

General Education Course Certification Form for Fall 2016
(Updated September 2016)

This General Education course certification form has three steps:

- 1) First, confer with your chair(s), dean, and provost regarding submission of the course for General Education certification.
- 2) Second, complete Sections 1 and 2, and your chair or dean will submit the form to Seth Kamen, Articulation, Transfer, & Academic Services Manager. (Please note: You may fill out Section 3 or let Mr. Kamen and his team complete that section. Please see *General Education Transferability FAQ* and the *List of approved Transferable Courses_September_2016* for guidance.) COURSES IN BLACK on the latter do not need to have transferability verified. Mr. Kamen and his team will verify transferability. Once Mr. Kamen has verified the transferability of the course (on page 4 of Section 3), you may request the signature of the chair(s), dean, and provost (also on page 4 of Section 3).
- 3) After transferability has been verified, you may complete Sections 4-7, obtain your chair and dean signatures for Section 8, and submit the completed form to the General Education Committee email address: GenEd@montgomerycollege.edu.

SECTION 1 – TYPE OF REQUEST: (Check one of the following)

- Add new course to General Education (requires CCC approval for course status)
- Add existing non-General-Education course to the General Education Program
- Recertify a current General Education course into the General Education Program
- Delete a course from the General Education Program

SECTION 2 -- COURSE INFORMATION:

1. Department:
2. Course Number:
3. Course Title:
4. Distribution Area:
5. Catalog description:
 - a. Is this a new description: Yes/No *
6. Identification of prerequisites and/or assessment levels other than ENGL 101/A and/or READ 120:

***NOTE:** Disciplines wishing to update a catalog course description or course outcomes will need to follow the Curriculum Committee process for the type of revision they wish to pursue. Discipline

representatives should contact a campus CAP (Curriculum Advisory Person) regarding the appropriate process. General Education Course Applications forms may be submitted to the General Education Committee while CCC actions are in progress. Courses with ongoing curriculum actions may receive pending status until the CCC process is completed.
(www.mcinfonet.org/curriculum/about_us.html)

SECTION 3 -- DOCUMENTATION OF TRANSFERABILITY:

NOTE: Please be sure the transferability criteria are satisfied before completing Sections 4-7. Obtain the signature of your chair(s), dean, and provost after transferability has been verified by the Articulation, Transfer, & Academic Services Manager.

MC Course Title: _____

Transferability Criteria:

A course wishing to receive or maintain general education status will be approved as transferable if any of the following conditions are met:

1. Course transfers as a direct equivalency into two of the top ten transfer institutions, and will be applied to the same general education distribution upon transfer. Direct equivalency means that a student will receive credit for an actual course, not as a lower level elective.
2. Course transfers as part of a signed articulated pathway.
3. Course meets the cultural perspectives requirement at MC and transfers within the same general education distribution.
4. State mandate (COMAR) includes the discipline area within a specific distribution.

Fill out a request for at <http://tinyurl.com/mctransfercourerequest> for verification of transferability.

Please contact Seth Kamen, Articulation, Transfer & Academic Services Manager, Office of Senior Vice President for Academic Affairs, Mannakee, MK/325F, 240-567-4255, with any questions.

The General Education Program document at this link: **General Education Program Course Equivalents** can aid in identifying equivalent course offerings at the top ten 4-year institutions to which MC students transfer, according to the MC Office of Institutional Research & Analysis, 2014.

Option #1:

Course transfers as a direct equivalency into two of the top ten transfer institutions, and will be applied to the same general education distribution upon transfer. Direct equivalency means that a student will receive credit for an actual course, not as a lower level elective. The General Education Program Document is at this link: **General Education Program Course Equivalