to developing and presenting an outline. In the course of this consultation discussion should focus on such matters as time needed for implementation, total number of contact hours, faculty load, evaluation of student performance, and financial aid. Please Note: Evidence of such consultation is a prerequisite to final approval of the course.

1. **Departmental approval**

   a. Existing Course as a Travel-Learn Course

   The course outline is presented for approval as a Travel-Learn course first by the Department Curriculum Committee and then by the entire department.

   b. New Travel-Learn Course

   The proposed new Travel-Learn course is presented for approval as a new course and as a Travel-Learn course by the Department Curriculum Committee and then by the entire department.

2. **College/School Curriculum Committee Approval**

   The course outline is presented by the Chair of the Department Curriculum Committee for formal receipt, review and action.

3. **Distance Learning/Travelearn Committee Approval**

   The course is presented to the Distance Learning/Travel-Learn Committee for review and approval as a Travel-Learn course. It is then transmitted to the appropriate College/School Dean for implementation.

4. **College/School Dean Action**

   The Chair of the College/School Curriculum Committee transmits the approved course outline to the appropriate College/School Dean for signature. The College/School Dean then facilitates its implementation as appropriate. For graduate courses, after the College/School Dean has acted on the course, a copy is sent to the Graduate College/School Dean for notification.

E. Revision of Existing Courses

Revisions of courses fall into two categories, Type I and Type II Course Revisions.
Type I Course Revisions are any revisions in an approved course that affect the objectives or content of the course. Type II Course Revisions are any revisions in an approved course (i.e. change of course title, course description, course number, prerequisites, credit hours, bibliography, departmental name change, etc.) that do not affect the objectives or content of the course. Both categories of revision follow the same approval process. A copy of the existing course outline must be attached to the proposed revision.

Please Note: Course revisions for the purpose of adding a Distance Learning component should follow the approval process outlined in Section C (above).

1. **Departmental Approval**

   The revised course outline is submitted for approval first by the Department Curriculum Committee and then by the entire department.

2. **College/School Curriculum Committee Approval**

   The revised outline is presented by the Chair of the Department Curriculum Committee to the appropriate College/School Curriculum Committee for formal receipt, review and action.

3. **College/School Dean Action**

   The approved course outline is transmitted to the appropriate College/School Dean(s) for signature. The College/School Dean(s) then facilitates its implementation as appropriate. For graduate courses, after the College/School Dean(s) has/have acted on the course, a copy is sent to the Graduate College/School Dean for notification.

F. Designation of New or Existing Courses as Approved General Education Courses

Before a new or existing course can be considered a General Education course the proposer of any course that is not currently offered must complete all steps listed below (i.e. follow the normal curriculum procedures for new course approval). For existing approved courses to be designated as approved General Education Courses, a revised course outline should be prepared using the standard format for General Education courses appearing in Appendix) The course outline must be accompanied by the appropriate transmittal form (see Appendices ? as appropriate). If courses are interdisciplinary or team-taught between two different departments or College/Schools, they must be reviewed and approved by the concerned Department and College/School Curriculum Committees.

Approval Process for New or Existing Courses

1. **Departmental Curriculum Committee(s) Approval**
   The proposer(s) present(s) the course outline to the appropriate Department Curriculum Committee(s) and to the Department (or Departments) itself for formal receipt, review and action.

2. **College/School Curriculum Committee(s) Approval**
   The Chair(s) of the Department Curriculum Committee(s) present(s) the course outline to the appropriate College/School Curriculum Committee(s) for formal receipt, review and action.

3. **General Education Committee Approval**
   The Chair(s) of the College/School Curriculum Committee(s) involved in the approval of the course(s) present(s) the course outline to the General Education Committee for formal receipt, review and action, to ensure that changes are consistent with the stated goals, objectives, and desired outcomes of the General Education Program as outlined on the General Education web page. The actions of the General Education Committee will be recorded on the General Education Course Transmittal Form included in Appendix.

   a. Should the General Education Committee determine the need for substantial changes or revisions in the proposed course, a summary of these will be sent from the Chair of the General Education Committee to the proposer(s). Upon revision, the proposer(s) will present the revisions to a special ad hoc conference committee convened by the Chair of the General Education Committee and composed of the Chairs of the relevant Department Curriculum Committees and the Chairs of the relevant College/School Curriculum Committees to ensure that the changes have been accomplished satisfactorily.

   b. Should only minor changes be necessary, they should be made, and the revised course outline should be presented to the Chair of the General Education Committee for approval and transmittal to the appropriate College/School Deans.

   c. If no changes are required and the General Education Committee approves the course outline, the Chair of the General Education Committee will then transmit the outline to the appropriate College/School Dean(s).

4. **Distance Learning/Travelearn Committee Action (If Applicable)**
   If the course proposal includes a Distance Learning component or a Travelearn course, the course must be submitted for approval to the Distance Learning/Travelearn Committee.

5. College/School Dean(s) Action

The Chair of the General Education Committee submits the approved course outline to the appropriate academic Dean(s).

6. Provost/VPAA Action

The College/School Dean(s) present(s) the approved course to the Provost/VPAA.

7. Final Action

The Provost/VPAA returns the approved course to the Faculty Senate. The Faculty Senate will handle the distribution of the course to the appropriate offices. Copies of the approved course outline shall be filed in the General Education Office, the Faculty Senate Office, the Office of the Provost, the Registrar, and the Offices of the Department(s) involved.

G. Revision of Approved General Education Courses

For Type I course revisions (revisions in an approved course that affect the objectives or content of the course), the course outline should be developed using the standard format appearing in Appendix of this Curriculum Procedures Manual. The procedure for the approval process will follow the same routings described in Section ?? for new General Education courses (see above), and the appropriate actions shall be taken at each step in the process.

Please Note: Type II course revisions (any revisions in an approved course – i.e. change of course title, course description, course number, prerequisites, credit hours, bibliography, departmental name change, etc. – that do not affect the objectives or content of the course) will only require action through step three of Section F for new General Education courses (see above). The revised outline should be forwarded to the appropriate Dean, for informational purposes, and new copies filed in the General Education Office, the Faculty Senate Office and the Office of the Provost/VPAA.

H. Discontinuation of Courses (Including General Education) Initiated by Departments

Individual departments may present a request to the College/School Curriculum Committee that a course or courses be dropped. The procedure for dropping such courses is as follows:

1. Department Curriculum Committee Action

The Department Curriculum chair shall request from the Registrar's Office a list of courses that have not been taught in five years. The Department should review this list and consider whether discontinuation is appropriate.

Following departmental approval of the discontinuation, the Department Curriculum Committee shall present a request to the College/School Curriculum Committee that the course(s) be dropped. Each request for discontinuation is to be made on a separate transmittal form, which should be accompanied by a brief but thorough explanation of the reasons for discontinuation. Copies of the transmittal form and of the accompanying explanation should be forwarded to the appropriate College/School Dean.

2. College/School Curriculum Committee Action

The College/School Curriculum Committee shall act upon the Department Curriculum Committee's request and notify the Senate Office and the appropriate Dean of its decision.

3. General Education Committee Action (If Applicable)

If the course to be dropped is a General Education course, the College/School Curriculum Committee shall notify the General Education Committee of its decision and if there is agreement between the two committees, shall notify the Senate Office, the appropriate Dean, and the Provost/VPAA of its decision.

I. Approval of Special Offerings (e.g. Workshops, Institutes, Conference Education, Continuing Education, etc.)

A. Non-Credit Special Offerings

Non-Credit Special Offerings of this type are usually developed in response to specific requests by school districts, corporations, businesses, or agencies. In an effort to remain as responsive as possible, non-credit special offerings will only require the permission of the Department Chair and the College/School Dean.

B. Credit-Granting Special Offering

1. Departmental Approval

a. Credit-Granting Special Offerings Based on Existing Courses (with the exception of courses ID 5600, Graduate Services Programs in College/School and Community; and ID 5900, Contemporary Issues)

The Special Offering outline shall be approved first by the Department Curriculum Committee(s) and then by each of the involved departments. The document is then transmitted directly to the College/School Dean(s) for approval and implementation as appropriate. When offered at the graduate level, notification of the Graduate Dean is also required. The number of contact hours required for credit-granting special offering shall reflect conventional course hours.

b. Any new course included in a Special Offering shall go through the new course approval process.

Please Note:

When a Special Offering (an existing course or a new offering) is inter-departmental or appears to cross departmental lines, the approval of each Department Curriculum Committee and the approval of the faculty of each department shall be secured. The number of contact hours required for any credit-granting Special Offering shall reflect conventional course hours.

2. College/School Curriculum Committee(s) Approval

The new course outline is presented by the Chair of the Department Curriculum Committee for formal receipt, review and action.

3. College/School Dean(s) Action

The Chair of the College/School Curriculum Committee(s) transmits the approved course outline to the appropriate College/School Dean(s) for implementation as appropriate. When offered at the graduate level, notification of the Graduate Dean is also required.

C. Guidelines Concerning Special Offerings for Undergraduate and Post—Baccalaureate Education Courses

1. Credits earned from successful completion of Credit-granting Special Offerings may be used only to satisfy electives. The approval of the College Certification Officer (Dean of the College of Education) is required for any credit acquired from an approved Special Offering. No Special Offerings may be used as credit substitutions for major or certification courses operating within State-approved programs of the College of Education.

2. Students may take Special Offerings on an audit (no credit) basis in line with the policies of the College of Education for course offerings. The audit policy of the institution requires payment of the regular course fee.

3. Undergraduate credit may be given with permission from the Dean of the College of Education for a Special Offering at the graduate level.

VI. Distinction of Roles

A. Standard Charges

A distinction of the roles of the various curriculum committees with regard to course and program approval is provided in this section of the document. There is an implied relationship among these bodies vis-à-vis the overall curriculum process. In as much as the actions of these committees often transcend routine business their functions beyond course and program approval are described in this introductory overview.

Departments

The academic departments and the Department Curriculum Committees are essential are essential to the vitality and viability of any course of study. Curricular action is initiated at this level in the majority of instances. The Department Curriculum Committees should encourage and facilitate course and program development, undertake periodic course and program review, and insure the maintenance of high standards.

Of equal importance is the delineation of procedure for on-going needs assessment in an effort to develop contemporary offerings. In addition, it is necessary to analyze the projected schedule of departmental offerings in relation to current program and student need. The expertise of faculty and present and projected resources are other important considerations, particularly with regard to new course and program development.

The College Curriculum Committees

The domain of this committee involves course offerings contained in the curriculum for the College. The goal of this committee is to help deliver the highest quality curriculum for the College and University, and maintain the highest academic standards for the course offerings.

Standing Charges:

1. To approved all new course offerings and revisions of courses.
2. To ensure the academic standards of the University are met by proposed courses and revisions.
3. To determine the applicability of proposed offerings to specific programs, and to the short and long term goals of the University.
4. To assess proposed and existing courses in an effort to avoid duplication of other offerings within the University curriculum.
5. To mediate situations involving inter-departmental and/or inter-school concerns as necessary, and to establish guideline in this regard.
6. To participate in any ad hoc committees, as necessary, and send representatives to participate in other curriculum committees, when common concerns are at issue.
7. To establish guidelines and timelines for the periodic review and assessment of courses within each of the departments.
8. To fulfill any specific or special charges from the Faculty Senate.
9. To make periodic reports, a mid-year progress report, and issue a final report to the Faculty Senate at the end of the Academic Year.

The General Education Committee

The standing General Education Committee of the Faculty Senate has the overall responsibility for the policies, procedures and curricular offerings related to the General Education and Learning Assistance Program at Kean University, ensuring the highest quality educational experience for all students. The committee is reconstituted annually through the Faculty Senate Elections and through appointment.

Standing Charges:

1. To serve as the custodians of the General Education Program and to facilitated the professional development that supports the missions of General Education.
2. To provide leadership in the continued grow and development of the General Education Program.
3. To advise the directors of General Education on all matters relating to placement criteria, to academic content, and to delivery of services in the Program.
4. To approve all designated General Education courses according to the criteria outlined in the 2008 revisions to Faculty Senate Resolution (which created the General Education/Learning Assistance Program)
5. To facilitate the implementation and the continued functioning of the General Education Program following the recommendations and guidelines established by the 2008 revisions to the Faculty Senate Resolution.
6. To recommend to the Faculty Senate appropriate academic policies for the General Education Program.
7. To perform ongoing curriculum review and development as outlined in the 2008 revisions to the Faculty Senate Resolution.
8. To oversee and review the mechanisms for evaluating the curriculum of all Program components and to report these results to the Faculty and the appropriate administrative offices.
9. To review the reports and recommendations submitted by the Academic Services Council (in conjunction with the Council of Deans) to the General Education Committee.
10. To review the responsibilities of the faculty and professional staff for coordinating development and implementation of the General Education Program.
11. To review and update as necessary the roles and responsibilities of the directors of the General Education Program.
12. To consult with the departments and disciplines of the University about curriculum development, services, assessment, criteria and results and ways to support the development of students skills and dispositions throughout all levels of the general education curriculum.
13. To fulfill any specific or special charges from the Faculty Senate.
14. To make periodic reports, a mid-year progress report, and issue a final report to the Faculty Senate at the end of the Academic Year.

The University Curriculum Committee

The domain of the committee involves the policies, procedures, programmatic offerings and curricular issues of the university. The goal of this committee is to help deliver the highest quality curriculum across the university that is consistent with the mission of the university, the social and economic demographics of the region, and the institutional resources and budgetary issues.

Standing Charges:

1. To routinely consider program documents reflective of curricula across the university, and make recommendations regarding their approval to the Faculty Senate, in a timely fashion.
2. To maintain a broad institutional perspective in its review and evaluation of programmatic proposals.
3. To make curricular policy recommendations that are consistent with the mission of the university, the social and economic demographics of the region and issue of budgetary and institutional resources.
4. To review over-all curriculum procedures, and make policy recommendations to the Faculty Senate.
5. To serve as arbiter in matters of curricular conflict between colleges.
6. To review specific curricula and programs which appear to deviate from approved goals or established standards.
7. To periodically review and make recommendations to the revise the Curriculum Procedures Document, to the Faculty Senate.

8. To fulfill any specific or special charges from the Faculty Senate.
9. To make periodic reports, a mid-year progress report and issue a final report to the Faculty Senate at the end of the Academic Year.

B) Distinction of roles in the approval of a new program:

1. Role of the Department

(a) To describe the proposed program in detail
(b) To select a program consultant in consultation with the College Dean(s)
(c) To provide supportive documentation and rationale for the program
(d) To develop the program document according to the approved format in consultation with the College Dean(s), and where appropriate, the Graduate Dean
(e) To articulate with other departments which may be affected by the program which is proposed
(f) To officially transmit appropriate copies of the Program Document to the University Curriculum Committee (see Appendix E-Transmittal Form)
(g) To incorporate suggestions for revision and/or amplification as may be required at subsequent levels
(h) To approve the proposed program first by the Department Curriculum Committee and then by the entire department

2. Role of the Dean

(a) To advise the course of action
(b) To consult with the Department(s) in the identification of an external consultant for program development and review
(c) To assess the resources and staff implications
(d) To approve the consultant
(e) To approve the program
(f) In the case of the graduate programs, the College Dean will consult the Graduate Dean on the above

3. Role of the General Education Committee

The General Education Committee may be consulted in the review of new undergraduate program in an effort to insure that the proposed program is keeping with University policy regarding the General Education component of the curriculum.

Departments that believe conflicts exist between University requirements and their programmatic interest should submit proposed changes to the General Education and the University Curriculum Committees.

4. Role of the University Curriculum Committee

(a) Objective assessment of the proposed program with regard to its adherence to curricular standards and policies
(b) Objective assessment of the academic quality of the program
(c) Thorough evaluation of the structure of the program
(d) Review of previous assessment of need and student demand
(e) Review of previous assessment of need and student demand
(f) Critical evaluation of resource implications including additional staffing
(g) Assessment of the impact on other programs and students
(h) Review of the incorporation of revisions
(i) Assessment of the program in relation to the stated mission and goals of the University
(j) Objective evaluation and action (approval, disapproval, minor revision) specific to the program in executive session within reasonable time parameters (45 calendar days from transmittal date from the Faculty Senate Office)

(k) Return of proposals which are denied approval with appropriate rationale and/or suggestions for revisions

5. Role of the Faculty Senate

(a) To review the document in its entirety
(b) To review the program in its adherence to curricular standards and policy
(c) To assess the academic quality of the program
(d) To review the structure of the program
(e) To review previous assessments of need, demand, and resources
(f) To assess the impact of the program on students and other programs
(g) To review the incorporations of revisions which may have been recommended
(h) To approve or reject the program

6. Role of the Administration

(a) Careful review of the complete program document
(b)Articulation with the Council of University Presidents and the Commission on Higher Education with regard to the proposed program
(c)Careful assessment of resources necessary to support the program
(d)Development of institutional impact statements as may be required in the review process
(e) Constructive articulation with program developers
(f) To approve or reject the program

C) Distinction of roles in course approval

It is understood that courses may be proposed by any member of the faculty. Each course would be submitted to the Department Curriculum Committee(s)

1. Role of the Department

(a) Review of existing departmental goals and standards
(b) Careful analysis of the proposed course regarding its description level content development, methods of instruction, methods of evaluation and bibliography
(c) For revision of an existing course, comparison must be presented along with the revised course with clear indication of the changes, rationales, and effects within the program
(d)Determination as the whether the content of the proposed new courses requires Examination by other departments within the University
(e) Assurance that the proposed new course does not duplicate existing courses in Whole or substantial part
(f) Review of the style and format of the proposed course in order to insure Consistency with the accepted standard for Kean University course outlines (see Appendix C-Format New Course Outline)
(g) To facilitate formal review and approval of the course proposal first by the Departmental Curriculum Committee and then by the entire department
(h) To officially transmit of 20 copies of the proposed new course (or those which involve revision or technical change) to the College Curriculum Committee (see Appendix E.2-E.5-Transmittal Forms)

2. **Role of the College Curriculum Committee**

(a) Thorough review of each new course proposal or one involving technical changes with regard to its adherence to curriculum standards and curriculum policies pertinent to all courses offered in that College. The review would include an open presentation by the proposer(s) followed by questions and discussion with the Committee.
(b) Objective assessment of the need for the course in terms of overall goals of the department and/or program
(c) Objective assessment of the academic quality of the proposed course and/or appropriateness of technical change
(d) To safeguard against inappropriate overlap or duplication insofar as existing courses and to insure appropriate clearance from related department(s)
(e) Consideration of course proposals and/or technical changes in light of existing personnel and physical resources
(f) Review of experimental courses for continuation
(g) To solicit additional information as may be required by regarding new course proposals and/or technical changes
(h)Objective evaluation and action (approval, disapproval, minor revision) specific to the course in executive session within reasonable time parameters (45 calendar days from transmittal date from the Faculty Senate Office)
(i) Return of proposals and other relevant curriculum matters which are not approved with appropriate rationale and/or suggestions for revision
(j) Official transmittal of corrected copies of the approved course outline and/or recommended change(s) to the appropriate College Dean for action

3. **Role of the General Education Committee**

(a)Through review of each new course proposal or one involving technical changes with regard to its adherence to curriculum standards and curriculum, learning assistance and assessment policies, pertinent to General Education courses. The review would include an open presentation by the proposer(s) followed by questions and discussion with the Committee
(b) Objective assessment of the need for the course in terms of overall goals of the General Education Program
(c) Objective assessment of the academic quality of the proposed course and/or appropriateness of technical change
(d) To safeguard against inappropriate overlap or duplication insofar as existing General Education courses and to insure appropriate clearance from related departments
(e)Consideration of course proposals and/or technical changes in light of existing personnel and physical resources
(f) Review of experimental courses for continuation
(g)To solicit additional information as may be required in regard to new course proposals and/or technical changes
(h)Objective evaluation and action (approval, disapproval, minor revision) specific to the course in executive session within reasonable time parameters (45 Calendar days from transmittal date from the Faculty Senate office)
(i) Return of proposals and other relevant curriculum matter what are not Approved with appropriate rationale and/or suggestions for revision
(j) Official transmittal of corrected copies of the approved course outline and/or Recommended change(s) to the appropriate College Dean for approval

4. **Role of the Dean**

(a)Participation ex-officio on the College Curriculum Committee as an advisory non-voting member

(b) Receives each approved course (acknowledge by signature) and facilitates its Implementation

(c) For General Education courses, renders a decision (approval, disapproval, minor revision) within 30 calendar days specific to those General education course proposals officially transmitted by the GE committee

(d) Provides sufficient rationale within 30 calendar days for those General Education course proposals and curricular actions which are not approved (such rationale shall include either an explanation for course disapproval or alternatively, an explanation for delaying decision beyond the 30 day period. Should additional time be necessary to complete action on the course, the Dean must provide written justification to the Faculty Senate Office and the contact person of the course)

VII. DEFINITIONS OF TERMS USED

Hybrid Course
A course in which some of the classroom time is replaced with out-of-class activities. These activities are usually facilitated by a course management system (e.g. WebCT). These courses must be approved by the Distance Learning/Travel-Learn Committee.

Catalog Description
A brief statement of each approved course contained in the University Catalog including the number, title, credit(s), and any necessary prerequisites. The catalog descriptions are listed under the respective departments where they are taught.

Certificate
A recognition, other than a degree or certification, presented upon completion of an approved course of study.

Certificate Program (Post-Baccalaureate Major)
A major program or course of study upon successful completion of which the student earns a certificate as opposed to a degree.

Certificate Program (Continuing and Professional Education)
Non-Credit Courses: A certificate program upon successful completion of which a student earns a Certificate of Completion and/or Achievement and Continuing Education Units (CEUs).

Credit Courses
A certificate program in which a student may enroll as an undergraduate or graduate student. (Please see specific programs for details.)

Certification Program
A non-degree program on the post-baccalaureate or graduate level which, upon successful completion of a prescribed course of study, provides the educational component for instructional, administrative, or educational services certification in the public school system of the State of New Jersey.

Collateral Program
An approved structure of interrelated courses that develop a defined interdisciplinary expertise. These courses may be drawn from the electives or from the courses already required by the student's major, minor or general education program. A collateral program usually comprises a minimum of 21 semester hours and may not exceed the credit limit set for major programs. At least half of the minimum number of credits must be taken at Kean University.

Combined Program
A program which offers both the undergraduate and graduate degree from Kean University.

Course Outline
A document approved by the respective department(s) and College Curriculum Committee(s) that contains the objectives, course content, methods of instruction, methods of assessment, recommended text(s), and print as well as non-print media bibliography for a course offered at the University.

Course Revisions, Type I
Any revisions in an approved course that affect the objectives or content of the course.

Course Revisions, Type II
Any revisions in an approved course (i.e. change of course title, course description, course number, prerequisites, bibliography, departmental name change, etc.) that do not affect the objectives or content of the course.

Degree Program
A program for which, upon successful completion of a prescribed course of study, a student earns a Bachelor's Degree, a Master's Degree, a Professional Diploma, or a Doctoral Degree.

Distance Learning Course
An interactive course organized and offered in such a way as to enable the student to complete the course requirements through the use of a variety of supplementary instructional resources and methods of delivery (ITV or online course management systems) without routine class attendance (i.e. no more than four class meetings in a semester).

Encumbrance
The use of a course to satisfy both major program and General Education requirements. While the course satisfies both requirements, it is only counted once toward graduation credit.

External Education Course
A course designed for self-directed students who find commuting to campus for weekly classes difficult. The course meets during the first regularly scheduled class period in the semester, at which time the instructor explains the course requirements and arranges for the availability of textbooks, study guides, lecture tapes, etc. Three additional meetings may also be scheduled. Students may consult with the professor by mail, by telephone, by e-mail, or in person at the campus.

General Education Program
A coordinated sequence of liberal arts courses integrated with appropriate academic support. The sequence begins with required skills-based Foundations Courses; continues with a distribution of Disciplinary, Interdisciplinary, and Concentration Courses; and culminates with a Capstone experience linked with the major.

General Education Capstone
An approved course within a major that embodies the vertical integration of General Education skills with the major, to be taken after students have completed a minimum of 93 credits in their studies at the university.

General Education Concentration
A sequence of two thematic, disciplinary or interdisciplinary courses (6-8 credits) at the 2000 level and above that provides students with an opportunity to broaden their knowledge outside their major.

Undergraduate Degree Program
A program composed of no less than 124 credits, which leads to a Bachelors' Degree.

Graduate Degree Program
A program composed of no less than 30 credits, which leads to a Master's Degree, Professional Diploma, or Doctoral Degree.

Interdisciplinary Course
A course that integrates the subject material of at least two academic disciplines and is designated in both the University Catalog and the Registration Bulletin by an ID prefix.

Joint Program
An approved program sponsored by two or more institutions, which upon successful completion of a prescribed course of study, grants a degree from one, both, or all of the institutions.

Major Guide Sheet (Undergraduate)
A document that contains the entire approved curriculum (both General Education and major requirements) for each of the existing undergraduate major programs and their options. Each guide sheet is also used as an advisement tool issued to new students upon their first registration session. This guide sheet is to be kept by the students for use whenever they seek advisement.

Major Program (See Undergraduate Major Program)

Minor Program (See Undergraduate Minor Program)

Option Undergraduate: One of the several approved alternative structures by which the undergraduate major program requirements may be met. A substantial core of courses, generally a third to half, should be common to other options within the major program.

Option Graduate: A specific course of study within a graduate degree program.

Post-Baccalaureate Major (PBM)
A major that leads to the awarding of a certificate, not a degree, issued by Kean University for students already holding a Bachelor's Degree in another discipline. The Post-Baccalaureate Major is to be distinguished from the Second Baccalaureate Degree.

Program Approval
A formal recognition of the University's intent to offer a new academic program at the date specified in the document. Program approval may be granted upon the completion of a formal application containing feasibility and resource studies, a tentative outline of the course of study, and other pertinent data which then proceeds through a prescribed curriculum process (See Section III of this manual). All courses contained in the program document must be approved through the normal curriculum process prior to program approval by the Faculty Senate.

Second Baccalaureate Degree
The Second Baccalaureate Degree requires that students must have earned a baccalaureate degree from Kean University or any other accredited four-year college or university with a grade point average of at least 2.0. Students are required to meet all major and other course requirements and any additional University requirements for the second degree. A minimum of 32 degree credits, including at least one-half the major requirements, must be earned at Kean University after admission to a second baccalaureate degree program. Candidates are allowed to take a maximum of six credits as non-matriculated students at Kean University. Once a student has been accepted into the program, all coursework must be completed at Kean University. Students will apply to the University following procedures currently in effect for those applicants holding a B.A. degree, and they will have to meet current guidelines for the academic major.

Service Learning
An additional component of selected courses, providing students an opportunity to engage in forty hours of course-related service activities in community and not-for-profit agencies. Students earn one additional credit for the time devoted to community service in a Service Learning component.

Service Learning Module
The one credit component of a Service Learning course that is comprised of forty hours of service over the course of the semester. The module will focus on community service and will be integrated in various ways into the course content.

Special Offerings
Special Offerings may (a) be credit or non-credit granting educational activities, (b) be offered on campus or off, (c) be self-supporting or financed through an outside agency, (d) involve the faculty, professional staff, space or other resources identified as pertaining to the University, from regularly scheduled classes, or (e) be scheduled at times that do not necessarily conform to conventional class scheduling patterns (i.e. weekends, mid-semester breaks, intensified daily sessions for specified periods of time, etc.). They are usually identified by such terms as "workshop," "institute," "conference education," or "continuing education." If the Special Offerings are credit granting, they must conform to the minimum number of contact hours as defined by the appropriate accrediting agency.

Transmittal Form
A standard document (See Appendix) that must accompany all curriculum proposals or initiatives, serve as the official record of all required approvals in the curriculum process and must contain the signatures required for every stage of the approval process.

Travel-Learn Course
A course offered partly on-campus but mostly off-campus at a specific site. A Travel-Learn course is generally between one and four weeks in length and offers an intensive academic experience related to the off-campus location. Essential components of the Travel-Learn course are pre- and post-travel classroom sessions taught by the instructor(s) on campus.

Undergraduate Major
An approved combination of undergraduate courses and/or equivalents that define the requirements for an undergraduate degree. This usually includes 30 to 40 semester hours in a primary discipline which provides a primary focus for a student's studies. In addition, the program specifies on the major guide sheet the total and type of credits (including General Education courses and electives) that are necessary for the award of a degree in the undergraduate major.

Undergraduate Minor
An approved combination of at least 18 semester hours taken in a discipline other than the major.

Web-Enhanced Course
A course in which all scheduled meetings take place but which is supplemented by materials placed on the web, either in a course management system such as WebCT or on standard web pages. These courses do not need to be approved by the Distance Learning/Travel-Learn Committee.

APPENDIX A

REQUIREMENTS FOR THE BACCALAUREATE, AND MASTERS DEGREE

I. Baccalaureate Degree Requirements

The baccalaureate degree is conferred by the authority of the Board of Trustees of Kean University.

To qualify, a student must be fully matriculated in a major program of Kean University and must complete the program as described. A minimum of 32 degree credits, including one-half of the major requirements, must be earned at Kean.

No course prescribed as a major requirement or a requirement for a collateral of minor program completed at a grade lower than "C" will be counted toward the fulfillment of that requirement. Any course initially completed at a grade of "D" and repeated according to this policy does not earn duplicate credit toward overall degree requirements.

With the exception of encumbered courses, no course can fulfill both a major and a General Education requirement.[1]

Except in the case of certain specifically approved academic programs, no more than 40 semester hours in a major field will count toward the total credits for graduation.

Fifty percent of free elective credits must be compromised 3000-4000 level credits.

Degree requirements must be completed within 10 years from the date of matriculation. Extension of time pay be considered by a review committee upon written request by the student to the appropriate College Dean.

A cumulative grade point average of a 2.0 or above is required for graduation.[2]

II. Graduate Degree Requirements

Graduate degrees are conferred by the Authority of the Board of Trustees of Kean University.

To qualify, a student must be fully matriculated in a graduate degree program of the University.

Degree requirements must be completed within six years from the date of matriculation or the date of the first course, wherever taken, earned at a grade of "B" or better while on pre-matriculated status at Kean University, or it may also include six hours of approved graduate course work at another accredited institution at a grade of "B" or better. Courses applied toward a pervious degree may not also be credited toward another degree. A cumulative grade point average of 3.0 or above is required for degree completion.

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[1] International compliance with New Jersey minimum standards for teacher certification has required that exceptions to this policy be granted for the majority of baccalaureate degree programs offered by the School of Education.

[2] A cumulative grade-point average of 2.75 or above is required for teacher certification.

APPENDIX B

I. FORMAT FOR NEW COURSE OUTLINES

In order to expedite the consideration of new courses by the College Curriculum Committee(s), all proposals for new courses must be submitted in the one of the three formats outlined below (depending on whether the course is to be included in the General Education Program). These are the minimum criteria and information for course outlines. Additional criteria and information, (for example that required by accrediting bodies such as NCATE) may necessitate inclusion in the course outline. The course number should be pre-determined by the Department in accordance with the guidelines of the University Curriculum Committee as to level. Course outlines not in the proper form will be returned to the Department for revision prior to substantive consideration.

B.1 FORMAT FOR NON-GENERAL EDUCATION COURSE OUTLINES

PAGE 1

COURSE TITLE

Date:
Course Number:
Semester Hours:
Prerequisites:
Limitations on Enrollment: (if appropriate)
Required, Elective, General Education Option, Distance Learning Education Course, Experimental, Continuing Education (please note as appropriate)

Catalog Description

The catalog description should be concise and to the point. Complete sentences are unnecessary such as "included in the course will be….", "The student is expected to gain", or "Also studied are…" Etc.

PAGE 2 (and successive Pages)

I. Course Objectives
   A.
   B.
   Etc.

II. Course Content
   A.
   B.
   Etc.

III. Methods of Instruction
   A.
   B.
   Etc.

IV. Methods of Evaluation
   A.

B.
Etc.

V. Suggested Texts
A.
B.
Etc.

(Alphabetized using the following suggested form:
Campbell, William G. Form and Style in Thesis Writing.
3rd ed. Rev., New York: Houghton Mifflin Company, 1999.)

VI. Bibliography

(Alphabetized using the style manual cited in section V. above to include both print and non-print resources as appropriate. Other standard style manuals may be substituted).

B.2 FORMAT FOR GENERAL EDUCATION COURSE OUTLINES

PAGE 1

COURSE TITLE

Date:
Course Number:
Semester Hours:
Prerequisites:
Limitations on Enrollment: (if appropriate)
Required, Elective, General Education Option, Distance Learning Education Course, Experimental, Continuing Education (please note as appropriate)

Catalog Description

The catalog description should be concise and to the point. Complete sentences are unnecessary such as "included in the course will be....", "The student is expected to gain", or "Also studied are..." Etc.

PAGE 2 (and Successive Pages)

I. Course Objectives
   A. Cognitive Goals
      1. Content related understandings and skills to be learned
         a. Related individual student outcomes to be measured

   B. Diversity
      1. Comparative perspectives to be incorporated
         a. Related individual student outcomes to be measured

   C. Values
      1. Dispositions and values to be acquired
         a. Related individual student outcomes to be measured

II. Course Content
   A.
   B.
   Etc.

III. Methods for Teaching and Learning
   A. Required Methods
      1. Principal
      2. Secondary

   B. Optional Methods

   C. Learning Support Services and Interventions to be Incorporated (Specify how the services and interventions will be used, i.e. as a mandatory lab component, as an optional individualized tutorial, as supplemental instruction, etc.)

D. Technology Support for Topics in the Curriculum
    1. Format—within or outside class time
    2. Nature and frequency of use
    3. Hardware and software required

IV. Modes of Assessment (in relation to outcomes listed in the course objectives)
A. Skills to be assessed

B. Course-embedded assessments (criteria/activities/objectives) common to all course syllabi that address cognitive skills, diversity and values.

V. Place in the General Education Sequence
A. Related precursor courses within the General Education Program

B. Related concomitant or succeeding courses within the General Education Program

C. Possible companion courses for the disciplinary and/or interdisciplinary concentration(s)

VI. Suggested Text(s)
A.
B.
Etc.

(Alphabetized using the following suggested form:
Campbell, William G. Form and Style in Thesis Writing, 3rd ed. Rev.,
New York: Houghton Mifflin Company, 1969.)

VII. Bibliography
A. Printed Media
B. Non-print Media

(Alphabetized using the style manual cited in section V. above to include both print and non-print resources as appropriate. Other standard style manuals may be substituted).

B.3 FORMAT FOR GENERAL EDUCATION COURSE OUTLINES

Expanded Version for School of Education

PAGE 1

COURSE OUTLINE

Date:
Course Number:
Semester Hours:
Prerequisites:
Limitations on Enrollment: (if appropriate)
Required, Elective, General Education Option, Distance Learning Education Course, Experimental, Continuing Education (please note as appropriate)

Catalog Description

The catalog description should be concise and to the point. Complete sentences are unnecessary such as "included in the course will be….", "The student is expected to gain", or "Also studied are…" Etc.

PAGE 2 (and Successive Pages)

I. Course Objectives
- A. Cognitive Goals
  1. Content related understandings and skills to be learned
     a. Related individual student outcomes to be measured
- B. Diversity
  1. Comparative perspectives to be incorporated
     a. Related individual student outcomes to be measured
- C. Values
  1. Dispositions and values to be acquired
     a. Related individual student outcomes to be measured

II. Course Content
- A.
- B.
- Etc.

III. Methods for Teaching and Learning
- A. Required Methods
  1. Principal
  2. Secondary
- B. Optional Methods

C. Learning Support Services and Interventions to be Incorporated (Specify how the services and interventions will be used, i.e. as a mandatory lab component, as an optional individualized tutorial, as supplemental instruction, etc.)

D. Technology Support for Topics in the Curriculum
   1. Format—within or outside class time
   2. Nature and frequency of use
   3. Hardware and software required

IV. Modes of Assessment (each labeled according to one or more of the domains, A-C:)
A. Knowledge

B. Skills

C. Dispositions

D. Course-embedded assessments (criteria/activities/objectives) common to all course syllabi that address cognitive skills, diversity and values.

V. Place in the General Education Sequence
A. Related precursor courses within the General Education Program
B. Related concomitant or succeeding courses within the General Education Program

C. Possible companion courses for the disciplinary and/or interdisciplinary concentration(s)

VI. Suggested Text(s)
A.
B.
etc.

(Alphabetized using the following suggested form:
Campbell, William G. Form and Style Thesis Writing. 3rd ed. rev,
New York: Houghton Mifflin Company, 1969)

VII. Bibliography
A. Printed media
B. Non-print Media

(Alphabetized using the style manual cited in section V. above to include both print and non-print resources as appropriate. Other standard style manuals may be substituted.)

II. GUIDELINES FOR GENERAL EDUCATION COURSE OUTLINES

I. Course Objectives

Possible Skills and Outcomes That May be Incorporated Into Course Objectives (Select those appropriate to your course objectives and apply them to your course content)

A. Cognitive Skills

These skills involve the ability to move beyond knowledge requiring memory alone, comprehension, and low-level application of concepts and principles. These skills lead to the ability to engage in multiple and cumulative modes of thought, synthesis and evaluation. Attention to these skills will be place in cross-cultural context.

1. Analytic thinking

a) Draws reasonable inferences from observations and logical premises
b) Independently discerns internal structure, pattern, and organization using frameworks or models from various disciplines and field s of inquiry to comprehend the natural world, social and cultural relations, and artistic products.
c) Recognizes and analyzes problems in a variety of situations, both independently and cooperatively with others
d) Views issues from a multiplicity of perspectives
e) Analyzes and describes the value structure of a specific area of knowledge, both in theory and practice.

2. Synthetic-creative thinking

a) Identifies problems, perceives associations, and constructs relationships that are novel
b) Uses one's intellectual; skills effectively to construct original ideas and products.

3. Evaluative thinking

a) Identifies assumptions and limitations in problem solving and evaluates the adequacy of one's own and others approaches to problems
b) Evaluates one's own and other's ideas, behavior, and cultures using criteria from various applications, disciplines, and fields of inquiry.

4. Artistic response and expression

a) Expresses personal response to the literary, performance, and visual arts in terms of their formal elements and one's own personal background.
b) Distinguishes among artistic forms in terms of their elements and one's personal responses to specific works.
c) Relates works to their philosophical, historical, and cultural contexts.
d) Makes and defends judgments of the artistic quality of specific works.
e) Expresses creatively both abstract concepts and feeling and emotions using various artistic modes.

5. Multiple Modes of Inquiry

a) Demonstrates an understanding of methods of inquiry, both qualitative and quantitative
b) Identifies the primary sources and methodologies of research utilized in various disciplines.
c) Synthesizes and defends relationships built from experience, survey, and documentation.
d) Documents and defends stated opinions, theses and research summaries.
e) Identifies the assumptions and limitations of methods of inquiry and distinguishes the extent to which each method is applicable in various situations and contexts in all disciplines and fields of inquiry.
f) Demonstrates an understanding of the varying approaches to inquiry which are based on culture and world view perspectives.

g) Distinguishes from a multiple, world-view perspective, first- from second-hand information, and facts from opinions.

6. Scientific and mathematical reasoning

a) Demonstrates an understanding of the scientific method of inquiry, including accurate measurements based on observation and the use of controlled experiment.
b) Distinguishes hypothesis from substantiated conclusions, identifies the need for and role of appropriate evidence in providing support for testable hypotheses.
c) Evaluates the quality of evidence, distinguishing appropriate and significant evidence from inadequate evidence.
d) Demonstrate an understanding of the development of scientific laws, theories and their applications through experiment, modeling, and simulation.
e) Demonstrates an understanding of quantitative representations of data using tables, graphs, statistical tests, and error analysis.
f) Demonstrates and understanding of mathematical logic, symbolic representation, and information processing.
g) Demonstrates and understanding of mathematical modeling that represents and solves problems for practical applications.

7. Communication

a) Analyzes oneself as a communicator and identifies one's strengths and weaknesses.
b) Communicates effectively in expository prose.
c) Communicates effectively both abstract concepts and feeling s and emotions in writing, speaking, reading, and listening using words or quantified data, and with other media, including the computer.
d) Identifies and effectively uses the tactics of skilled persuasion; recognizes attempts at manipulation such as hucksterism and demagoguery in various settings, contexts and situations.
e) Based one's own values, takes and defends effectively a reasoned personal position concerning the implications of contemporary events on various social groups and on one's own personal life.
f) Demonstrates an understanding of how communication is linked to race, ethnicity, class and gender.

8. Integrated Cognitive Skills

a) Summarize and prioritize critical information within and between disciplines and professional programs.
b) Use critical information to identify and develop concepts and issues for examination and research.
c) Identify the methodology for acquiring new knowledge in the disciplines or professional program and identify ways for analyzing and evaluating new knowledge in both academic and professional contexts.
d) Examine similarities and difference in the methodologies utilized in disciplines and professions.
e) Appreciate the creative contribution of individual disciplines and professional programs.
f) Demonstrate an understanding of how knowledge is utilized to maintain power structures.

B. Diversity

1. Self Awareness

a) Articulates a clear and integrated sense of one's own personal identity, place in the world, and potential as a person.
b) Recognizes and name's one's own emotional states and various contexts, situations, and circumstances.
c) Demonstrates ability to function effectively under conditions of ambiguity, uncertainty, and conflict.
d) Demonstrates ability to empathize with others who are substantially dissimilar from oneself and to communicate effectively this empathy to others.

e) Demonstrates intellectual flexibility and the capacity to adapt to change in one's own life and various settings, contexts and situations.
f) Identifies and evaluates one's own changes over time and one's own response to cultural change.

2. Interpersonal Interaction

a) Identifies and evaluates one's own behaviors and emotional responses experienced when interacting with others both in one-to-one and group settings and contexts, and can analyze the behavior of others.
b) Interacts cooperatively and constructively in pairs, small groups, and classroom situations.
c) Demonstrates active, diverse, and effective learning behaviors appropriate to various disciplines and fields of inquiry as an individual and in group settings.
d) Employs effective interpersonal and intra-group behavior when interacting with others in a variety of situations, within one's own culture and in intercultural settings, contexts, and situations.
e) Facilitates effective interpersonal and group interactions both within one's own culture and in intercultural settings, contexts, and situations.

3. Social Awareness

a) Describes the process of cultural change and analyzes specific cultural changes.
b) Observes and analyzes the impact of individuals and groups on other individuals and society as a whole, and how society affects individuals and groups.
c) Demonstrates an understanding of the varying approaches to social and scientific reasoning that are based on culture and world-view perspectives.
d) Identifies cultural influences on quality of evidence and how one distinguishes appropriate and significant evidence from inadequate evidence.
e) Demonstrates insight into the forces at work between individuals and groups and utilizes these insights to interpret human events and comprehend their causes, effects, and implications.
f) Demonstrates perception and knowledge of contemporary world conditions and events and the capacity to analyze the complex interrelationships of these conditions and events in their historical contexts.
g) Demonstrates understanding of growing interdependence of nations, especially concerning natural resources and economic development, and analyzes the impact of events in one area or culture on others.
h) Demonstrates understanding of the structural and functional differences among cultures, Western and Eastern, industrialized and less developed.
i) Demonstrates understanding of global power relationships.

C. Values

1. Learning

a) Identifies one's own preferred learning styles and one's own strengths and weaknesses as a learner.
b) Learns independently, both to satisfy one's own curiosity and to achieve practical ends; has an active, consistent and life-long orientation toward learning.
c) Demonstrates an understanding of how individual learning styles may differ from as well as contribute to one's own way of learning.
d) Understands how different ways of learning may support productive collaboration in the classroom and the workplace.

2. **Leadership**
   a) Demonstrates independence of thought in decision-making and implements these decisions in an effective way.
   b) Demonstrates knowledge of leadership shills and can identify one's own strengths and weaknesses as a leader.
   c) Uses effective leadership behaviors confidently in relating to others.
   d) Identifies values implicit in views espoused and methods employed.
   e) Demonstrates an understanding of leadership responsibility for including multicultural perspectives and participation.

3. **Social**
   a) Identifies ones own chosen values and consciously employs these values in decision making in one's own life to take ad defend reasoned stands on significant personal, social and global issues.
   b) Demonstrates facility in recognizing and evaluating values expressed in discourse such as casual conversation and in philosophical, political, artistic, and humanistic works and implied by scientific and technological developments.
   c) Interacts with others in ways that demonstrate a multicultural perspective in analyzing events, written works, or personal interactions.
   d) Demonstrates an understanding of issues in view of their multicultural impact.

III. Possible Methods for Teaching and learning

(Select those appropriate to your course objectives)

A. Audiovisual Materials
B. Calculators, numeric, alphanumeric and graphing
C. Collaboration, interpersonal and networks
D. Computer Assisted Instruction
E. Cooperative Learning Groups
F. Demonstrations
G. Discussion
H. Field Experience
I. Interactive Software
J. Internet Assignments
K. Inventories
L. Laboratory
M. Lecture
N. Modern Office Software Suites
O. Projects
P. Recitation
Q. Studio
R. Study Groups

IV. Possible Modes of Assessment
(Select those appropriate to your course objectives)

A. Examination
B. Experiments
C. Group Work
D. Interview/Survey/Inventory
E. Journal
F. Performance
G. Presentation
H. Project
I. Portfolio
J. Observation
K. Quiz
L. Research
M. Self-Assessment
N. Term Paper

APPENDIX C

UNIVERSITY POLICY ON THE NUMBER OF CREDITS PERMITTED IN THE MAJOR FIELD

Developed by the University Curriculum Committee in the Fall of 1976 and then approved by the Faculty Senate on March 8, 1977.

Basic Principles

1. The University Curriculum Committee firmly believed in the principle of a broad liberal core as the basis for a college education.

2. The University Curriculum Committee sees the major field as a specialization in the students, field of interest, normally compromising between 30 and 40 semester hours.

3. The University Curriculum Committee recognizes that the demands of such specialized training may require beyond the minimum 124 semester hours required for graduation.

4. The University Curriculum Committee feels that the refinement of thee considerations depends upon the findings and action of the Ad Hoc Committee on the General Education component. Additionally the College Curriculum Committee recognizes the long term need to redefine the major requirements for every specialization and every major.

5. The University Curriculum Committee recognizes that implementation of the above recommendations is closely a allied with further development of departmental and College advisement.

6. The University Curriculum Committee considers accreditation as an acceptable standard for raising the forty-credit hour limit in career oriented programs that must meet State licensing standards. However, the Committee feels that if accreditation is accepted as a standard, the following safeguards should be implemented:

    a. All changes in the forty –credit hour limit should be approved by the University Curriculum Committee and forwarded to the Faculty Senate for its approval.

    b. This committee and the Faculty Senate should determine whether the standards of accrediting agencies are recommendations or requirements.

    c. In meeting accreditation requirements, the use of existing resources from other departments should be utilized.

    d. Students should still be allowed the option of taking the minimum number of requirements with the major.

More specifically, the University Curriculum Committee recognizes that a number of students may benefit from taking courses in their specialization over the current forty-credit hour limit.

The University Curriculum Committee recommends that the departments experiencing problems in this regard work out interdisciplinary arrangements with other departments on campus, whereby students may

take related courses given by these departments. The recommendation of the departments whose students would benefit from these interdisciplinary arrangements for accreditation purposes should be submitted for review and approval to the University Curriculum Committee.

APPENDIX D
Kean University Transmittal Forms

The following transmittal forms are to be attached to all documents (program and course documents, as appropriate) seeking approval through the curriculum process, prior to their submission to the Faculty Senate Office (W-107). **Reminder: all curricular items must be submitted to the Senate Office for routing, do not send them directly to the committee chairpersons.**

Electronic copies of each form are available for download from the Senate website. Type in (www.kean.edu/~senate) and click on the "Curriculum Manual Forms" link. These forms must be complete and submitted in both electronic and paper formats. The different forms are as follows:

D.1 Undergraduate Program Transmittal Form (pages one and two)

D.2 Graduate Program Transmittal Form (pages one and two)

D.3 Disciplinary and Multidisciplinary Course Transmittal Form (not to be used for General Education or Distance Learning Courses) (pages one and two)

D.4 General Education Transmittal Form

D.5 Distance Learning Course Transmittal Form

D. 1 UNDERGRADUATE PROGRAM TRANSMITTAL FORM
KEAN UNIVERSITY: THE FACULTY SENATE

Must be submitted to the Senate Office in **both** electronic and paper format - 20 paper copies required

Contact Person:_____ Phone:_____
Department:_____ e-mail:_____
This is the Original Program Proposal_____ This is a Revision _____Rev No._____

Full Title of Program Proposal:_____

_____

Previous Title (if appropriate) _____

_____

Abbreviated Title (30 characters or less)

Proposed Date of Implementation (semester, year)_____

PROPOSED ACTION

_____**Approval of**	_____**Revision of**	_____**Discontinuation of**
_____New Major Program	_____Major Program	_____Major Program
_____New Option in Program	_____Option in Program	_____Option in Program
_____New Minor Program	_____Minor Program	_____Minor Program
_____New Collateral Program	_____Collateral Program	_____Collateral Program
_____New Certification Program	_____Certification Program	_____Certification Program
_____New Non-Degree Program	_____Non-Degree Program	_____Non-Degree Program
_____New Guide Sheet	_____Guide Sheet	

_____Other Action (specify) _____

ACTION AND SIGNATURES

Affected Department Signature Sheets attached as p. 2 or 3 (as appropriate) ____ Yes ____ No

Departmental Action (complete p. 2 if approval by more than one department is required)

Department_____Department Approval_____Yes_____No
Department Curriculum Chair _____Approval Date _____
Department Chairperson _____Date _____

Dean's Action (complete p. 2 if approval by more than one dean is required)

Dean's Approval _____Date _____

GE Committee Chairperson _____Approval Date _____

UCC Chairperson _____Approval Date _____

Faculty Senate Action

Approved by Faculty Senate (if required) ____ Yes ____ No Approval Date _____
Faculty Senate Chairperson _____Date _____
Presidential Approval _____Date _____

Approved by Board of Trustees (if appropriate)_____Yes_____No Approval Date _____
Chairperson of the Board of Trustees _____Date _____

Completed and approved proposal received by Senate Office Date _____

D.1 UNDERGRADUATE PROGRAM TRANSMITTAL FORM- PAGE TWO
KEAN UNIVERSITY: THE FACULTY SENATE

To be completed and attached only if the approval process involves more than one department and/or college

Departmental Action (continued from page one)

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____ Date_____
3rd College Dean's Receipt (signature)_____ Date_____
4th College Dean's Receipt (signature)_____ Date_____

If more than one Dean's signature is required, these signatures must be obtained before submission to the Provost for approval.

D. 2 GRADUATE PROGRAM TRANSMITTAL FORM
KEAN UNIVERSITY: THE FACULTY SENATE

Must be submitted to the Senate Office in **both** electronic and paper format - 20 copies required

Contact Person:_____ Phone:_____
Department:_____ e-mail:_____
This is the Original Program Proposal_____ This is a Revision _____Rev No._____

Full Title of Program Proposal:_____

Previous Title (if appropriate)_____

Abbreviated Title (30 characters or less)

Proposed Date of Implementation (semester, year)_____

PROPOSED ACTION

_____Approval of	**_____Revision of**	**_____Discontinuation of**
_____New Degree Program	_____Degree Program	_____Degree Program
____New Option in Program	_____Option in Program	_____Option in Program
_____New Certification Program	_____Certification Program	_____Certification Program
_____New Non-Degree Program	_____Non-Degree Program	_____Non-Degree Program

_____Other Action (specify) _____

ACTION AND SIGNATURES

Affected Department Signature Sheets attached as p. 2 or 3 (as appropriate) ____ Yes ____ No

Departmental Action (complete p. 2 if approval by more than one department is required)

Department_____Department Approval_____Yes_____No
Department Curriculum Chair _____Approval Date _____
Department Chairperson _____Date _____

Dean's Action (complete p. 2 if approval by more than one dean is required)

Dean's Approval _____Date _____

Graduate Dean's Approval _____Date_____

UCC Chairperson _____Approval Date _____

Faculty Senate Action

Approved by Faculty Senate (if required) ____ Yes ____ No Approval Date _____
Faculty Senate Chairperson _____Date _____
Presidential Approval _____Date _____

Approved by Board of Trustees (if appropriate)_____Yes_____No Approval Date _____
Chairperson of the Board of Trustees _____Date _____

Completed and approved proposal received by Senate Office Date _____

D.2 GRADUATE PROGRAM TRANSMITTAL FORM- PAGE TWO
KEAN UNIVERSITY: THE FACULTY SENATE

To be completed and attached only if the approval process involves more than one department and/or college

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Departmental Action (continued from page one)

Department_____ Department Approval___Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval___Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval___Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval___Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval___Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval___Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____ Date_____
3rd College Dean's Receipt (signature)_____ Date_____
4th College Dean's Receipt (signature)_____ Date_____

If more than one Dean's signature is required, these signatures must be obtained before submission to the Provost for approval.

D.3 COURSE TRANSMITTAL FORM
KEAN UNIVERSITY: THE FACULTY SENATE
Disciplinary and Multidisciplinary Courses

Must be submitted to the Senate Office in **both** electronic and paper format

Contact Person:_____ Phone:_____
Department:_____ e-mail:_____
This is the Original Program Proposal_____ This is a Revision _____Rev No._____

Department Abbreviation_____ Course No. _____Credits_____
Full Title of Course: _____
_____
Previous Title (if appropriate)_____
_____
Abbreviated Title (30 characters or less)

Proposed Date of Implementation (semester, year) _____
Grade Type:_____Reg._____P/F_____CG/NC (Grad) _____

PROPOSED ACTION

_____Approval of New Course*
_____Add Service Learning Module
_____Deletion of Course
_____Other (Specify)_____

_____Revision of Existing Course
_____Type I
_____Type II
_____Course Title Change
_____Course Number Change
_____Catalog Description Change
_____Other_____

*(If change affects a program, the program(s) must be submitted to the UCC)

ACTION AND SIGNATURES

Affected Department Signatures on p.2 (Requires Chairs' Signatures only)_____Yes_____No

Departmental Action (Complete p.2 If approval by more than on department is required)

Department or Committee_____Department Approval_____Yes_____No
Dept. Curriculum or Committee Chair _____Approval Date _____
Department or Committee Chairperson_____Date_____

College Curriculum Committee Action (use p. 2 if it requires approval by more than one college)

College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)

College Curriculum Committee Chairperson_____Date _____
_____Approved_____Returned for Revision_____Rejected_____

Dean's Action (Complete p.2 if receipt by more than one dean is required)

College Dean's Receipt (Signature)_____**Date**_____

Completed and approved course document received by Senate Office_____**Date**_____

D.3 COURSE TRANSMITTAL FORM- PAGE TWO
KEAN UNIVERSITY: THE FACULTY SENATE

To be completed and attached only if the approval process involves more than one department and/or college

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Departmental Action (continued from page one)

Department_____ Department Approval____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

College Curriculum Committee Action (continued from page one)

2nd College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20)_____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision_____Rejected

3rd College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20)_____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision_____Rejected

4th College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20)_____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision_____Rejected

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____ Date_____
3rd College Dean's Receipt (signature)_____ Date_____
4th College Dean's Receipt (signature)_____ Date_____

If more than one Dean's signature is required, these signatures must be obtained before submission to the Provost for approval.

D.4 GENERAL EDUCATION COURSE TRANSMITTAL FORM
KEAN UNIVERSITY: THE FACULTY SENATE
ONLY FOR COURSE INCLUSION IN THE GENERAL EDUCATION PROGRAM

Must be submitted to the Senate Office in **both** electronic and paper format

Contact Person:_____ Phone:_____
Department:_____ e-mail:_____
This is the Original Program Proposal_____ This is a Revision _____Rev No._____

Department Abbreviation_____ Course No. _____Credits_____
Full Title of Course: _____
_____
Previous Title (if appropriate)_____
_____
Abbreviated Title (30 characters or less)

Proposed Date of Implementation (semester, year) _____

Grade Type:_____Reg._____P/F_____CG/NC (Grad) _____

PROPOSED ACTION

_____Approval of New Course for inclusion in GE Program*
_____Addition of Existing Course to GE Program
_____Addition of service Learning Module to a GE Course
_____Removal of a Course from GE Program

_____Revision of Existing Course
_____Type I
_____Type II
_____Course Title Change
_____Course Number Change
_____Catalog Descrip.Change
_____Other_____

*(If change affects a program, the program(s) must be submitted to the UCC)

ACTION AND SIGNATURES

Affected Department Signatures on p.2 (Requires Chairs' Signatures only)_____Yes_____No

Departmental Action(Complete p.2 If approval by more than on department is required)

Department or Committee_____Department Approval_____Yes_____No
Dept. Curriculum or Committee Chair _____Approval Date _____
Department or Committee Chairperson_____Date_____

College Curriculum Committee Action (use p. 2 if it requires approval by more than one college)
College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
_____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5)

College Curriculum Committee Chairperson_____Date _____
_____Approved_____Returned for Revision_____Rejected_____

General Education Committee Action
_____Approved_____Returned for Revision_____Rejected_____

Dean's Action (Complete p.2 if receipt by more than one dean is required)

College Dean's Approval_____**Date**_____
Provost Approval_____**Date**_____

Completed and approved course document received by Senate Office **Date**_____

D.4 GENERAL EDUCATION COURSE TRANSMITTAL FORM- PAGE TWO
KEAN UNIVERSITY: THE FACULTY SENATE

To be completed and attached only if the approval process involves more than one department and/or college

---

Departmental Action (continued from page one)

Department_____ Department Approval____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

College Curriculum Committee Action (continued from page one)

2nd College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
_____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision _____Rejected

3rd College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
_____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision _____Rejected

4th College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
_____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision _____Rejected

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____ Date_____
3rd College Dean's Receipt (signature)_____ Date_____
4th College Dean's Receipt (signature)_____ Date_____

If more than one Dean's signature is required, these signatures must be obtained before submission to the Provost for approval.

D.5 DISTANCE LEARNING COURSE TRANSMITTAL FORM

KEAN UNIVERSITY: THE FACULTY SENATE

(For courses seeking DL designation, which includes those formally designated External Education courses)
Must be Submitted to the Senate Office in Both Electronic and Paper Format as Required

Contact Person:_____ Phone:_____
Department:_____ e-mail:_____
This is the Original Program Proposal_____ This is a Revision _____Rev No._____

Department Abbreviation_____ Course No. _____Credits_____
Full Title of Course: _____
_____
Previous Title (if appropriate)_____
_____
Abbreviated Title (30 characters or less)

Proposed Date of Implementation (semester, year) _____
Grade Type:_____Reg._____P/F_____CG/NC (Grad) _____

PROPOSED ACTION

_____Approval of New Course(including DL)*
Gen Ed Course? ____Yes _____No
_____Add DL Designation to Existing Course
_____Add Hybrid Module
_____Add Fully online Module
_____Removal of DL Designation
_____Deletion of DL Course*
_____Other (specify)_____

_____Revision of Existing Course
_____Type I
_____Type II
_____Course Title Change
_____Course Number Change
_____Catalog Desc.change
_____Other_____

*(If change affects a program, the program(s) must be submitted to the UCC)
For inclusion in the General Education program, document must be submitted to the General Education Committee

ACTION AND SIGNATURES

Affected Department Signature Sheets attached as p. 2 or 3 (as appropriate) ____ Yes ____ No

Departmental Action (complete p. 2 if approval by more than one department is required)

Department_____Department Approval_____Yes_____No

Department Curriculum Chair _____Approval Date _____

Department Chairperson _____ Date _____

GE Committee Chairperson_____ Date _____

College Curriculum Committee Action (use p. 2 if it requires approval by more than one college)
College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved_____Returned for Revision_____Rejected_____

Dean's Action (Complete p.2 if receipt by more than one dean is required)
College Dean's Receipt (Signature)_____**Date**_____

Completed and approved course document received by Senate Office_____**Date**_____

D.5 DISTANCE LEARNING COURSE TRANSMITTAL FORM- PAGE TWO
KEAN UNIVERSITY: THE FACULTY SENATE

To be completed and attached only if the approval process involves more than one department and/or college

Departmental Action (continued from page one)

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

Department_____ Department Approval_____Yes_____No
Participating Dept _____ Affected Dept _____
Department Curriculum Chair _____ Approval Date _____
Department Chairperson _____ Date _____

College Curriculum Committee Action (continued from page one)

2nd College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision _____Rejected

3rd College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision _____Rejected

4th College Curriculum Committee Where Course Proposal Needs Approval (no. of copies required)
____HSS (20) _____BPA (11) _____ED (13) _____NAHS (15) _____VPA (5) _____NWGC (5)
College Curriculum Committee Chairperson_____Date _____
_____Approved _____Returned for Revision _____Rejected

Dean's Action (continued from page one)

2nd College Dean's Receipt (signature)_____ Date_____
3rd College Dean's Receipt (signature)_____ Date_____
4th College Dean's Receipt (signature)_____ Date_____

If more than one Dean's signature is required, these signatures must be obtained before submission to the Provost for approval.

D. 5 DISTANCE LEARNING COURSE ADDENDUM
KEAN UNIVERSITY: THE FACULTY SENATE

For courses seeking DL designation, which includes those formally designated External Education courses
A separate page of this addendum must be submitted to the Senate Office in Both Electronic and Paper Format as Required

Please briefly but clearly answer the following four questions in writing to the Distance Learning Committee:

1. How will this online course differ from the same class taught in a classroom?

2. What online methods will be used for instruction and assessment?

3. What benefits can be expected to come from offering the course in t he online format. Provide examples.

4. What challenges might an instructor experience when teaching the course? How might those challenges be faced?

Appendix E
Flow Charts for Kean University Curriculum Procedures

I. Approval New Undergraduate Degree Program and Graduate Degree Program

A. Department	Approval
B. Development of a Consultant's Report	
C. Dean	Approval
D. General Education Committee	Review and Recommendation
E. University Curriculum Committee	Approval
F. Faculty Senate	Approval
G. President	Approval
H. Board of Trustees	Approval
I. Provost/VPAA Action	Notify other institutions and summarizes responses
J. Review by the Presidents Council and the Commission on Higher Education	

II. Approval New Option in an Undergraduate Major or Graduate Degree Program (p. 16)

A. Department	Approval
B. Dean	Approval
C. General Education Committee	Approval
D. University Curriculum Committee	Approval
E. Chair of the Faculty Senate	Review, Sign Off and Faculty Senate Notification
F. Provost/VPAA	Notify President, Board of Trustees, Presidents' Council and Commission on Higher Education

III. Approval New Certification Programs, New Minor Programs, New Collateral Programs, and New Non-Degree Programs (p. 19)

A. Department	Approval
B. Dean	Approval
C. General Education Committee	Review and Recommendation
D. University Curriculum Committee	Approval
E. Chair of Faculty Senate	Review, Sign off, Faculty Senate notification
F. Provost/VPAA Action	Coordinate implementation

IV. Approval Program Revisions that DO NOT Affect Program Content (p.22)

A. Department	Approval
B. Dean	Approval

V. Approval Process For Program Revisions That Affect Program Content (p. 23)

A. Department	Approval
B. Dean	Approval
C. General Education Committee	Approval
D. University Curriculum Committee	Approval
E. Chair of the Faculty Senate	Review, Sign Off and Faculty Senate Notification
F. Provost/VPAA	Coordinates implementation, Notify President, and if appropriate Board of Trustees,

VI. Approval Discontinuation of Programs (p. 26)

A. Department	Approval
B. Dean	Approval
C. University Curriculum Committee	Approval
D. Faculty Senate Chair of Faculty Senate	Approval Review, Sign off, Faculty Senate notification
E. Provost/VPAA Action	Coordinate implementation

VII. Approval Discontinuation Undergraduate Major Programs and Graduate Degree Programs

A. Department	Approval
B. Dean	Approval
C. University Curriculum Committee	Approval
D. Faculty Senate Chair of Faculty Senate	Approval Review, Sign off, Faculty Senate notification
E. Provost/VPAA Action	Coordinate implementation
F. President	Approval
G. Board of Trustees	Approval
H. Presidents Council and the Commission on Higher Education	Notification

I. Provost/VPAA Action	Coordinate discontinuation

VIII. Approval Major Restructuring of the G.E. Program (p. 28)

A. Faculty Senate	Approval
B. Provost/VPAA Action	Approval
C. President	Approval
D. Board of Trustees	Approval
E. Provost/VPAA Action	Notification
F. Provost/VPAA Action	Coordinate implementation
G. Approval of Guidesheets	

IX. Approval Guidesheets (p. 28)

A. Department	Approval
B. Dean	Approval
C. General Education Committee	Approval
D. University Curriculum Committee	Approval
E. Faculty Senate	Approval and Maintenance of guide sheets on Senate Website
E. Provost/VPAA Action	Coordinate implementation
F. President	Approval
G. Board of Trustees	Approval
H. Presidents Council and the Commission on Higher Education	Notification
I. Provost/VPAA Action	Coordinate discontinuation

X. Approval Program Revisions Within the Existing General Education Structure (p. 31)

A. General Education Committee	Approval
B. University Curriculum Committee	Approval

C. Faculty Senate	Approval and Maintenance of guide sheets on Senate Website
D. Provost/VPAA	Approval
E. President	Approval
F. Provost/VPAA Action	Coordinate implementation
H. Guide sheets	Approval

XI. Approval Proposed General Education Encumbrances or Changes in Encumbrances (p. 33)

A. Department	Approval
B. Dean	Approval
C. General Education Committee	Approval
D. University Curriculum Committee	Approval
E. Chair of the Faculty Senate	Review, Sign Off and Faculty Senate Notification
F. Provost/VPAA	Notify President, Board of Trustees, Presidents' Council and Commission on Higher Education

XII. Approval New Certification Programs, New Minor Programs, New Collateral Programs, and New Non-Degree Programs (p. 19)

A. Department	Approval
B. General Education Committee	Approval
C. College/School Dean	Approval
D. University Curriculum Committee	Approval
E. Faculty Senate	Notification
F. Provost/VPAA Action	Coordinate implementation

Required Format: New course proposal and revisions

See Appendix of this manual.

XIII. Approval New Undergraduate and Graduate Courses

A. Department	Approval
B. College/School Curriculum Committee	Approval
C. College/School Dean	Coordinate

XIV. Approval New Interdisciplinary Courses

A. Department	Approval
B. College/School Curriculum Committee	Approval
C. College/School Dean	Coordinate

XV. Approval Distance Learning Courses

A. Department	Approval
B. College/School Curriculum Committee	Approval
C. Distance Learning/Travel-Learn Committee	Approval
D. College/School Dean	Coordinate

XVI. Approval Travelearn Courses

A. Department	Approval
B. College/School Curriculum Committee	Approval
C. Distance Learning/Travel-Learn Committee	Approval
D. College/School Dean	Coordinate

XVII. Approval Revision of Existing Courses

A. Department	Approval
B. College/School Curriculum Committee	Approval
C. College/School Dean	Coordinate

XVIII. Approval Process for New or Existing Courses (p. 39)

A. Department	Approval
B. College/School Curriculum Committee	Approval
C. General Education Committee	Approval
D. Distance Learning/Travelearn Committee	Approval (if applicable)
E. College/School Dean	
F. VPAA Action	

Appendix 12-3

2002-2004 GELAP Report.

"Keeping On Track"
Reading
Second Year Assessment - Fall 2003-2004

RECEIVED
JUL 13 2004
BY:

Prepared by
Dr. Susan Phifer
GELAP Assessment Coordinator
Summer, 2004

Overview

The purpose of this report is to review the Fall 2003 and Spring 2004 Reading assessment activities as they relate to stated GE program and course goals of Basic Skill Reading (CS0409) and Introduction to Academic Reading (CS0412). Due to the similarities in the course goals and objectives of these two GE foundational courses, the assessments in the reading courses CS0409 and CS0412 have been identical. The course assessments evaluate the core objective of: *Students will achieve growth toward becoming informed, dynamic, and professional as evidenced by demonstration of proficiency in knowledge, skill application and dispositions to reading.* Thus, both courses hope to increase vocabulary levels, improve reading comprehension, and increase overall knowledge/skills for students. In the past, these assessments have provided meaningful information toward student perceptions of their reading skills. Hence, this report will continue to evaluate:

a. Is there significant change for students for the 12 reading items
b. Are student perceptions of specific readings skills different from CS0409 and CS0412.

Assessment Tools

To evaluate increase vocabulary levels, reading comprehension and overall increase knowledge/skills for students a pre/post knowledge assessment was developed for both courses. After reviewing outcomes from the past year, the Fall 2003 knowledge assessment was revised to better identify students' perception of their growth in knowledge, skill application and disposition to reading before and after the course. A simple 12-item pre/post assessment assessing students' reading skills was developed by the course liaison. An online version of the assessment was design and administered by the GE assessment Office. (See *Fall 2003 Reading Knowledge Assessment Survey.*)

The pre/post knowledge assessment evaluated student perceptions of their skill in the following 12 areas.

- Vocabulary
- main idea
- supporting details
- transitions
- Patterns of organization
- Outlining
- Summarizing
- Fact & Opinion
- Inference
- Purpose & tone
- Conclusion
- Argument

A Likert scale ranging from 1 to 4 was developed to ascertain the level of skill/knowledge. The rating level is illustrated below.

- (1) No skills, No Knowledge
- (2) Basic Skills and Knowledge
- (3) Functionally Adequate Skill/knowledge
- (4) Advanced level of skill and knowledge

The pre/post knowledge assessment surveys are administered online during the first week of classes in a computer lab class setting. According to the assessment schedule, data is collected electronically and feedback of class results are provided to instructors via the instructor results website (See *Reading Assessment Website Page*). Feedback is returned with a blank survey, guide to interpretations, individual instructor report as well as an all sections reports (see *Reading Assessment Calendar*). The knowledge assessment was not revised for the Spring 2004 administration. Thus, both Fall 2003 and Spring 2004 knowledge assessment administrations followed the same administration, collection, and analysis procedures.

Analysis

Population

The Basic Skill Course CS0409 offered 2 sections of the course in Fall 2003 and 1 course section in Spring 2004. Only data collected from Fall 2003 courses could be analyzed due to the fact that no matching pairs of pre/post knowledge assessment data were available for the Spring 2004 course section. Twenty one paired cases were available for analysis for the Fall 2003 CS0409 course. The Introduction to Academic Reading CS 0412 offered 12 sections of the course for Fall 2003 and 4 sections of the course for Spring 2004. Matching pair data for 127 cases were available for Fall 2003, and only 14 cases were available for Spring 2004. Due to the small numbers, Spring 2004 data was merged with Fall 2003 data.

Data Analysis

The pre/post knowledge assessment examined student perceptions of their reading skills in 12 areas. To determine growth between the pre/post knowledge assessment results, a pair-sample t-test was utilized for matched paired data. For the Fall 2003 CS0409 data, only 4 items were found to demonstrate change from pre to post at the .05 significance levels. Conclusion, and Fact & Opinion, was observed to have the largest mean differences with students rating their skill between "2 - Basic Skills and Knowledge" to 3-Functionally Adequate Skills/Knowledge. In addition, Purpose &Tone and Vocabulary were observed to have smaller differences with student ratings of their skill of Basic Skills and Knowledge of these items. All other items for the CS0409 data were found not to be significant. As a result, it is difficult to make clear assumptions whether or not the lack of significant items is due to student skill or the effect of a small population or effect size. More research will be needed for the CS0409 course to see if these students are much different than CS0412 students in their perceptions of their reading skills

In reviewing the 12 reading skill areas for CS0412, many significant items were found to demonstrate change from pre to post knowledge assessments. Fall 2003 data of matched pairs found only Summarizing, Conclusion, and Argument where skill item differences were not significant. Moreover, merged data for Spring 2004 and Fall 2003 found that only Conclusion and Argument were skill items found not to be significant. Thus, students in seemed to perceived some level of growth from the beginning of the course to the end of the course in 10 of the 12 skill areas. (see Fall 2003/Spring 2003 Merge data).

Summary

The Fall 2003 CS0409 data is limited due to the small sample size. Other types of course assessment activities should be researched and developed to obtain a level of growth in the stated reading skills. In addition, CS0412 data suggest that students have difficulty identifying growth in complex skills such as Summarizing, Conclusion, and Argument. These skills are also taught at the end of the course, and may need more attention by instructors so that students may have more opportunity to address them. Students seemed to be able to identify growth in Transitions, Inferences, Purpose & Tone, Patterns of Organization, Supporting Details, Outlining, Main Idea, Vocabulary, and Fact & Opinion skill areas. Moreover, students tend to rate their skills as "Basic Skills and Knowledge". There were few ratings where students felt that their skills were "Functionally Adequate" and no students felt that their skills were "Advanced Level". These findings suggest that the four Likert type scale ratings be reviewed to better identify differences between students' reading skill level.

Fall 2003
CS0409
Pre/Post Knowledge Assessment
Selected Paired Sample Statistics

Mean Data Based Upon Original Scale
1 = No Skills, No Knowledge
2 = Basic Skills and Knowledge
3 = Functionally Adequate Skill/Knowledge
4 = Advanced Level of skill and knowledge

Item	N	Mean	Post Mean	Mean Diff	Sig .05
Conclusion - Conclusion	**21**	**2.48**	**3.05**	**0.571**	**0.004**
Fact & Opinion - Fact & Opinion	**21**	**2.62**	**3.14**	**0.524**	**0.012**
Purpose & Tone - Purpose & Tone	**21**	**2.33**	**2.81**	**0.476**	**0.021**
Vocabulary - Vocabulary	**21**	**2.43**	**2.81**	**0.381**	**0.029**
Inferences - Inferences	21	2.24	2.57	0.333	0.069
Transitions - Transitions	21	2.33	2.57	0.238	0.096
Summarizing - Summarizing	21	2.71	2.95	0.238	0.135
Patterns of Organization - Patterns of Organization	21	2.48	2.67	0.19	0.258
Main Idea - Main Idea	21	2.67	2.76	0.095	0.629
Supporting Details - Supporting Details	21	2.57	2.67	0.095	0.629
Outlining - Outlining	21	2.67	2.71	0.048	0.748

Guide to Interpretation:
Bold & Italic items = Significant mean differences at the .05 level.
Table arrange by greatest mean difference

Fall 2003
CS0412
Pre/Post Knowledge Assessment
Selected Paired Sample Statistics

Mean Data based Upon Original Scale
1 = No skills, No Knowledge
2 = Basic Skills and Knowledge
3 = Functionally Adequate Skill/knowledge
4 = Advanced level of skill and knowledge

Item	N	Intro Mean	Post Mean	Diff	t	Sig. (.05)
Transitions	127	2.39	2.85	-0.460	-7.031	***0.000***
Inferences	126	2.37	2.71	-0.340	-5.142	***0.000***
Purpose & Tone	126	2.45	2.73	-0.280	-3.867	***0.000***
Patterns of Organization	126	2.62	2.87	-0.250	-3.423	***0.001***
Supporting Details	127	2.79	2.95	-0.160	-2.584	***0.011***
Vocabulary	127	2.69	2.83	-0.140	-2.44	***0.016***
Outlining	126	2.71	2.89	-0.180	-2.417	***0.017***
Main Idea	127	2.80	2.96	-0.160	-2.401	***0.018***
Fact & Opinion	127	3.05	3.19	-0.140	-2.064	***0.041***
Summarizing	127	2.89	3.02	-0.130	-1.878	0.063
Conclusion	127	2.86	2.93	-0.070	-1.069	0.287
Argument	127	2.84	2.91	-0.070	-1.013	0.313

Guide to Interpretation:
Bold and Italic Items = Significant mean changes at the .05 Level
Table arranged by highest t value

Preliminary Results
Nine Skill items (bold & italic) were found to be demonstrate significant growth (see table.) Changes in students perception from pre to post for significant items were all found to be in the Basic Skills and Knowledge (2) except Fact & Opinion where change was found in the Functionally Adequate Skill/knowledge(3) areas.

Fall 2003/Spring 2004
CS0412
Pre/Post Knowledge Assessment
Selected Paired Sample Statistics

Mean Data Based Upon Original Scale
1 = No Skills, No Knowledge
2 = Basic Skills and Knowledge
3 = Functionally Adequate Skill/Knowledge
4 = Advanced Level of skill and knowledge

Item	N	Mean	Post Mean	Mean Diff	Sig .05
Transitions	**141**	**2.39**	**2.86**	**0.468**	**0.000**
Inferences	**140**	**2.36**	**2.7**	**0.336**	**0.000**
Purpose & Tone	**140**	**2.44**	**2.78**	**0.336**	**0.000**
Patterns of Organization	**140**	**2.61**	**2.87**	**0.264**	**0.000**
Supporting Details	**141**	**2.77**	**2.96**	**0.191**	**0.002**
Outlining	**140**	**2.7**	**2.89**	**0.186**	**0.006**
Main Idea	**140**	**2.79**	**2.96**	**0.171**	**0.008**
Vocabulary	**141**	**2.69**	**2.85**	**0.163**	**0.005**
Fact & Opinion	**141**	**3.04**	**3.2**	**0.163**	**0.011**
Summarizing	**141**	**2.87**	**3.02**	**0.156**	**0.015**
Conclusion	141	2.84	2.96	0.121	0.059
Argument	141	2.84	2.93	0.085	0.191

Guide to Interpretation:
Bold & Italic items = Significant mean differences at the .05 level.
Table arrange by greatest mean difference

GELAP Assessment Manual
Work In Progress

TABLE OF CONTENTS

GELAP Assessment Overview

Assessment Goals/Objectives	3
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Methodology *Course Embedded Assessment*	5
GE Skills Assessment	6
Common Assessment Designs	7
GE Table of Course Embedded Assessment	8

Implementation

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Steps for Effective Assessment Development	10
Piloting/Trial Runs	11

Appendices

Appendix I – English Composition Essay Rubric
Appendix II – Comm 1402 Speech Evaluation
Appendix III – World Literature Writing Checklist

Assessment Goals and Objectives

The new General Education Learning Assistance Program (GELAP) at Kean University provides students with broad preparation for their majors and for life's social and intellectual challenges. GELAP Assessment is the primary component that supports the development and implementation of GELAP. GELAP Assessment is instrumental in communicating and examining central GELAP goals and objectives of skill development, diversity, values, and cognitive development in all GE courses. Primary responsibilities of GELAP Assessment Office include:

- provide methodologies to integrate curriculum and teaching as it relates to student success
- conceptualize an assessment framework to promote faculty involvement, student achievement, and the assessment process
- coordinate assessment strategies along with GE faculty to assess and examine academic skill proficiency levels within GE courses
- prepare statistical and analytical reports
- organize assessment workshops and forums to disseminate assessment information university-wide
- integrate technology and assessment pedagogy to support GELAP staff and faculty

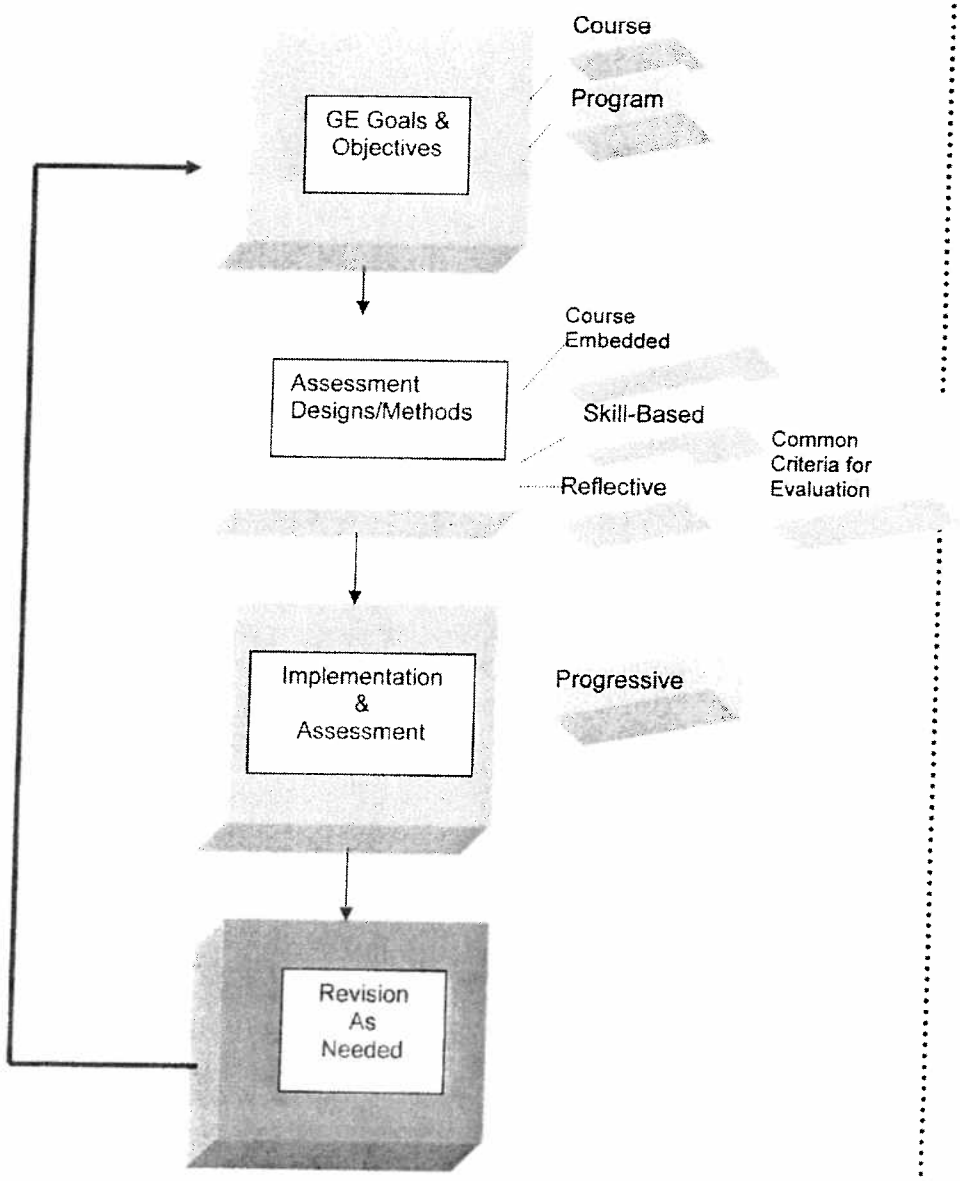
Program Model

The GELAP Assessment Model stems from a practical model of assessment which is multi-dimensional, progressive, flexible and participatory. The GELAP Assessment Model evolves as it matures, it is not tied to fix outcomes or specific instruction, but to certain goals and objectives for learning. The model is based upon a course-level approach that informs the GE program about student learning. Each GE course level assessments contribute to understanding and improvement of the curriculum. Unlike other approaches that are brought down from the administration, the GELAP assessment model is flexible to change and promotes leadership from within. It can accommodate all academic disciplines and supports faculty participation in the development and implementation of the GELAP Assessment model.

Program Methodology

Course Embedded Assessment is the methodology that the GE Assessment program embraces to evaluate skills specified in the course objectives and address cognitive skills and diversity. Appropriate Course Embedded Assessments are an integral part of a course and include multiple assessment methods, faculty developed strategies, measurable outcomes, appropriate implementation timeframes, and meaningful reports and feedback to all constituencies.

GELAP ASSESSMENT
Student Performance Model



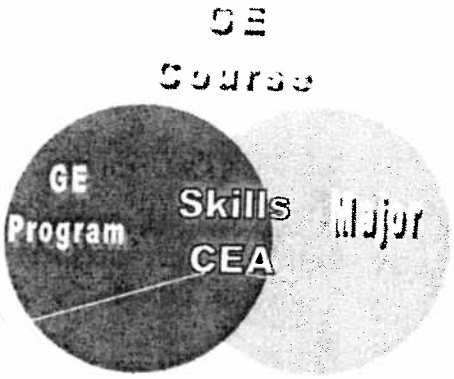
Methodology: *Course Embedded Assessment*

The course embedded assessment method is the foundation for program-wide assessment of the new General Education program. It is a practical tool that assists in the evaluation of student performance related to course objective and goals. Until recently, course embedded assessments were sporadic throughout the GE program. With the implementation of the new General Education program, course embedded assessments have become the preferred measure to evaluate ongoing skill development for students and are *tied to the curriculum.*

Course embedded assessments in the GELAP program are design to evaluate skill development. They are developed by a team of Kean faculty whose primary goal is to develop common criteria for evaluation of student skills. Since course embedded assessments are developed from the course outline, they include multiple strategies for evaluation, are usually part of the course grading system, and thus, are an *integral part of the course.*

Course embedded assessments are important in GELAP because they are designed to focus upon skill related measures that can be measured across all sections of the course. It strengthens the program and the curriculum by identifying a core group of skills to be assessed in each academic discipline.

GELAP
CEA VS. Skill Diagram



Skill Assessment guides all course embedded assessments.

Skill Assessment is a major and integral part of all three areas.

GE Skills Assessment

The essential academic and professional skill areas assessed in the GE program include:

- *Critical Thinking*
- *Creativity*
- *Problem Solving*
- *Reflection*
- *Quantitative Reasoning*
- *Verbal/Oral Communication*
- *Aesthetic Analysis*
- *Inquiry and Research*
- *Technical Applications*
- *Collaboration in a diverse society*
- *Appreciation of diversity*

Sample GELAP Skill Assessment in GE Courses

COURSE NAME	Skill Assessment									
	Writing	Summary	Analysis	Synthesis	Verbal/Oral Comm	Inquiry & Research	Technical Applications	Presentation	Collaborative Work	Quant. Reasoning
CS0409	X	X	X	X						
CS0412	X	X	X	X		X		X		
ENG 1030	X	X	X	X						
ENG 1031/32	X	X	X	X						
ENG 1033	X	X	X	X						
MATH 1000							X			X
MATH 1001/2							X			X
MATH 1003							X			X
COMM 1402		X	X	X	X	X		X	X	
HIST 1000	X	X	X	X		X	X		X	
ENG 1430	X	X	X	X	X		X	X	X	
ENG 2403	X	X	X	X						
PHIL 1100	X	X	X	X						
PHIL 2300	X	X	X	X						
REL 1700	X	X	X	X						
GE 2021/22/23/24	X	X	X	X	X	X	X	X		

Common Assessment Designs

The GE program recognizes the need for various types of modes of assessment to address diverse skills development specified in the course objectives. Thus, assessment designs are developed to be flexible, informative, and user friendly for both student and instructor. All GE assessment designs are faculty developed and administered across all sections of the course.

Common assessment designs frequently used in the GE courses include:

- Pre/Post Diagnostic
- Course Rubric
- Course Checklist
- Course Shell Question
- Student Portfolio
- External Norms/Test
- Capstone Evaluation

Pre/Post Diagnostic – is a knowledge assessment instrument that is administer in the beginning and end of the course. Diagnostic assessments can include content knowledge and application of skill related to content.

Course Rubric – an assessment instrument that is based on agreed upon criteria to evaluate skill development. The level of performance for each criteria item is usually tied to a Likert- type scale.

Course Checklist – is an established list of criteria for which an assessment activity is evaluated.

Course Shell Question – is a question(s) that is specific in its direction but applicable to different content area. (ex. Please compare and contrast ……,)

Student Portfolio – is a collection of different assessment activities for which a student may be evaluated.

External Norms/Test – is an external standardize exam in the specific academic discipline where content and application may be examined.

Capstone Evaluation – is an assessment of the GE experience with the Major. It evaluates skills development in content and application throughout the GE program.

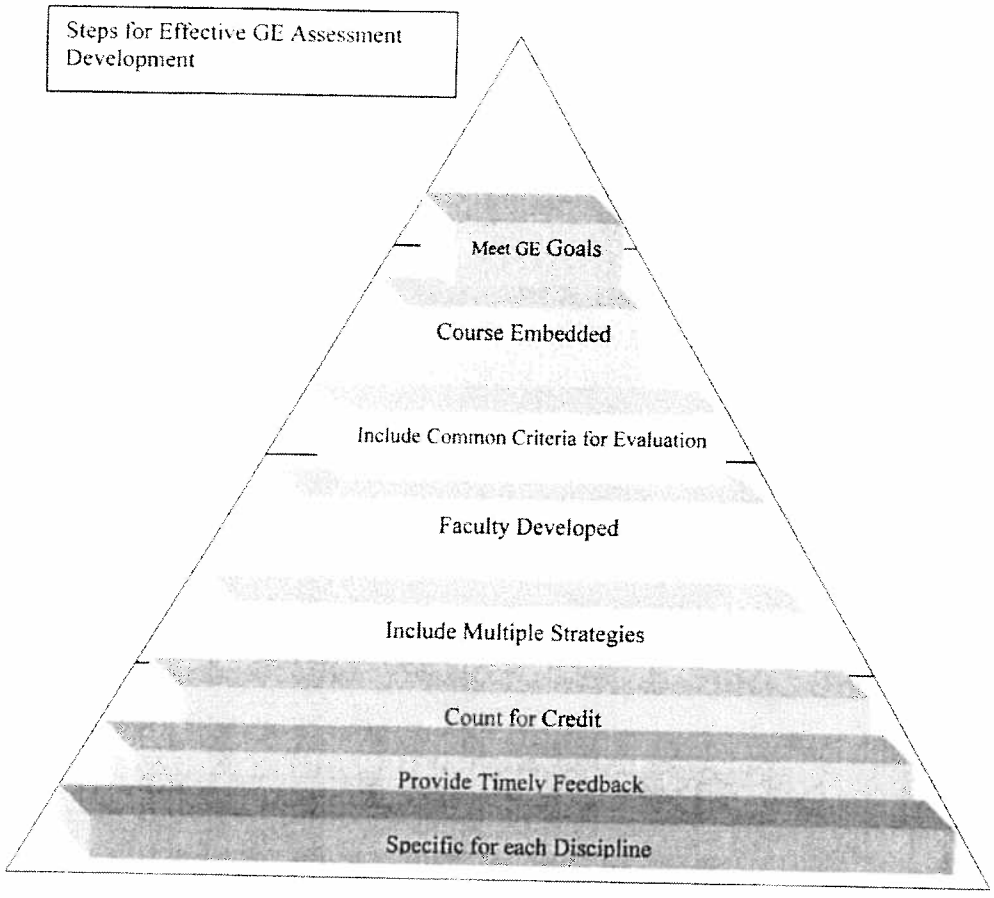
GE Table of Course Embedded Assessment

COURSE NAME	PRE/POST KNOWLEDGE ASSESSMENT	CRS RUBRIC	CRS CHECKLIST	CRS SHELL QUESTION	DEPTTEST	STUDENT PORTFOLIO	EXTERNAL NORMS/ TESTS	OUTCOMES EXTERNALLY REVIEWED	CAPSTONE CRS EVAL
CS0409	X				X		X		D
CS0412	X				X		X		D
ENG 1030	X	X		X				X	D
ENG 1031/32	X	X		X				X	D
ENG 1033	X	X		X				X	D
MATH 1000					X				D
MATH 1001/2					X				D
MATH 1003					X				D
COMM 1402			X						D
HIST 1000	X			X					D
ENG 1430		X	X	X	X				D
ENG 2403	X		X	X					D
PHIL 1100	X								D
PHIL 2300	X								D
REL 1700	X								D
GE 2021/22/ 23/24	X	X							

Assessment Readiness

Planning an assessment activity in a GE course involves careful articulation of learning goals and objectives. In addition, implementation of assessment activities involves an agreement about what matters, what direction is taken, and how to determine progress. Therefore, there are many steps and task that are preliminary to embarking on an assessment activity. To determine assessment readiness in your area, please consider the following;

- **Familiarity with Approved GE course outlines**
- **Departmental Committee or group responsible for assessment implementation**
- **Knowledge of existing/ongoing assessment activities in area**
- **Awareness of Assessment Timeframes**


Steps for Effective GE Assessment Development
Meet GE Goals
Course Embedded
Include Common Criteria for Evaluation
Faculty Developed
Include Multiple Strategies
Count for Credit
Provide Timely Feedback
Specific for each Discipline

Piloting/Trial Runs

Once assessment readiness has been established, the assessment activity is ready for piloting. When implementing a new assessment for the first time, it is best to try to limit the number of students involved. With smaller numbers, deficiencies can be corrected as they are identified, significantly reducing frustration for instructors and students. In addition, resist trying to accomplish too much in too short a time. Keep assessments focused and manageable. When selecting the approaches for assessment, make certain that each of the major goals and outcomes have been identified. Lastly, it is important to be aware of timeframes from beginning to end. An academic semester is usually sufficient in implementing a pilot assessment. When piloting an assessment for the first time please keep the following in mind.

- Identify Skills/content to be evaluated
- Determine the size of your population
- Determine an assessment design which is compatible with your outcome
- Identify an assessment activity that can be administered across multiple sections (more than one)
- Determine timeframe for
  - Administration
  - Collection
  - Analysis
- Revise and Modify

Composition
Criterion-Referenced
Essay Scoring Rubric

Criteria

To Be Completed By GELAP Assessment Office

17. Semester

20. Course Number

Crs Sect #

18. Year

21. Course Type

19. Paper Essay Type

22. Course Start time

24. Instructor Type

25. Student Name (Last Name, First Name)

26. Student ID

27. Paper Code2

Speech Evaluation

[illegible]

GELAP Fall 2003
Communications 1402

Criteria Rating

Student Name

Student ID

Speech Presentation

Introduction (10 Points)

1. Gained favorable attention
2. Established relevance to audience
3. Provided clear preview and thesis

Body (20 Points)

4. Clearly organized main points
5. Properly cited credible sources
6. Used varied and multiple kinds of support
7. Used transitions effectively
8. Multi-sided persuasive strategy

Conclusion (10 Points)

9. Summarized or reviewed main points
10. Creative closure

Physical Delivery (15 Points)

11. Maintained good eye contact
12. Effective use of gestures movement and posture

Vocal Delivery (15 Points)

13. Extemporaneous delivery
14. Avoided vocal fillers (ums and ums, like, you know)
15. Used appropriate vocalics and enthusiastic tone
16. Appropriate use of note cards/ not read

Language Use (10 Points)

17. Appropriate and correct grammar
18. Clearly defined terms
19. [illegible]
20. Avoided clichés and [illegible]

Preparation (20 Points)

21. Bibliography
22. Outline
23. Appropriate [illegible]
24. [illegible]
25. [illegible]

Rating Scale

4 = Excellent
3 = Good
2 = Fair
1 = Poor
0 = NA

World Literature - Fall 2003
Writing Assessment Checklist

0 = Not Applicable
1 = To an Unsatisfactory Degree
2 = To a Marginal Degree
3 = To a Satisfactory Degree
4 = To a Great Degree

Summer Session II 2004
Intro Academic Reading/Basic Reading Skills
GELAP Assessment Calendar

Reading 0409/0412	Assessment Website	Website Availability Dates
For Students		
Pre-Assessment Survey	http://gelap.kean.edu/readskillprediag04su2.htm	Mon, 6/28- Thu, 7/01
Post-Assessment Survey	http://gelap.kean.edu/readskillpostdiag04su2.htm	Mon, 8/02 - Wed, 8/04
For Instructors		
Reading Skill Pre	http://gelap.kean.edu/readskillpreresults04su2.htm	Wed, 7/06
Reading Skill Post	http://gelap.kean.edu/readskillpostresults04su2.htm	Thu, 8/05

Online Assessment Administration

Students are to complete all assessment activities online in a class facility with internet access. Students **should not** be instructed to complete these assessments outside of class on their own. The *Pre/Post Assessment* surveys will take about 5 minutes to complete. Assessment URLs will only be available during the designated time period. Please be aware of website availability dates to assure full participation. Students should be directed to type the appropriate URL **AS IS** in all lowercase font type. ***Students must have their student ID number available to complete all online assessment activities.*** Student ID information can be found on the instructor's class roster and the student's class schedule.

Your assistance and support in helping collect more information about students as they progress through GELAP courses will aid in our assessment efforts and plans for future growth of the GELAP program. If you have any questions regarding these assessment activities, please contact Dr. Susan Phifer in the GELAP Testing and Assessment Office at 908-737-3480, email: sphifer@kean.edu.

Appendix 12-4

GE SLO Assessment Report 2011-2012.

Academic Assessment Report- AY 2011-2012

College, School/Department, Name of Program: **CHSS, General Education**

General Education Student Learning Outcomes

Knowledge

1) applying the scientific method to understand natural concepts and processes (GEK1) (KU1,2,4)
2) evaluating major theories and concepts in social sciences (GEK2) (KU1,2,4)
3) relating literature to historical context (GEK3) (KU 1,2,4)
4) evaluating major theories and concepts in the fine arts (GEK4) (KU1,2,4)

Skills

1) write to communicate and clarify learning (GES1) (KU1,4)
2) communicate effectively through speech (GES2) (KU1,4)
3) solve problems using quantitative reasoning (GES3) (KU1,4)
4) think critically about concepts in multiple disciplines (GES4) (KU1,2,4)
5) demonstrate information literacy (GES5) (KU1,2,4)

Values

1) personal responsibility (GEV1) (KU2,3)
2) ethical and social responsibility (GEV2) (KU2,3)
3) social and civic engagement (GEV3) (KU2,3)
4) respect for diverse cultures and perspectives (GEV4) (KU1,2,3)
5) life-long learning (GEV5) (KU1,2,3,4)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria	Results of Assessment (Specific to Data Collected)	Action Taken: Closing the look for improving teaching and learning
	Direct: Multiple choices questions on the Scientific Method	Fall 2011 GE 202x, Research and Technology Multiple choice questions given via Qualtrics (see appendix) Pre survey: 560 students, 30 sections Post survey: 296 students, 26 sections	Small gains in identifying the scientific method. No gains in identifying either qualitative or quantitative research. No gain in identifying a hypothesis. See Figures below.	Questions have been modified Class grading policy changed to require pre- and post- survey in all classes. Order of questions changed so that "research" questions appear in sequence with the same responses so that students do not get to see both questions simultaneously to help answer.
	Direct:	BIO 1000	Pre-test and post-test assessment of	

	McGraw-Hill Connect Assessment	Pre-test completion: 23 sections (157 students) Post-test completion: 25 sections (273 students	the course content showed a 7% gain in knowledge of fundamental principles of biology. Also, there was a 16 point increase in the highest post-test score, while 0 points remained the lost possible score for both assessments (6/6/12)	A comparison will be made between Fall 2011 and 2012 results with the intent of continuing biannual assessment (9/2012) Peer tutors enable students to improve lab assignments through review and revisions. Faculty received training on promoting writing skills in the biological sciences (6/19/12).
	Direct: Multiple choices questions on Scientific Terminology	Spring 2012 GE Distribution Courses Multiple choice questions given as part of the course assessment N=60 (ES 1000) N= 168 (BIO 1000)	ES 1000 Observing the Earth: Comparison of Observations, Hypothesis, Theory in the context of Plate Tectonics N=29 ~50% confused Theory-Plate Tectonics with Hypothesis – Continental Drift 79% understood Observations – magnetic reversals Similar results in BIOLOGY 1000 regarding fish behavior with a majority of students confusing hypothesis and theory	Assessment has been added to ES 1000 and Bio 1000 sections in Fall 2012. BIO 1000 will begin using the lab report rubric in Fall 2012. FUTURE STEPS: Develop similar questions across all GE Science distribution courses aligned with course / program review cycle 2013-2014.
GEK2	Indirect: survey questions	Fall 2011 HIST 1000/1062 Pre- and post- test given 199 students	Means determined for 4 main areas assessed with both pre and post test included. All means improved from pre-test to post-test. Scale of 1-5 (1-high) pre- and post-knowledge of the following (means reported): 1. Importance of US History (2.07-1.87) 2. Western History (2.75-2.13) 3. Non-Western History (2.80-2.25) 4. Multiple periods (2.37-1.95)	All means improved to a satisfactory level between pre- and post- test. No specific changes to curriculum recommended at this time. Recommendation was made to the History Program to add direct measures (Spring 2012)
	Direct: written	Spring 2012	Data reviewed in Spring 2012	Portfolio review to be implemented

	assignments (student portfolios)	HIST 1000/1062 Student portfolio reviewed using departmental criteria.		Fall 2012
GEK3	Indirect: student surveys	Fall 2011 ENG 2403 World Literature Pre- and post- survey Pre: 546 students, 34 sections Post: 403 students, 29 sections	Fall 2011: Students rate on 1-10 scale. Pre- and Post- Means Reported for the knowledge of: Western Literature (i.e. European, American, etc.). (4.94 to 6.44) Literature from other cultures (African, Asian, Latin Americans, etc) (4.45-6.05) different genres of Literature (Drama, Novel, Poetry, Epic) (6.37-7.26) Play of William Shakespeare (7.41-8.22) works of Literature from different historical periods. (5.87-7.21) I am confident about discussing Literature in class.(6.15-7.14)	All means increased. No changes recommended for the indirect measure. Recommendation as made to the History Program to add direct measures Spring/Summer 2012
	Direct: portfolios with normed grading	Spring 2012 HIST 1000/1062 Portfolio review	Data to be provided to general education program for May 2012 workshops. Direct measures from HIST 1000/1062 through portfolio review indicate needs for greater Historical analysis and for more chronological comparison.	Modifications to GE distribution courses for Summer / Fall 2012, aligned with course review cycle in SGS assessment and action plan. Implement exercise based on compare/contrast using 2 examples from separate periods/cultures.
GEK4	Direct: exam questions	Fall 2011 GE Distribution Course AH1700 exam questions N=61	Data to be provided to general education program for May 2012 workshops. One exam question dealing with non-western art from each section's final exam. Score distribution reflects wide diversity of student backgrounds and preparation for study in art history.	Modifications have been made to GE distribution courses for Summer / Fall 2012, aligned with course review cycle in SGS assessment and action plan AH 1700 faculty will work in Fall 2012 to redesign the assessment to address diversity of student backgrounds and preparation.

	Indirect: exam questions	Fall 2012 ENG 2403, World Literature Pre and Post test on knowledge of literature given to students	Pre- and Post- Means Reported for the knowledge of: Western Literature (i.e. European, American, etc.). (4.94 to 6.44) Literature from other cultures (African, Asian, Latin Americans, etc) (4.45-6.05) different genres of Literature (Drama, Novel, Poetry, Epic) (6.37-7.26) Play of William Shakespeare (7.41-8.22) Works of Literature from different historical periods. (5.87-7.21) I am confident about discussing Literature in class.(6.15-7.14)	All means increased. No changes recommended for the indirect measure. Direct Measures to be added by the History Program in conjunction with the College of Visual & Performing Arts in Fall 2012.
	Direct: exam questions	Spring 2012 AH 4700 Art History capstone 4 students assessed	4 student exams analyzed: 50% of the students scored 'acceptable' in content knowledge. Weakest categories: understanding of the term 'function' as it applies to art, esp. non-western art; significant factual errors in dating and definition of terms. One student was an ESL student from China who changed majors late	Capstone course given Spring each year- need to monitor students within the major from beginning of program identified as a need. Beginning in Fall 2012, advisors will keep portfolios of their advisee's work in every art history class and will work closely with them
	Direct: exam questions	Spring 2012 GE Distribution Course AH1700 exam questions 61 students	Assessment was conducted on a section by section basis using one exam question dealing with non-western art from each section's final exam as data. The sample size is small because I didn't receive examples from all sections. High scores: 18 Average scores: 28 Low scores: 15 See below for comments on indirect measure – score distribution reflects wide diversity of student backgrounds and preparation for study in art	The art history program will meet at the beginning of the fall semester to discuss how to better evaluate this SLO in art history survey classes (AH 1700 and AH 1701), whether it be through embedded test questions designed to be administered across the board, or something else. The list of direct measures given by the Office of Assessment contains few items that can be applied to an introductory survey class beyond an exam question or a final comprehensive exam. Students are

			history.	not ready for a major/research project and most of the other examples do not apply to a class such as this.
GES1	Direct: Individual student writing sample	Fall 2011 GE 1000, Transition to Kean Students were assigned a report which was assessed using the Written Communications rubric. Data collected from 39 sections, 960 students	**Written Rubric Averages** (Cohort:79 students, 4 sections) **Genre/Audience: 4.52** **Focus: 3.62** **Development: 3.34** **Organization: 3.34** **Grammar/Mechanics: 3.46** **Revision: 2.70** **Total Score: 20.82** **Summary Report** (Cohort 35 Gradebooks/Sections, 881 students): Writing: 22/30 **(Grades: 36.20 / 50)**	Data collected was used to identify area of need (overall impact) and design faculty workshops. Workshops were held May 18, 21-22, 2012 Faculty workshops on GE SLO's were held in June 2012
	Direct: Individual student writing sample	Fall 2011 GE 202x, Research and Technology Final student reports were assessed using the Written Communications Rubric . Data was collected from 22 sections, 411 students	Writing Rubric Averages (Cohort: 322 students, 17 sections) **Genre/Audience: 3.9** **Focus: 3.9** **Development: 3.7** **Organization: 3.5** **Grammar/Mechanics: 3.8** **Revision: 4** **Total Score: 22/30** **Summary Report** (Cohort 89 students, 5 sections): Writing: 19.08/30 Total 411 students 21.4/30	Data collected was used to identify area of need (organization) and design faculty workshops. Workshops were held May 18, 21-22, 2012 Faculty workshops on GE SLO's were held in June 2012. Additional workshops are scheduled for August 7-8, 2012.
	Direct: Individual student writing sample	Fall 2011 Capstone courses Final student writing assignments were assessed using the Written Communication rubric	Writing Rubric Averages (Cohort: 304 students, 22 sections) **Genre/Audience: 4.1** **Focus: 4** **Development: 3.9** **Organization: 3.9** **Grammar/Mechanics: 4** **Revision: 3.2** **Total Score: 22.7/30**	Data collected was used to identify area of need (organization) and design faculty workshops. Workshops were held May 18, 21-22, 2012 Faculty workshops on GE SLO's were held in June 2012.

		Date was collected from 39 sections, 540 students	**Summary Report** (Cohort: 236 students, 17 sections : Writing: 25.42/30 Total 540 students 23.9/30	
	Direct: Individual student writing sample	Spring 2012 GE 1000, Transition to Kean Students were assigned a report which was assessed using the Written Communications rubric. Data collected from 66 students, 2 sections	**Summary Report** (Cohort: 66 students, 2 sections : Writing: 27.36/30	Data collected and compared to GE 202x and Capstone. Feedback was used to determine areas of need (in line with GE 202x and capstone courses and used for faculty workshops held in May and scheduled for July 27, 2012. Future: expanded data will collected to better target areas of need and training
	Direct: Individual student writing sample	Spring 2012 GE 202x, Research and Technology Final student reports were assessed using the Written Communications Rubric . Data was collected from 26 sections, 496 students	Writing Rubric Averages (Cohort: 496 students, 26 sections) **Genre/Audience: 3.6** **Focus: 3.7** **Development: 3.6** **Organization: 3.7** **Grammar/Mechanics: 3.8** **Revision: 3.6** **Total Score: 22/30**	Data collected has been used to design faculty workshops. Faculty workshops are scheduled for August 7 and 8, 2012.
	Direct: Individual student writing sample	Spring 2012 Capstone courses Final student writing assignments were assessed using the Written Communication rubric Date was collected from 77 sections, 736 students	Writing Rubric Averages (Cohort: 736 students, 77 sections) **Genre/Audience: 3.8** **Focus: 3.8** **Development: 3.8** **Organization: 3.5** **Grammar/Mechanics: 3.8** **Revision: 2.9** **Total Score: 22/30**	Data collected has been used to identify an area of need (revisions) and design faculty workshops held May 18, 21-22, 2012 Faculty workshops on GE SLO's were held in June 2012
GES2	Direct: Individual student presentation	Fall 2011 GE100, Transition to Kean Student presentations were	Oral Communications Rubric Means (Cohort: 160 students, 8 sections): Analysis of topic: 4.19 Supporting Material: 3.93	Data collected was used to identify area of need (overall impact) and design faculty workshops. Workshops were held May 18, 21-22, 2012.

		assess using the Oral Communications rubric Data was collected from 43 sections, 1041 students	Organization: 4 Style: 3.99 Engagement: 4.17 Body Movement: 4 Voice Quality: 4.02 Fluency: 3.94 Outline: 4.11 Overall Impact: 3.92 Total/Final Score: 40.47 Summary Report (Cohort 35 Gradebooks/Sections, 881 students): Oral: 36/50 (Grades: **29 / 40)**	Faculty workshops on GE SLO's were held in June 2012
	Direct: Individual student presentation	Fall 2011 GE 202x, Research and Technology Final student presentations were assessed using the Oral Communications Rubric Data was collected from 16 sections, 304 students	Oral Communications Rubric Means (Cohort: 304 students, 16 sections) Analysis of topic: 4.12 Supporting material: 3.89 Organization:4 Style: 3.89 Engagement: 3.89 Body Movement: 4.08 Voice quality: 4.09 Fluency:3.9 Outline: 4.07 Overall impact: 3.91 Total/Final score: 37.5/50	Data collected was used to identify area of need (supporting materials) and design faculty workshops. Workshops were held May 18, 21-22, 2012. Faculty workshops on GE SLO's were held in June 2012. Additional workshops are scheduled for August 7-8, 2012.
	Direct: Individual student presentation	Fall 2011 Capstone courses Final student presentations were assessed using the Oral Communications Rubric Data was collected from 22 sections, 319 students	Oral Communications Rubric Means (Cohort: 319 students, 22 sections) Analysis of topic: 4.3 Supporting material: 4.23 Organization: 4.12 Style: 4. 06 Engagement:4.10 Body Movement: 4.08 Voice quality: 4.21 Fluency: 3.97 Outline: 4.16 Overall impact: 4.1 Total/Final score: 41/50	Data collected was used to identify area of need (overall impact) and design faculty workshops. Workshops were held May 18, 21-22, 2012. Faculty workshops on GE SLO's were held in June 2012
	Direct: Individual student presentation	Spring 2012 GE100, Transition to Kean	Summary report (cohort 38 students, 2 sections) 33.6/50	Data collected was taken into account in designing faculty workshops scheduled for June 27,

		Student presentations were assess using the Oral Communications rubric Data was collected from 1 sections, 17 students	Full report(Cohort: 17 students, 1 section) Analysis of Topic: 4.76 Supporting Material: 4.00 Organization: 4.50 Style: 4.97 Engagement: 4.68 Body Movement: 4.24 Voice Quality: 4.85 Fluency: 4.68 Outline: 4.15 Overall Impact: 4.5 Total score: 45/50	2012
	Direct: Individual student presentation	Spring 2012 GE 202x, Research and Technology Final student presentations were assessed using the Oral Communications Rubric Data was collected from 26 sections, 496 students	Oral Rubric Averages (Cohort: 479 students, 25 sections) Analysis of topic: 4.0 Supporting material: 3.9 Organization:3.9 Style: 3.9 Engagement: 3.9 Body Movement: 3.9 Voice quality: 3.9 Fluency:3.9 Outline: 3.9 Overall impact: 3.9 Total/Final score: 39/50	Data collected was taken into account in designing faculty workshops scheduled for August 7-8 2012
	Direct: Individual student presentation	Spring 2012 Capstone courses Final student presentations were assessed using the Oral Communications Rubric Data was collected from 77 sections, 552 students	Oral Rubric Averages (Cohort: 552 students, 77 sections) Analysis of topic: 3.7 Supporting material: 3.2 Organization:3.6 Style: 3.4 Engagement: 3.6 Body Movement: 3.4 Voice quality: 3.4 Fluency:3.3 Outline: 3.4 Overall impact: 3.6 Total/Final score: 34.5/50	Data collected was used to identify area of need (supporting materials) and design faculty workshops. Workshops were held May 18, 21-22, 2012. Faculty workshops on GE SLO's were held in June 2012
GES3	Direct: ETS proficiency profile test (formerly MAPP)	Fall 2011 GE 1000 Transition to Kean Students completed ETS	Mathematics Level 1 Proficient 45% Marginal 23% Not Proficient 27%	Math 0901 has been revised to include more applications of basic algebra skills (level 2) to solve relevant real world problems with

		Proficiency Profile 90 students tested, 64 included in results	Mathematics Level 2 Proficient 22% Marginal 23% Not Proficient 55% Mathematics Level 3 Proficient 2% Marginal 17% Not Proficient 81%	level 1 and 2 skills included in course content. Math 1010, 1016, 1030 will be revised to include level 2 problem solving skills Fall 2012
	Direct: exam questions	Spring 2012 GE 202x Research and Technology Questions included on the course posttest, completed by 317 students assessed via Assessment of Student Learning Outcomes in General Education Mathematics 2002-2003 Buffalo State University rubric	Cohort 317 students Mean scores Q1: 3.17 Q2:2.56	QR Course lesson and exercise designed to be implemented Fall 2012 throughout all GE 202x courses
	Direct: exam questions	Spring 2012 Math 0901, 1010, 1016, 1030 Questions given in class, completed by 33 sections, 480 students assessed via Assessment of Student Learning Outcomes in General Education Mathematics 2002-2003 Buffalo State University rubric	Mean scores 0901 cohort 142 students, 10 sections Q1: 2.7 Q2: 1.94 1010 cohort 179 students, 12 sections Q1: 3.15 Q2: 2.46 1016 cohort 124 students, 8 sections Q1: 3.32 Q2: 2.47 1030 Cohort 35 students, 3 sections	Data has been used to modify May 2012 workshops for faculty and August 2012 workshops Math 1010, 1016, 1030 revised to use on-line technology for consistency in teaching, learning and assessment

			Q1: 3.63 Q2: 3	
	Direct: exam questions	Spring 2012 Biology 1000 Questions given in class, completed by 22 sections, 420 students assessed via Assessment of Student Learning Outcomes in General Education Mathematics 2002-2003 Buffalo State University rubric	Cohort 420 students, 22 sections Mean scores Q1: 3.0 Q2: 1.6	Assessment will continue in Fall 2012, in conjunction with Biology program
	Direct: exam questions	Spring 2012 CPS 1032 Questions given in class, completed by 31 students assessed via Assessment of Student Learning Outcomes in General Education Mathematics 2002-2003 Buffalo State University rubric	Cohort 31 students Mean Scores Q1 2.8 Q2 1.9	Larger sample size to be gathered in Fall 2012 to be used for Spring 2013 planning
GES4	Direct: ETS Proficiency Profile Test	Fall 2011 GE 1000 Transition to Kean Students completed ETS Proficiency Profile 90 students tested, 64 included in results	Reading Level 1 Proficient 31% Marginal 33% Not Proficient 36% Reading Level 2 Proficient 11% Marginal 16% Not Proficient 73% Critical Thinking Level 3 Proficient 2% Marginal 0% Not Proficient 98%	ETS Proficiency testing will continue in Fall 2012
	Direct: student writing	Spring 2012	Overall means 2.0 for all criteria	Workshops on Critical Thinking and

	from prompt	Student writing from writing prompt assessed via the VALUE-AACU Critical Thinking Rubric given in PSY 1000, ID 1225, ES 1000	except ID 1225 "explanation" which was 2.5	teaching, as well as use of the VALUE-AACU Critical Thinking rubric held May 18, 21-22, 2012. Faculty workshops on GE SLO's were held in June 2012.Additional workshops are scheduled for August 8, 2012 Critical Thinking Rubric to be used in GE distribution course in Fall 2012. Use with CAPP data to develop actions for moving from comprehension to critical thinking (Spring 2013)
	Direct: capstone project assessed by departmental criteria	Spring 2012 Student projects assessed via departmental criteria 4 students	All four students were incapable of doing general descriptions and formal analyses of works of art. Same results from last year - the oral presentation incorporated analysis of works of art as well. Only one student understood how to formulate a thesis to guide their research.	All survey courses now have a core list of terms and elements of formal analysis to cover. All survey papers and oral presentations emphasize formal analysis. All upper division art history courses now have a direct mandate to focus on developing students' ability to explain issues, use evidence, understand contexts and assumptions, articulate their own positions, and make relevant conclusions. Planned actions: GE 2025 (Research and Technology) will be taught by an art historian. The course will be refocused to emphasize thesis formulation, research methods, and incorporation of supporting research.
	Direct: CAPP testing	Fall 2011 Capstone Courses (see report for #sections, #students)	See CAPP report on file with the Office of Accreditation and Assessment. Capstone students match the national average with no significant differences	See CAPP report on file with the Office of Accreditation and Assessment. Recommendation made that program review utilize this data.
GES5	Direct: individual	Spring 2012	Cohort 89 students, 5 sections	Annotated bibliography assignment

	student assignment	GE 202x Research and Technology Individual student Annotated bibliography assignment assessed via the Information Literacy Rubric created by the Kean University Library 5 sections, 89 students	Citation 4.22 Summary 3.80 Critical Evaluation of Sources 3.45 Connection to project 3.49 Research Log 3.11 Total Score 18.1/25	required in all sections of Research and Technology starting Fall 2012, assignment to be assessed using the Information Literacy Rubric. Faculty workshops on GE SLO's were held in June 2012 and additional sessions are scheduled for faculty training August 7-8 2012
	Direct: Project SAILS	Fall 2011 GE 1000, Transition to Kean Students participated In Project Sails from Kent State University 125 students	*Seniors scored higher than freshmen in each of the eight subcategories: 1)Developing a research strategy, 2)selecting and finding tools, 3)searching for materials, 4)using and finding tool features, 5)retrieving sources, 6)evaluating sources, 7)documenting sources, 8)understanding economic, legal, & social issues. *R&T students scored higher than freshmen in five of the eight subcategories: *Over 300 students were tested during FY 2011 and represents one of the largest attempts to gather direct evidence of learning in a crucial general education skill area.	*Strengthen information literacy focus in the Research and Technology course. *Develop an information literacy rubric for students to gather additional direct evidence. *Continue the study at least through FY 2012 to monitor data patterns. To address the above listed closing the loop activities from FY 2011 Project SAILS report the following actions were taken: A collaborative effort with the Nancy Thompson Library staff informed development for an annotated bibliography rubric. The rubric launched in spring 2012 in the research and technology course and represents a next step beyond the closing the loop phase. *Additional testing took place in FA 2011 and Spring 2012 in randomly selected GE 1000, GE 202X, and capstone courses.
	Direct: Project Sails	Fall 2011 GE 202x, Research and Technology Students participated in Project Sails from Kent State University 110 students		
	Direct: Project Sails	Fall 2011 Capstone Courses Students participated in Project Sails from Kent State University 92 students		
GEV1	Direct: College Success Factors Index	Fall 2011 GE 1000 Transition to Kean CSFI pre and post survey Over 1000 students	CSFI Responsibility & Control factor, mean: 17 (25 as national average) 55 students at risk per survey 20 at risk post survey	Data used to design GE 1000 faculty workshop scheduled for July 27, 2012, to review implementation of CSFI strategies. Problems identified include lack of access to electronic

				site and value in T2k grading
		GE 1000 Data on GEV1	Fall 2011: No change in College Success Factors Index average score for Responsibility & Control (17 with 25 as the national average) 55 students at risk pre- 20 students at risk	Data from GE 1000 has been used to develop assessment in GE distribution courses for faculty in May/June 2012
	Indirect: learning styles inventory	Spring 2012 GE 1000 Transition to Kean Learning styles self-survey completed from textbook "Diversify your Learning Styles" 140 students, 7 sections	Over 50% of students preferred Lecture and Visual Learning Styles	Information will be shared at the July 27, 2012 Transition to Kean GE1000 training workshop
GEV2	Direct: Defining Issues Test	Spring 2012 PHIL 3310 Defining Issues Test completed 54 students	No significant findings	Implement DIT in GE 1000 in Fall 2012
	Indirect Exam questions	Fall 2011 COMM 1402 Student post test 404 students, 30 sections	Social issues mean: 3.88	Develop pre class survey to provide additional data regarding student growth from start of class to completion of class.
	Direct: NIH certification	Spring 2012 GE 202x students in select classes were asked to complete the online NIH training "National Institute of Health Certification, Experimentation on Human Subjects" . In addition, as part of the post survey, students were asked about their awareness of this certification	285 students surveyed 83 completed the NIH certification 83 did not complete the certification but are aware of it 119 were unaware of the certification	Using this data, it has been decided that in Fall 2012, 80% of all students in GE 202x completing a research project on human subjects will successfully complete NIH certification

		83 students completed the certification, 285 students were surveyed regarding knowledge of certification		
	Indirect: survey	Fall 2011 ENG 2403 Pre and post survey	Students rate on 1-10 scale. Pre- and Post- Means Reported for the knowledge of: Western Literature (i.e. European, American, etc.). (4.94 to 6.44) Literature from other cultures (African, Asian, Latin Americans, etc) (4.45-6.05) different genres of Literature (Drama, Novel, Poetry, Epic) (6.37-7.26) Play of William Shakespeare (7.41-8.22) Works of Literature from different historical periods. (5.87-7.21) I am confident about discussing Literature in class.(6.15-7.14)	All means increased. No changes recommended for the indirect measure. Direct Measures to be added by the History Program in conjunction with the College of Visual & Performing Arts.
GEV3	Direct: College Success Factors Index (CSFI)	Fall 2011 GE 1000, Transition to Kean Pre and Post survey data from CSFI	The CSFI Factor College Involvement showed student improvement from Pre to Post. The KU student average in this factor is considerably higher than the national average. 44 students were at risk Pretest and 16 Post test. A total of 15 students were at risk both pre and post. Notably, the number of students at risk Pretest decreased by more than half for the Post test	The implementation of the Second Semester Follow-up will include more Out of Class Activities in addition to workshops to promote further college involvement. Students will receive notifications from General Education Mentors (GEM – Peer Leaders) containing detailed information on how to get involved and will offer direct assistance with making the connections.
	Indirect: survey	Fall 2011 COMM 1402 Course post survey	Post class survey with scale of 1-5 (5-High) Interpersonal interactions – 3.85	Recommend pre- class survey to determine class effectiveness
	Indirect: survey	Fall 2011 ENG 2403 Course pre and post survey	Students rate on 1-10 scale. Pre- and Post- Means Reported for the knowledge of:	All means increased. No changes recommended for the indirect measure. Direct Measures to be

			Western Literature (i.e. European, American, etc.). (4.94 to 6.44) Literature from other cultures (African, Asian, Latin Americans, etc) (4.45-6.05) different genres of Literature (Drama, Novel, Poetry, Epic) (6.37-7.26) Play of William Shakespeare (7.41-8.22) Works of Literature from different historical periods. (5.87-7.21) I am confident about discussing Literature in class.(6.15-7.14)	added by the History Program in conjunction with the College of Visual & Performing Arts.
GEV4	Indirect: student reflections	Spring 2012 GE 1000 See syllabus	Spring 2011 – Instructor debriefing to determine activities used in class Example: Common Read – 2010-2012 Double Take by Kevin Michael Connolly. For the past two years 75% of students found the topics of book, diversity, adversity, prejudice, stereotype, isolation, and exclusion, to be useful and relatable. Textbook: For the past two years the chapter "Communication skills and building relationships (appreciate diversity, communicate effectively, and cultivate good relationships) has ranked #2 or #3 out of 18 chapters as the most useful.	T2K Best Practices compiled and shared with GE 1000 instructors. Due to the success of the Common Read it will remain an embedded component of the course this coming year. In addition to new students, the entire campus community will be invited to read the book in order to facilitate a larger sense of community. The author of the 2012-2013 Common Read has been invited to speak to the incoming student pool and will offer book signing to the entire campus.
	Direct: student writing from prompt	Spring 2012 ENG 1030 Student writing assessed via the VALUE-AACU Intercultural Knowledge Rubric 130 students	Summary Highest: Attitudes: Openness: 2.7 Lowest: Skills: Communication: 2.4	Continue assessment in 2012-2013

	Indirect: survey	Fall 2011 COMM 1402 Post survey	Post class survey with scale of 1-5 (5-High) Evaluate arguments from different perspectives – 4.00	Recommend pre-class survey to determine class effectiveness
	Direct: student writing from prompt	Spring 2012 SOC 1000, PSY1000, ID 1225, ES1000 Students completed writing assignment from prompt which was assessed using the VALUE-AACU Intercultural Knowledge Rubric	Means are consistent across all criteria per course. Students scored higher (~3.0/4) in SOC 1000 then other course (~2.0 or lower) On average, students scored in the Milestone 2 range.	Although the score is within an acceptable range for 1 1000-level course, intercultural competency is increasingly necessary as we move towards a culture of global community, therefore work to enhance existing GE distribution course (see SGS assessment an action plan for 2012-2014 cycle) based on SOC 10000 methodology for embedding diversity in the course Modify writing prompts, continue to use the rubric and expand to includes courses in the major to assess Milestone 3&4 competency Faculty workshops were designed and held May 18, 21-22 2012
	Indirect: survey	Fall 2011 ENG 2403	Students rate on 1-10 scale. Pre- and Post- Means Reported for the knowledge of: Western Literature (i.e. European, American, etc.). (4.94 to 6.44) Literature from other cultures (African, Asian, Latin Americans, etc) (4.45-6.05) different genres of Literature (Drama, Novel, Poetry, Epic) (6.37-7.26) Play of William Shakespeare (7.41-8.22) Works of Literature from different historical periods. (5.87-7.21) I am confident about discussing	All means increased. No changes recommended for the indirect measure. Direct Measures to be added by the History Program in conjunction with the College of Visual & Performing Arts.

			Literature in class.(6.15-7.14)	
	Direct: exam questions	Summer 2012 ID 1225 Students responded to a diversity question to be assessed using the VALUE-AACU diversity rubric 3 sections	June 2012--Diversity Question: Discuss as a global citizen, what are the contributing factors to the health disparities discussed and identify two reasons why we should care about these international health concerns. Findings not reported yet	Incorporate a common direct measure for Fall 2012
GEV5	Indirect: survey	Fall 2011 COMM 1402	Post class survey with scale of 1-5 (5-High) Confidence in giving speeches – 4.21	Recommend pre- class survey to determine class effectiveness.
	Indirect: survey	Fall 2011 ENG 2403 Students completed a pre and post survey	Students rate on 1-10 scale. Pre- and Post- Means Reported for : The amount of literature read (6.07-7.21) and Their confidence about discussing Literature (6.15-7.14)	All means increased. No changes recommended for the indirect measure. Direct Measures to be added by the History Program.
	Indirect: survey	Fall 2011 HIST 1000/1062 Students completed a pre and post survey	Scale of 1-5 (1-high) pre- and post-knowledge of the following (means reported): 1. Amount of history read (2.80-2.53), including less "school" books (57%-44%) 2. Confidence in discussing history (2.59-2.48)	All means improved pre- and post-test. No specific changes to curriculum recommended. Recommend to the History Program to add direct measures.

Appendix 12-5

GE SLO June 2012 Workshops.

Office of the Vice President for Academic Affairs

Summer Series 2012				
Date	**Time & location**	**Workshop**	**Description**	**Presenter**
Monday, June 18	**1:30- 3 pm UC 226B**	**Learning Disabilities And Support For College Students**	What is a Learning Disability, Disability Laws, Project Excel, Referrals and the Counseling Center	Dean Susan Polirstok, Dr. Charlie Williams, Dr. Marie Segal, Dr. Andrew Lee
Thursday, June 21	**10-11:30 am UC 226B**			
Thursday, June 21	**2-3 pm K127**	**Meet & Greet the New Director of Accreditation and Assessment**	Come and meet Dr. Edward Barboni, Director of Accreditation and Assessment	Dr. Edward Barboni

General Education SLO Workshops				
Date	**Time & location**	GE SLO Addressed	Workshop	Presenter
Wednesday, June 13	**10:00 am – 12:00 pm (CAS, 106)**	(GE S1): write to communicate and clarify learning	**"Revision from College Composition to Capstone"**	Kim Chen and Dr. Michael L. Murray, Lecturers, SGS

Wednesday, June 13	**1:00 pm – 3:00 pm (CAS 204)**	GE written and oral capstone data collection and analysis (GES1) and (GES2)	**"Working with Rubric Data in Excel"** RSVP early, space is limited	Bridget Lepore, Lecturer, SGS
Thursday, June 14	**10:00 am – 12:00 pm (CAS 204)**			
Thursday, June 14	**1:00 pm – 3:00 pm (Hennings 113)**	(GES2): communicate effectively through speech	**"Evaluating Student Presentations"**	Dr. Fred Fitch, Communication Department
Wednesday, June 20	**10:00 am – 12:00 pm (CAS 106)**	(GES3): solve problems using quantitative reasoning	**"Closing the loop with Spring 2012 data for GE SLO - Skill 3 - solve problems using quantitative reasoning."**	Presented by Leslie DaCosta, Irisa Leverette, Lecturers, SGS; and Bridget White, Managing Assistant Director, SGS
Wednesday, June 20	**10:00 am – 12:00 pm (Hennings 113)**	(GES4): think critically about concepts in multiple disciplines	**"The Use of the Critical Thinking VALUE Rubric"** Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics are made available through the Association of American Colleges and Universities, AAC&U	School of General Studies
Wednesday, June 20	**1:00 pm – 3:00 pm (CAS 106)**	(GES1): write to communicate and clarify learning (GES2): communicate effectively through speech (GES5): demonstrate information literacy	**"Research and Technology and the Capstone: Drawing Connections"** R&T SLO's and assessment data will be discussed . Opportunities for building on the GE skills students develop in Research and Technology will also be discussed.	Presented by Bridget Lepore, Lecturer, SGS; Linda Cifelli, Librarian; and Dawn Marie Dowd, Managing Assistant Director, SGS

Wednesday, June 27	**10:00 am – 12:00 pm (CAS 106)**	(GE V4): Respect for diverse cultures and perspectives	**"Discussing the Use of the Intercultural Knowledge and Competence VALUE Rubric"** Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics are made available through the Association of American Colleges and Universities, AAC&U	Presented by Lydia Kaplan, Lecturer, School of General Studies
Wednesday, June 27	**1:00 pm – 3:00 pm (CAS 106)**	Values SLO's (GEV1 – GE V5)	**"Value" Learning and the Role of Transition to Kean: Identify and Expose**	Presented by Gwen Beloti, Transition to Kean Coordinator , SGS

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Appendix 12-6

Memo to Dean - 2/18/2011.

February 18, 2011

RE: General Education Initiatives

To: Deans and Executive Directors cc: Dr. Lender; Dr. Kubow; GE professional staff

RE: General Education Initiatives

Originally, I had planned to provide a workshop session for all of you regarding initiatives underway in the School of General Studies / General Education Program. Since new student advisement is rapidly approaching, I would like to use this letter to initiate a discussion with you to ensure that our students can benefit from these initiatives immediately.

1. First semester advisement. Our students have significant difficulty in GE math courses and our current advisement directs a majority of students to MATH 1000 College Algebra. There are important questions that come to mind.
    a. What quantitative reasoning skills do your students need?
    b. What two GE math courses do you recommend for your program? Currently a majority of the courses scheduled are MATH 1000. We need to know immediately what the needs of the individual programs are in order to schedule and staff the appropriate number of sections of each course. MATH 1000 by design is a course that prepares students for Pre-Calculus. If your major does not require Pre-Calculus, should we advise your students to take MATH 1000? Attached you will find a brief description of the math courses that are available.
    c. When should your students take math courses? Our student success data suggests that getting it "out of the way" early is not necessarily the best approach. A significant number of students don't pass and thus enter a cycle of discouraging math courses, leading to retention and graduation issues. What other courses would you recommended? Is there a course in the student's intended major? Student's familiarity with the program is related to their ability to succeed.
2. Create a four year graduation map that includes thought to the sequencing and integration of general education courses, ESPECIALLY Research & Technology GE 202x.
3. Assessment in GE courses will become more standardized. To begin, the GE program has a rubric for ORAL PRESENTATIONS that is introduced in Transition to Kean and used in COMM 1402 and GE 202x (Research & Technology). If your faculty teaches GE courses (Including foundations, distribution or capstone courses) and assign an oral presentation this rubric should be used. We will collect the rubric to provide data that can be used for a longitudinal analysis of our general education program. Training can and will provided if

necessary. Other rubrics for written presentations and critical thinking skills are under development. Once received and reviewed, we will begin to implement.

4. Review of GE courses & curriculum. The GE program and committee will be systematically reviewing all GE courses. The GE committee has been instructed to carefully review the METHODS OF TEACHING AND LEARNING section of any new courses submitted. I will be reviewing all existing courses and sending courses back to programs to revise the METHODS OF TEACHING AND LEARNING to reflect the vision of the general education program. The vision is as follows: "Student learning will be the core value of the School of General Studies and is vital to a successful four year undergraduate degree. The School of General Studies will lead a paradigm shift from the idea of teaching students to engaging students in an active learning experience, starting with the courses and curriculum of the general education program. The instruction in all courses should follow the seven principles outlined in the appendix." We will request that the METHODS OF TEACHING AND LEARNING section also provide a narrative, preferably with citations, about the best practices for that course. It is also expected that these methods are explicitly connected to the METHODS OF ASSESSMENT. The general education designation will be removed from courses not revised in a reasonable time period. The GE office will request copies of syllabi for all GE-approved courses be sent electronically to ge@kean.edu.
5. Review of instruction. Classroom visits (not faculty observations) will be used to document pedagogical practices. This information will be used to develop appropriate professional development to be offered through the School of General Studies. Faculty teaching GE courses will be required to demonstrate a commitment to professional development that can be implemented and measured in the classroom. Courses that carry a GE designation and the faculty who teach them are a collective responsibility of the university. I will be compiling information on faculty interest in general studies using the attached form.

I will contact you individually to arrange a meeting to go over the most pertinent issues. If you have any questions, please contact me.

Sincerely,

John Dobosiewicz, Ph.D.

Executive Director, School of General Studies
CAS 201B
Ext 70333
jdobosie@kean.edu

Attachments:

Table for first semester advisement

Seven Principles for Good Practice in Undergraduate Education

GE Math Foundation and Distribution Courses

Faculty Interest Form

Please use the table as a guide for developing an advisement grid for students in their first academic Semester...ANY MATH COURSE SHOULD INCLUDE A RATIONALE. Please note that taking a math course in the first semester is not a requirement of the university.

Example for Earth Science: General Option

Recommended Course	Credits	Type of Course
Transition to Kean (GE 1000)	1	GE Foundation
ENG 1000	3	GE Foundation
World Geography (GEOG 2000)	3	GE Humanities Distribution
Introduction to Geology (GEOL 1200) or Introduction to Meteorology	4	Introductory Major
College Algebra (Math 1000)	3	GE Foundation. Necessary for Science Majors. If student requires a non-credit bearing course, that course should be completed before the Fall Semester (see GE guidelines for Accuplacer score)
Total	14	
Additional Course	3 or 4	Additional Major or GE Distribution

From Seven Principles For Good Practice in Undergraduate Education *by Arthur W. Chickering and Zelda F. Gamson. Fall 1987 Washington Center News (originally printed in the March 1987 AAHE Bulletin:*

1. Encourages contact between students and faculty.

    Action: Teach GE 1000 Transition to Kean and GE 202X Research & Technology.

2. Develops reciprocity and cooperation among students.

    Action: Professional Development for faculty and academic peer leaders

3. Encourages active learning.

    Action: Professional development strategies: eg: use of student response cards; questioning

4. Gives prompt feedback.

    Action: Professional development strategies: formative assessment, visible student learning

5. Emphasizes time on task.

    Action: Promote academic support / learning centers, evaluate socio-economic drivers

6. Communicates high expectations.

    Action: Honors Programs

7. Respects diverse talents and ways of learning.

    Action: Incorporate various teaching methods, diversity criteria in GE courses

GE MATH COURSES (includes Computer Science Courses) (With revisions to be completed by Fall 2011)

MATH 0901 Basic Algebra (0)
Topics include: Operations with Real Numbers, Simplifying Algebraic Expressions, Linear Equations, Graphing Equations of Lines, Applications and Word Problems, Operations with Polynomials, Factoring Polynomials, Solving Quadratic Equations, Operations with Square Roots
Prerequisites: By Placement Test Results
General Education Support Course

MATH 1000 Algebra for College Students (3)
Operations with real numbers, polynomial expressions, exponents, rational and radical expressions. Solutions of linear and nonlinear equations and inequalities. Solutions of linear and nonlinear systems of equations. Introduction to functions and their graphs. MATH 1000 is the one-semester non-extended format of Algebra for College Students. Fulfills the General Education Algebra requirement. Three degree credits.
General Education Foundation **(or Distribution)** Course
Prerequisite: Placement by the Developmental Studies Office.

MATH 1010 Foundations of Mathematics (3)
An introduction to mathematical reasoning including problem-solving strategies sets and set operations, logic, geometry, and statistics. Mathematics majors cannot receive credit for this course.
Approved General Education **(Foundation or)** Distribution Course
Prerequisite: MATH 1000 or placement by the Developmental Studies Office ***(Prerequisite no longer required)***

MATH 1016 Statistics (3)
Descriptive and inferential statistics: graphic treatment of data, characteristics of distributions, statistical models, correlation, regression, estimation and hypothesis testing. Computer applications.
Approved General Education **(Foundation or)** Distribution Course
Prerequisite: MATH 1000 or placement by the Developmental Studies Office. ***(Prerequisite no longer required)***

MATH 1030 Problem Solving in Mathematics (3)
Development and application of problem solving strategies to a variety of problems within and outside of mathematics making connections between mathematics and other content areas. Numerous and varied experiences with problem solving as a method of inquiry and applications.
Prerequisite: Completion of any mathematics course 1000 level or above. ***(Prerequisite no longer required)***-
(Approved General Education Foundation or Distribution Course)

MATH 1044 Precalculus for Business (3)

Equations, inequalities, and their applications. Functions and graphs, lines, parabolas and systems of equations, exponential and logarithmic functions, compound interest, present value, annuities and amortization of loans. Matrix algebra, Gauss-Jordan elimination and applications. Inverse of a matrix, solutions of systems of equations and inequalities. Problem solving methods. Students will be required to acquire a specified graphing calculator. Can not be used as a prerequisite for Math 2411

Prerequisites: Math 1000 or equivalent

Approved General Education ***(Foundation or)*** *Distribution Course*

MATH 1054 Precalculus (3)

Exponential and logarithmic functions. Trigonometric functions with emphasis on trigonometric identities and trigonometric analysis. Complex numbers, polar coordinates, plane vectors and trigonometric forms of complex numbers. Arithmetic and geometric sequences and series. Problem solving methods. Students will be required to acquire a specified graphing calculator.

Approved General Education **(Foundation or)** Distribution Course

Prerequisites: MATH 1000, or the equivalent, or a qualifying score on the placement examination.

CPS 1031 Introduction to Computers (3) **(COURSE DISCONTINUED)**

Computer concepts and components; historical development of computers; data representations and files; operating system software; communications; information systems. Not for credit in Computer Science major.

General Education Distribution Course

Prerequisites: Fulfillment of Developmental Math requirements.

CPS 1032 Microcomputer Applications (3)

A study of the microcomputer and its role in the development and organization of data in files and databases for information generation. Emphasis is on the selection and proper use of microcomputer application packages to fulfill the information needs of business and support management problem solutions. Students will be introduced to a variety of microcomputer application packages. Not for credit in Computer Science Major.

General Education Distribution Course

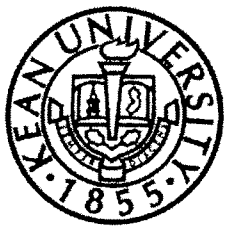
Prerequisites: 3 Hours of CPS

CPS 1231 Fundamentals of Computer Science (4)

Fundamental computing concepts, components and processes; hardware and software components; communications and information systems; use of systems software; problem solving with application software; introduction to design of algorithms using a high-level programming language. (3 hr. lec./1 hr. lab.)

General Education Distribution Course

Prerequisite: MATH 1000. ENG 1030 or equiv.



School of General Studies Faculty Interest Form

Name _____

E-Mail _____

School _____Program _____

Office _____ Extension _____

List current academic year (AY 2010-2011) teaching responsibilities (course names/ #s):

List past or other teaching-**related** responsibilities:

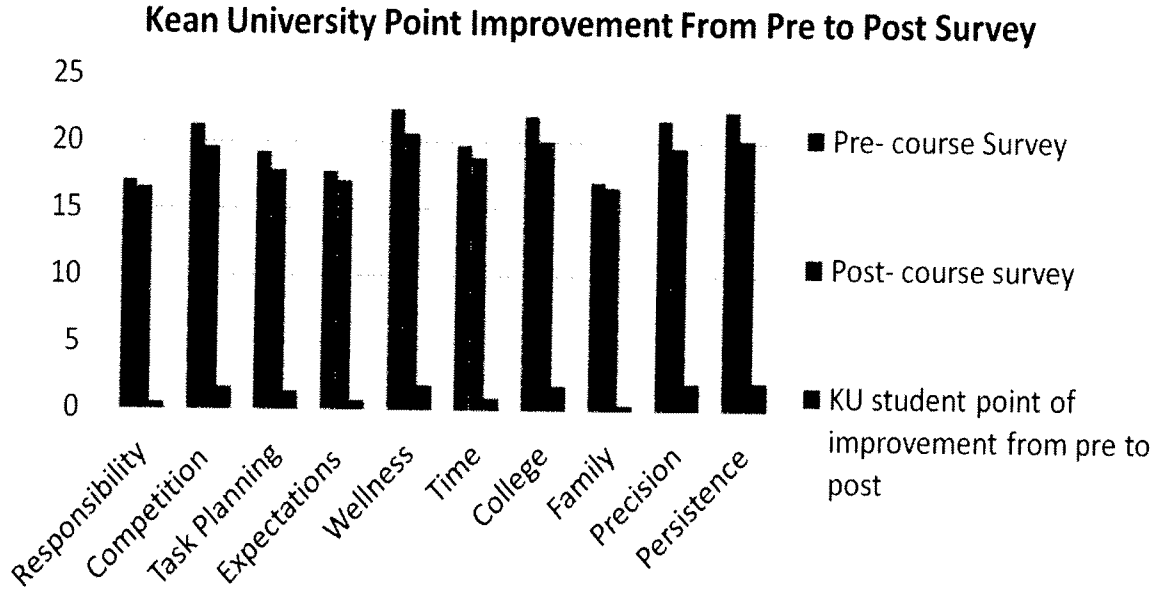
Statement of teaching philosophy:

Please submit to John Dobosiewicz via e-mail (jdobosie@kean.edu) or interoffice mail to CAS 201B

Appendix 12-7

College Success Factors Index Data for GE 1000.

Transition to Kean : College Success Factors Index:



- Preliminary findings indicate that mean scores for Kean University students in the Transition to Kean course are below the national average with lower scores which would indicate the **likelihood of college success for the cohort.**
- The data was analyzed to determine specific areas of high risk. By analyzing the ten factors of the CSFI, approximately 25% of students scored **above** the national average in the *pre*-course survey in two areas; Competition and Task Precision. These areas are not directly addressed in the Transition to Kean program and will be examined more closely in Summer 2012.
- *Post*-course survey data indicates that 16% of students scored **above** the national average in Competition and Task Precision. Students as group This means that students are improving significantly during the semester in those two areas.
- Beyond averages.Competition and Precision had the highest number of "at risk students" pre- and post-, 44 and 35, respectively.

Appendix 12-8

AACU Value Rubrics.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/ his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim.*	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim.*	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from www.dictionary.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.

CREATIVE THINKING VALUE RUBRIC

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Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Acquiring Competencies *This step refers to acquiring strategies and skills within a particular domain.*	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks *May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.*	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

CRITICAL THINKING VALUE RUBRIC

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Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

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Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/ for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE RUBRIC

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.)
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts

INFORMATION LITERACY VALUE RUBRIC

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Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy

Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

INFORMATION LITERACY VALUE RUBRIC

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Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

INQUIRY AND ANALYSIS VALUE RUBRIC

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Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing, knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/ evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

INQUIRY AND ANALYSIS VALUE RUBRIC

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Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

INTEGRATIVE LEARNING VALUE RUBRIC

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Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form.**
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	 2	Benchmark 1
Knowledge *Cultural self- awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

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Definition

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing tspecific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority; looks more often at the audience than at his/her speaking materials/notes; uses the voice expressively; and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

PROBLEM SOLVING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Contextual Factors: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- Critique: Involves analysis and synthesis of a full range of perspectives.
- Feasible: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- "Off the shelf" solution: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).
- Solution: An appropriate response to a challenge or a problem.
- Strategy: A plan of action or an approach designed to arrive at a solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.
- Support: Specific rationale, evidence, etc. for solution or selection of solution.

PROBLEM SOLVING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a students QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

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Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	1
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*
Representation *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions *Ability to make and evaluate important assumptions in estimation, modeling, and data analysis*	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication *Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)*	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

READING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/ pubs/ research_briefs/ RB8024/ index1.html)

Framing Language

To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning. Historically, college professors have not considered the teaching of reading necessary other than as a "basic skill" in which students may require "remediation." They have assumed that students come with the ability to read and have placed responsibility for its absence on teachers in elementary and secondary schools.

This absence of reading instruction in higher education must, can, and will change, and this rubric marks a direction for this change. Why the change? Even the strongest, most experienced readers making the transition from high school to college have not learned what they need to know and do to make sense of texts in the context of professional and academic scholarship--to say nothing about readers who are either not as strong or as experienced. Also, readers mature and develop their repertoire of reading performances naturally during the undergraduate years and beyond as a consequence of meeting textual challenges. This rubric provides some initial steps toward finding ways to measure undergraduate students' progress along the continuum. Our intention in creating this rubric is to support and promote the teaching of undergraduates as readers to take on increasingly higher levels of concerns with texts and to read as one of "those who comprehend."

Readers, as they move beyond their undergraduate experiences, should be motivated to approach texts and respond to them with a reflective level of curiosity and the ability to apply aspects of the texts they approach to a variety of aspects in their lives. This rubric provides the framework for evaluating both students' developing relationship to texts and their relative success with the range of texts their coursework introduces them to. It is likely that users of this rubric will detect that the cell boundaries are permeable, and the criteria of the rubric are, to a degree, interrelated.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Analysis: The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. (Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they contribute to the meaning of a text.)
- Comprehension: The extent to which a reader "gets" the text, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the texte provides to being able to "get" the implications of the text, the questions it raises, and the counterarguments one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, Reading for Understanding: www.rand.org/ pubs/ monograph_reports/ MR1465/ MR1465.ch2.pdf.
- Epistemological lens: The knowledge framework a reader develops in a specific discipline as s/ he moves through an academic major (e.g., essays, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.
- Genre: A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them.
- Interpretation: Determining or construing the meaning of a text or part of a text in a particular way based on textual and contextual information.
- Interpretive Strategies: Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., What might our country be like if the Civil War had not happened? How would Hamlet be different if Hamlet had simply killed the King?).
- Multiple Perspectives: Consideration of how text-based meanings might differ depending on point of view.
- Parts: Titles, headings, meaning of vocabulary from context, structure of the text, important ideas and relationships among those ideas.
- Relationship to text: The set of expectations and intentions a reader brings to a particular text or set of texts.
- Searches intentionally for relationships: An active and highly-aware quality of thinking closely related to inquiry and research.
- Takes texts apart: Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).
- Metacognition: This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning. Metacognition, (a term typically attributed to the cognitive psychologist J.H. Flavell) applied to reading refers to the awareness, deliberateness, and reflexivity defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader's ability to consider the ethos reflected in any such text; to know that one is present and should be considered in any use of, or response to a text.

READING VALUE RUBRIC

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Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
Relationship to Text *Making meanings with texts in their contexts*	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis *Interacting with texts in parts and as wholes*	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks
Interpretation *Making sense with texts as blueprints for meaning*	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task
Reader's Voice *Participating in academic discourse about texts*	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

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Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	 2	Benchmark 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline, work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following • Treats team members respectfully by being polite and constructive in communication • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict)	Passively accepts alternate viewpoints/ideas/opinions

WRITTEN COMMUNICATION VALUE RUBRIC

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collectios of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix 12-9

Defining Issues Test.

DIT

DEFINING ISSUES TEST
University of Minnesota
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Defining Issues Test

Demographics

1. Name:
2. Email:
3. Date of Birth:
4. Gender: ○ Male ○ Female
5. Education (highest level completed):
6. Race / Ethnicity:
7. How long have you been working **full-time**?
8. Do you have a bachelor's degree? Major
9. Do you have a graduate degree? Major
10. What is your religious preference?
11. How often do you attend religious services?

Instructions

In the Defining Issues Test below you will find 4 stories. Each story is followed by 12 items (or issues). After reading each story:

- **Decide** what a person should do,
- **Rate each item**'s importance in making a decision, and
- **Rank the top 4** most important items.

For more information, please view the **detailed instructions**.

Defining Issues Test

HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheapter or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So, Heinz got desparate and began to think about breaking into the man's store to steal the drug for his wife. Should Heinz steal the drug?

HEINZ AND THE DRUG: ◆ Should steal ○ Can't decide ○ Should not steal

GREAT	MUCH	SOME	LITTLE	NO		
○	○	○	○	○	1.	Whether a community's laws are going to be upheld.
○	○	○	○	○	2.	Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
○	○	○	○	○	3.	Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
○	○	○	○	○	4.	Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
○	○	○	○	○	5.	Whether Heinz is stealing for himself or doing this solely to help someone else.
○	○	○	○	○	6.	Whether the druggist's rights to his invention have to be respected.
○	○	○	○	○	7.	Whether the essence of living is more encompassing than the termination of dying, socially and individually.
○	○	○	○	○	8.	What values are going to be the basis for governing how people act towards each other.
○	○	○	○	○	9.	Whether the druggist is getting in the way of the most basic claim of any member of society.
○	○	○	○	○	10.	Whether the law in this case is getting in the way of the most basic claim of any member of society.
○	○	○	○	○	11.	Whether the druggist deserves to be robbed for being so greedy and cruel.
○	○	○	○	○	12.	Would stealing in such a case bring about more total good for the whole society or not.

Most important item ___
Second most important ___
Third most important ___
Fourth most important ___

ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For eight years he worked

hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison eight years before, and whom the police had been looking for. Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison?

ESCAPED PRISONER: ○ Should report him ○ Can't decide ○ Should not report him

GREAT	MUCH	SOME	LITTLE	NO	
○	○	○	○	○	1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
○	○	○	○	○	2. Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?
○	○	○	○	○	3. Wouldn't we be better off without prisons and the oppression of our legal system?
○	○	○	○	○	4. Has Mr. Thompson really paid his debt to society?
○	○	○	○	○	5. Would society be failing what Mr. Thompson should fairly expect?
○	○	○	○	○	6. What benefits would prisons be apart from society, especially for charitable men?
○	○	○	○	○	7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
○	○	○	○	○	8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?
○	○	○	○	○	9. Was Mrs. Jones a good friend of Mr. Thompson?
○	○	○	○	○	10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
○	○	○	○	○	11. How would the will of the people and the public good best be served?
○	○	○	○	○	12. Would going to prison do any good for Mr. Thompson or protect anybody?

Most important item __
Second most important __
Third most important __
Fourth most important __

NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the use of the military in international disputes and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be alright if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published

two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave us a reason that Fred's activities were disruptive to the operation of the school. Should the principal stop the newspaper?

NEWSPAPER: ○ Should stop it ○ Can't decide ● Should not stop it <

GREAT	MUCH	SOME	LITTLE	NO	
○	○	○	○	○	1. Is the principal more responsible to students or to parents?
○	○	○	○	○	2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?
○	○	○	○	○	3. Would the students start protesting even more if the principal stopped the newspaper?
○	○	○	○	○	4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
○	○	○	○	○	5. Does the principal have the freedom of speech to say "no" in this case?
○	○	○	○	○	6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
○	○	○	○	○	7. Whether the principal's order would make Fred lose faith in this principal.
○	○	○	○	○	8. Whether Fred was really loyal to his school and patriotic to his country.
○	○	○	○	○	9. What effect would stopping the paper have on the student's education in critical thinking and judgment?
○	○	○	○	○	10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
○	○	○	○	○	11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
○	○	○	○	○	12. Whether Fred was using the newspaper to stir up hatred and discontent.

Most important item ___
Second most important ___
Third most important ___
Fourth most important ___

DOCTOR'S DILEMMA

A Lady was dying of cancer which could not be cured and she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough morphine to kill her. She said she couldn't stand the pain and that she was going to die in a few months anyway. Should the doctor give her an overdose of morphine that would

make her die?

DOCTOR'S DILEMMA: ● He should give the lady an overdose that will make her die ○ Can't decide ○ Should not give overdose

GREAT	MUCH	SOME	LITTLE	NO		
○	○	○	○	○	1.	Whether the woman's family is in favor of giving her the overdose or not.
○	○	○	○	○	2.	Is the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her.
○	○	○	○	○	3.	Whether people would be much better off without society regimenting their lives and even their deaths.
○	○	○	○	○	4.	Whether the doctor could make it appear like an accident.
○	○	○	○	○	5.	Does the state have the right to force continued existence on those who don't want to live.
○	○	○	○	○	6.	What is the value of death prior to society's perspective on personal values.
○	○	○	○	○	7.	Whether the doctor has sympathy for the woman's suffering or cares more about what society might think.
○	○	○	○	○	8.	Is helping to end another's life ever a responsible act of coopeation.
○	○	○	○	○	9.	Whether only God should decide when a person's life should end.
○	○	○	○	○	10.	What values the doctor has set for himself in his own personal code of behavior.
○	○	○	○	○	11.	Can society afford to let everybody end their lifes when they want to.
○	○	○	○	○	12.	Can society allow suicides or mercy killing and still protect the lives of individuals who want to live.

Most important item
Second most important
Third most important
Fourth most important

Submit Reset

Defining Issues Test

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Email | Website | Privacy | Consent | Last Update On: Oct 28, 2008

Appendix 12-10

Quantitative Reasoning Assessment.

SGS Quantitative Reasoning Assessment - Spring 2012 - (Short Assessment Test)

The School of General Studies is in the process of assessing qualitative reasoning of our student body. We are requesting that you take 10 minutes on Friday, April 20, 2012 to give the following assessment to your students and then we are asking you to use the rubric cited below to evaluate the answers submitted. This is the first step and collected data requires your cooperation. We plan to share and discuss the data during Professional Staff Summer trainings to use this as a starting point to improve QR in the School of General Studies and GE curriculum. You will find packets in your mailboxes in CAS 201 so don't worry about making copies.
Please give your students 10 minutes during your Friday April 20th 2012 class (or your next class meeting if you don't meet on Friday)session to take this brief assessment.

Directions for SGS Course Instructor for Short QR Assessment on April 20, 2012

Summary of steps for Friday April 20, 2012 or sooner, QR Assessment administration in all GE Math Courses

1) Administer the short 2 question QA assessment test
   a) Read the statement located below to your students
      i) You may award a minimal amount of points toward a course assignment for participation
   b) Time the administration of the QA assessment
      i) 10 minute time limit
      ii) Students can use calculators
      iii) Students do the work on their own for this assessment

2) Use the QA rubric located below to score each item for each student
   a) Give each student a unique identifying number
      i) There is a space on the assessment test in the upper right hand corner.
      ii) We use this instead of the student name to protect their anonymity
   b) Please use the QA rubric located below to "score" the two answers for each student
   c) Each answer will be given a score of 1 to 4 – see rubric below

3) Enter the scores for each question in the spread sheet titled *QR assessment data(A) Spring 2012 spread sheet for data inputCourse____ Section___*
   a) Please enter the data for each field
   b) Add your comments and feedback on the data and the process
   c) Save the file by adding your course number and section number to the file name
   d) Email me the file at mwhite@kean.edu *and* bring scored and completed QA Short assessments to my office ASAP. Originals will be kept on file in GE

Please read the following statement to your students:

"You are invited to participate in a study of Kean University student knowledge of Quantitative Reasoning. The School of General Studies at Kean University is conducting this study. Your participation is voluntary and your results will be anonymous.

Please answer two questions and show your work on how you arrived at your answer. This should only take 10 minutes. You may use a calculator. Thank you for your participation, it will help us to understand student problem solving skills and you will directly support improving future General Education courses!

Please note, if you would like results from this study on Kean University students and Quantitative Reasoning, please let your instructor know and we will send you a copy of the overall results."

You will assess each student's answers to the two questions using the rubric below.

School of General Studies QR Assessment Rubric (with permission from Buffalo State Assessment office)

Quantitative Reasoning Math RUBRIC

4

- Contains a complete response with clear coherent, unambiguous and concise explanation
- Includes clear and simple diagrams
- Shows understanding of the problem's mathematical ideas and processes
- Identifies all the important elements of the problem
- Includes examples and counterexamples
- Gives strong supporting arguments
- Goes beyond the requirements of the problem

3

- Contains a good, solid response with some, but not all, of the above characteristics
- Explains less completely or clearly than possible
- Does not go beyond the requirements of the problem

2

- Contains a complete response, but muddled explanation
- Presents incomplete arguments
- Includes unclear or inappropriate diagrams
- Indicates partial understanding or mathematical concepts

1

- Omits significant parts or all of the problem or response
- Contains major errors
- Employs inappropriate strategies

April 20, 2012 SGS QR RESULTS REQUEST LIST

Yes, please send me the results of this study on Quantitative Reasoning; here is my name and email.

Name	Student ID	Kean email

Please return this form to Bridget White SGS CAS 201 D

Spring 2012(B) SGS Quantitative Reasoning Assessment
You may use a calculator for these questions.

Course _____ section_____ (for instructor only: Student number ____)

1. Circle all Previous MATH Courses taken before 12/SP

MATH 0901 MATH 1000 MATH 1010 MATH 1016 MATH 1030 MATH 1044 MATH 1054

. Please tell us your major. _____

1. NJ Transit one-way ticket to Penn Station Newark costs $2.75 and the PATH Train to the World Trade Center in NYC costs $2.00 per ride. How many one-way trips can you take to the World Trade Center with $30.00?

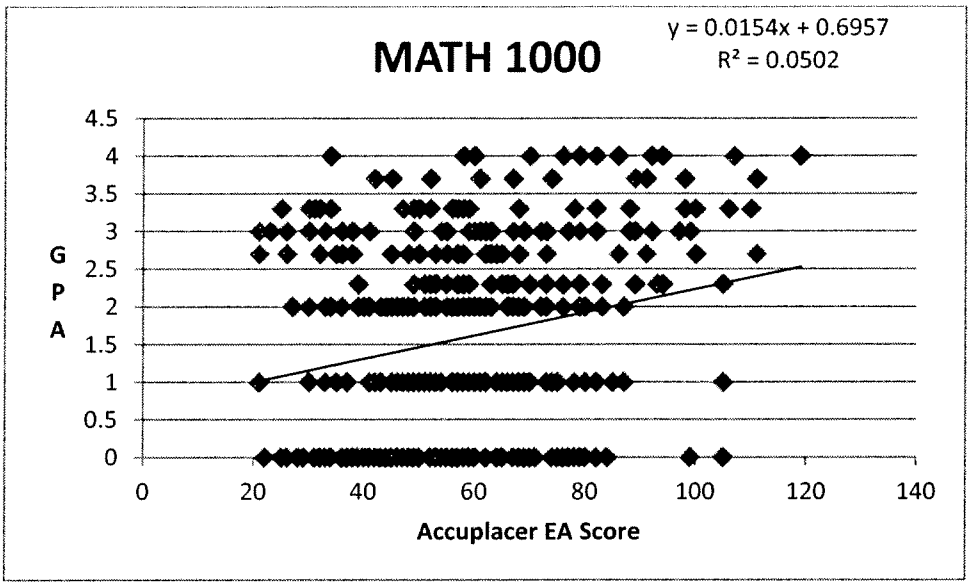
Please show your work. _____

2. A student's grade depends on her score on four equally-weighted exams. Her average on the first three exams is 92. What must the student score on the fourth exam in order to guarantee a final average of at least 90?

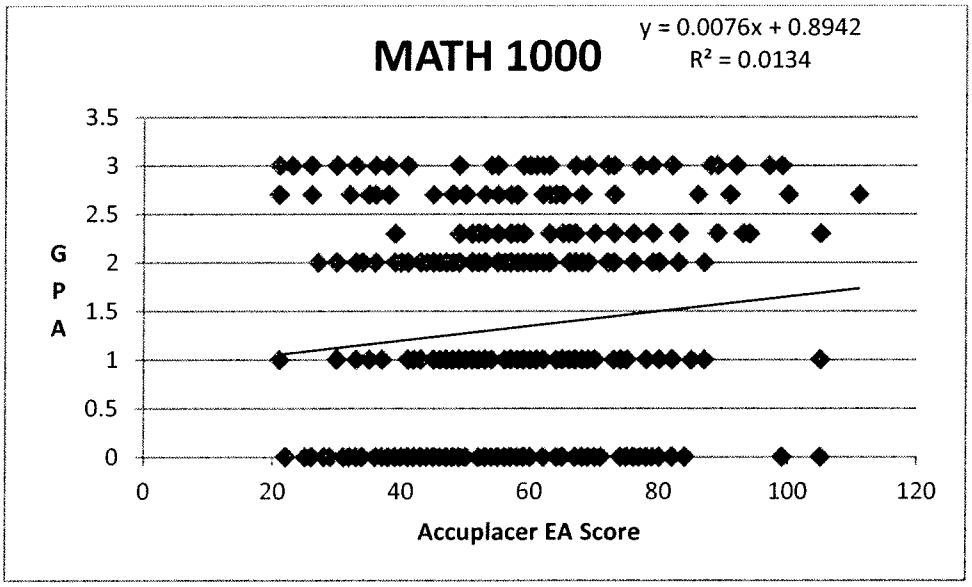
Please show your work. _____

Comparison of grades to Accuplacer EA Score.

There is a positive trend line between all student grades, as indicated by grade points (4.0=A), and Accuplacer EA scores. The correlation coefficient is low, with only 5% of the data explained by the trendline, however it is a statistically significant correlation.

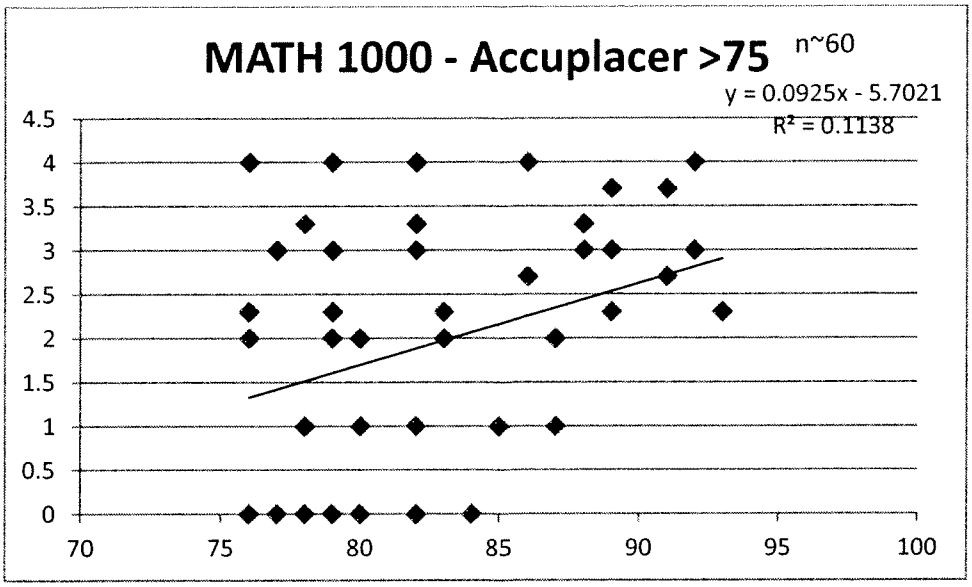


There is a positive trend line between student grades of B (3.0) or lower, as indicated by grade points (4.0=A), and Accuplacer EA scores. The correlation coefficient is low, with only 1% of the data explained by the trendline, and it is not statistically significant correlation. One interpretation of this would be that students with the same Accuplacer score are just as likely to get a B in the class as an F.

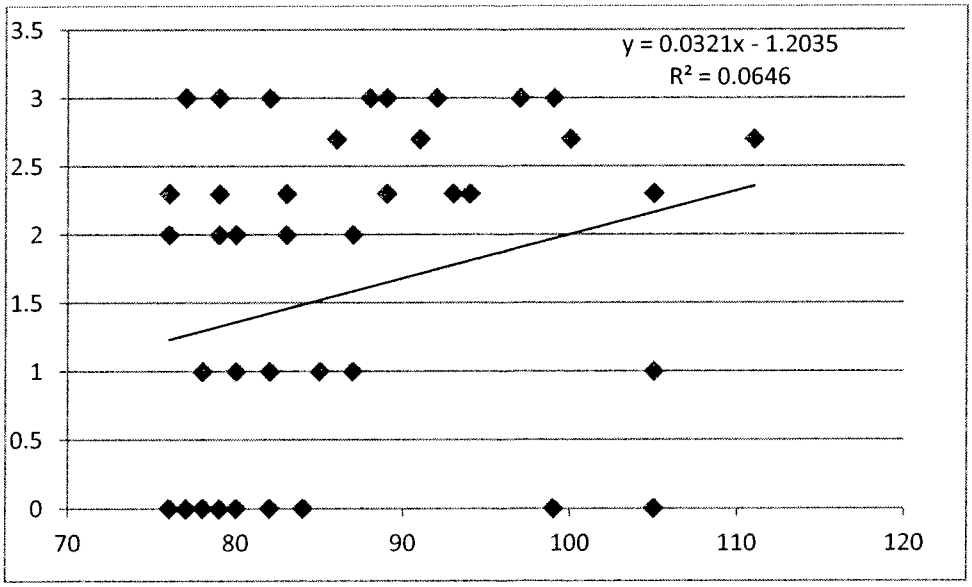


There is a positive trend line between student grades for all students with a passing Accuplacer EA score (75 or higher), as indicated by grade points (4.0=A), and Accuplacer EA scores. The correlation coefficient is low, with only 11% of the data explained by the trendline, however it is a statistically significant correlation.

For scores of 75 or higher



There is a positive trend line between student grades of B (3.0) or lower for students with a passing Accuplacer EA score (75 or higher), as indicated by grade points (4.0=A), and Accuplacer EA scores. The correlation coefficient is low, with only 1% of the data explained by the trendline, and it is not statistically significant correlation. One interpretation of this would be that students who "pass" with the same Accuplacer score are just as likely to get a B in the class as an F.



Appendix 12-11

Summary Finding 2011-2012 from GE Workshop May 2012 Resources.

From Assessment Workshop / GE Resources May 18, 2012

Summary of Findings 2011-2012

1. Writing Presentation: The criteria for programs / capstone courses to take action on: Revision. Data indicates that not all capstone require or assess revisions.

2. Oral Presentations: The criteria for programs / capstone courses to take action on: Overall Impact Revision. Data indicates that the scores in overall impact are low in comparison to the other criteria, implying that the students produce a technically strong presentation yet the impact of the speech is not impressive.

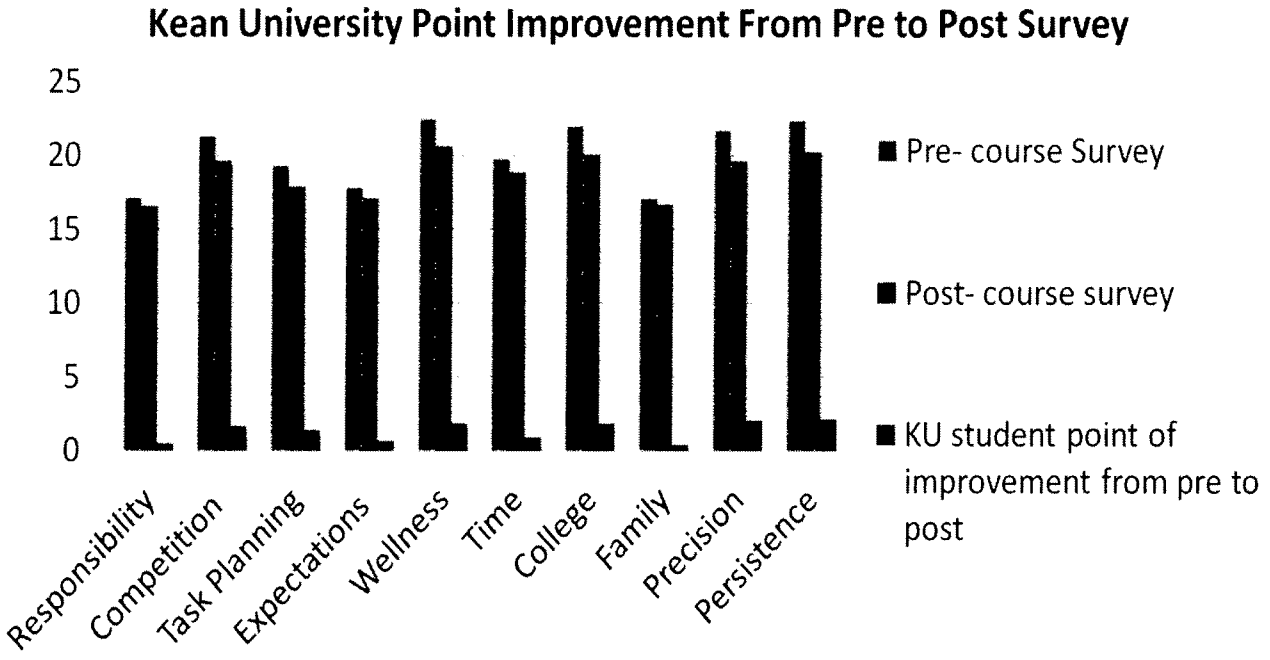
3. Diversity: On average, the students scored in the Milestone 2 range. While this score is within an acceptable range for a 1000-level course, sophisticated intercultural competency is becoming increasingly necessary as we move toward a culture of global community. Students in SOC 1000 scored higher across the criteria than students in PSY 1000, ID 1225 or ES 1000 suggesting the assignment given was more suitable for assessing diversity. New assignments to be used in Fall 2012.

4. Critical Thinking: Individual criteria averages for PSY 1000 / ID 1225 and ES 1000 ~2.0 except for ~2.5 in "explanation" in ID 1225. Consider how to improve all students in the"explanation"criteria.

5. Quantitative Reasoning: Data indicates that students' arithmetic skills are satisfactory but the ability to construct a weighted average relatively weak. Identify all essential algebraic concepts related to programs/ courses / course sequencing. Note: placement testing includes basic algebra and Math 0901 (Basic Algebra) will be revised to address applications of algebra skills to solve relevant real world problems.

6. Scientific Method: Students can define words and identify observations but do not do as well when differentiating between theory and hypothesis when given an application. Consider the use of these words in programs and courses.

Transition to Kean : College Success Factors Index:



- Preliminary findings indicate that mean scores for Kean University students in the Transition to Kean course are below the national average with lower scores which would indicate the **likelihood of college success for the cohort.**
- The data was analyzed to determine specific areas of high risk. By analyzing the ten factors of the CSFI, approximately 25% of students scored **above** the national average in the *pre*-course survey in two areas; Competition and Task Precision. These areas are not directly addressed in the Transition to Kean program and will be examined more closely in Summer 2012.
- *Post*-course survey data indicates that 16% of students scored **above** the national average in Competition and Task Precision. Students as group This means that students are improving significantly during the semester in those two areas.
- Beyond averages.Competition and Precision had the highest number of "at risk students" pre- and post-, 44 and 35, respectively.

Appendix 12-12

Faculty Survey from May Workshops.

Initial Report

Last Modified: 07/21/2012

1. Thank you for participating in the May 2012 Assessment Workshops and for taking time to answer a few questions to inform the General Education Program. First, please indicate which workshop days you attended:

#	Answer		Response	%
1	May 18 only		8	21%
2	May 18 & May 21 (College of NAHS / NJCSTME / Visual & Performing Arts)		0	0%
3	May 18 & May 22 (College of Education/Humanities & Social Sciences)		21	55%
4	May 21 only (College of NAHS / NJCSTME / Visual & Performing Arts)		0	0%
5	May 22 only (College of Education/Humanities & Social Sciences)		9	24%
	Total		38	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.05
Variance	1.83
Standard Deviation	1.35
Total Responses	38

2. Select your college

#	Answer		Response	%
1	Business & Public Management		0	0%
2	Education		31	63%
3	Humanities & Social Science		18	37%
4	Natural, Applied & Health Sciences		0	0%
5	NJSTME		0	0%
6	Visual & Performing Arts		0	0%
	Total		49	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.37
Variance	0.24
Standard Deviation	0.49
Total Responses	49

3. The workshops helped me understand assessment of the following GE SKILLS student learning outcome:

#	Question	Strongly Agree	Agree	Disagree	Responses	Mean
1	Student Writing	11	23	5	39	1.85
2	Oral Presentations	11	23	2	36	1.75
3	Quantitative Reasoning	8	14	13	35	2.14
4	Critical Thinking	11	17	9	37	1.95
5	Information Literacy	9	13	15	37	2.16

Statistic	Student Writing	Oral Presentations	Quantitative Reasoning	Critical Thinking	Information Literacy
Min Value	1	1	1	1	1
Max Value	3	3	3	3	3
Mean	1.85	1.75	2.14	1.95	2.16
Variance	0.40	0.31	0.60	0.55	0.64
Standard Deviation	0.63	0.55	0.77	0.74	0.80
Total Responses	39	36	35	37	37

4. The workshops helped me understand assessment of the following GE KNOWLEDGE student learning outcome:

#	Question	Strongly Agree	Agree	Disagree	Responses	Mean
1	Scientific Method	5	17	10	32	2.16
2	Major theories and concepts in Social Sciences	4	21	8	33	2.12
3	Relating historical references to literature	3	18	11	32	2.25
4	Major theories and concepts in fine arts	3	13	15	31	2.39

Statistic	Scientific Method	Major theories and concepts in Social Sciences	Relating historical references to literature	Major theories and concepts in fine arts
Min Value	1	1	1	1
Max Value	3	3	3	3
Mean	2.16	2.12	2.25	2.39
Variance	0.46	0.36	0.39	0.45
Standard Deviation	0.68	0.60	0.62	0.67
Total Responses	32	33	32	31

5. The workshops helped me understand assessment of the following GE VALUES student learning outcome:

#	Question	Strongly Agree	Agree	Disagree	Responses	Mean
1	Personal Responsibility	6	19	9	34	2.09
2	Social & Ethical Responsibility	7	18	10	35	2.09
3	Social & Civic Engagement	5	18	10	33	2.15
4	Diversity	7	20	9	36	2.06
5	Life-long Learning	4	16	12	32	2.25

Statistic	Personal Responsibility	Social & Ethical Responsibility	Social & Civic Engagement	Diversity	Life-long Learning
Min Value	1	1	1	1	1
Max Value	3	3	3	3	3
Mean	2.09	2.09	2.15	2.06	2.25
Variance	0.45	0.49	0.45	0.45	0.45
Standard Deviation	0.67	0.70	0.67	0.67	0.67
Total Responses	34	35	33	36	32

6. Select ONE GE SKILL that is essential to your program and you would like to know more about:

#	Answer		Response	%
1	Student Writing		11	24%
2	Oral Presentations		8	18%
3	Quantitative Reasoning		4	9%
4	Critical Thinking		19	42%
5	Information Literacy		3	7%
	Total		45	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.89
Variance	1.87
Standard Deviation	1.37
Total Responses	45

7. Select ONE GE VALUE that is essential to your program and you would like to know more about:

#	Answer		Response	%
1	Personal Responsibility		15	33%
2	Social & Ethical Responsibility		6	13%
3	Social & Civic Engagement		9	20%
4	Diversity		9	20%
5	Life-long learning		6	13%
	Total		45	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.67
Variance	2.14
Standard Deviation	1.46
Total Responses	45

8. Thank you for participating in the survey. You may use the space below for any comments, feedback, suggestions, ideas or thoughts that you may have related to the GE assessment workshops

Text Response
Although I appreciated that faculty members presented, moving forward I would like to see more faculty involvement and consensus in what we mean by, say, information literacy, personal responsibility, or the Knowledge SLOs. Also, these should be scheduled for May dates the week right after graduation, but announced the prior January or even September.
Thank you, John, and good luck with this large and significant undertaking. Linda Cahir
Need to focus more on research and technology. Why can our students not write or research
There was not enough time to go beyond the writing rubric. It would probably be beneficial to have a workshop just for people teaching the same GE course.
Rethink the population in consideration of tecbnology use, honesty and responsibility, and communication skills.
More targeted meetings about rubrics would be helpful.
In addition to the one skill a checked as essential in our program, "critical thinking", student writing is also very important because it helps them to organize their information, think clearly, edit their work, and write concisely without errors. I require many writing assisgnments in all of my courses and check all assignments for grammar and spelling. Students complain of course but the weekly writing assignments pay off. Students who are going to be teachers need to be able to communicate clearly with others.
I am an adjunct and was unable to participate in the workshops. Any materials that would be helpful in assessing my students in the course English Language Learners in American Classrooms would be appreciated.

Statistic	Value
Total Responses	8

Appendix 12-13

GE Matrix for Elementary Education Degree.

GE Matrix for B.A. Elementary Education K-5

General Education Student Learning Outcomes

	Values					Skills					Knowledge			
	V1	V2	V3	V4	V5	S1	S2	S3	S4	S5	K1	K2	K3	K4
GE Foundation Courses														
GE 1000	X	X	X	X	X	X	X		X	X				
ENG 1030				X		X	X							
MATH 1000-level					X			X	X					
COMM 1402		X	X	X	X		X							
GE 2022		X	X			X	X	X	X	X	X			
GE University-Required Distribution Courses														
ENG 2403		X	X	X	X	X							X	
HIST 1000/ 1062				X	X								X	
GE Program-Required Distribution Courses														
GEHU Humanities														
AH 1700				X										X
THE 1100				X										X
MUS 1050/1000				X										X
GESS Social Sciences														
PSY 1000	X			X				X			X			
SOC 1000				X								X		
GEOG 2010				X								X		
GESM Science & Mathematics														
MATH1000-level								X	X					
BIO 1000								X			X			
ES 1000*	X			X					X		X			
GEHUPE														
ID 1225	X	X		X				X						
PED course	X													
Capstone Course(s)														
EMSE 4900						X	X		X					
*content area						X	X		X		*	*	*	*

Student Learning Outcomes

Students will demonstrate proficiency in knowledge and content by:

1) applying the scientific method to understand natural concepts and processes (GEK1) (KU1,2,4)
2) evaluating major theories and concepts in social sciences (GEK2) (KU1,2,4)
3) relating literature to historical context (GEK3) (KU 1,2,4)
4) evaluating major theories and concepts in the fine arts (GEK4) (KU1,2,4)

Students will demonstrate the skills and technology necessary to:

1) write to communicate and clarify learning (GES1) (KU1,4)
2) communicate effectively through speech (GES2) (KU1,4)
3) solve problems using quantitative reasoning (GES3) (KU1,4)
4) think critically about concepts in multiple disciplines (GES4) (KU1,2,4)
5) demonstrate information literacy (GES5) (KU1,2,4)

Students will exhibit a set of values that demonstrates:

1) personal responsibility (GEV1) (KU2,3)
2) ethical and social responsibility (GEV2) (KU2,3)
3) social and civic engagement (GEV3) (KU2,3)
4) respect for diverse cultures and perspectives (GEV4) (KU1,2,3)
5) life-long learning (GEV5) (KU1,2,3,4)

Appendix 12-14

GE Capstone Report.

Mean Values by Capstone course

as of 5/29/2012

# of sections included: 55

# of students: 617 *note: not all sections reported the number of students included

* data is as per qualtrics form input and may have entry errors

Please click on the small box with the plus or minus sign to the left of the course# you'd like to see data for

Written Rubric Scores

Row Labels	Values Average of Genre/Audience	Average of Focus	Average of Development	Average of Organization	Average of Grammar/ Mechanics	Average of Revision
ACCT 4990	5.0	4.0	3.0	3.0	3.0	0.0
BIO 4970	4.4	4.0	4.1	4.1	3.6	2.1
CDD 4275	3.6	3.8	3.9	4.0	4.0	4.0
CHEM 4908	4.3	4.4	4.7	4.2	4.0	0.0
COMM 4962	3.8	3.9	3.7	3.9	3.8	4.0
DSN 4000	3.7	3.1	3.1	3.3	3.4	0.0
EC 4000	4.6	4.4	4.2	4.5	4.3	4.1
EDUC 3400	5.0	4.7	4.8	5.0	5.0	5.0
EDUC 4000	2.9	3.0	3.0	3.1	3.0	2.3
EMSE 4900	4.5	4.5	4.4	4.5	4.5	4.2
ENG 4800	3.9	4.0	3.9	4.1	3.6	4.2
ENG 4817	4.4	4.5	4.4	4.4	4.5	4.6
ES 4954	4.0	4.0	4.0	4.0	3.0	4.5
ESME 4900	5.0	5.0	4.9	4.8	4.9	5.0
GCOM 4660	5.0	4.7	4.1	4.1	4.1	0.0
HIST 4990	3.7	3.7	3.7	3.7	3.4	3.8
MATH 4890	4.2	4.3	4.2	4.2	4.4	4.1
MSG 4999	3.2	3.5	3.7	4.2	4.2	0.9
NURS 4900	5.0	5.0	4.8	5.0	4.8	4.8
PA 4000	4.3	4.3	4.3	4.3	4.3	4.3
PED 4610	4.2	4.3	4.2	4.2	4.9	3.4
PSY 4940	4.2	3.9	4.0	3.9	3.8	3.9
REC 4903	4.4	4.4	4.4	4.4	4.5	4.1
Soc 4600	4.6	4.6	3.9	4.1	4.0	0.0
SPAN 4700	4.5	4.5	4.5	4.5	4.8	4.2
SPED 4200	4.1	4.1	4.0	4.1	4.6	0.0
THE 4900	3.8	3.8	3.5	3.8	3.3	0.0
Grand Total	4.0	4.0	4.0	4.0	4.0	3.1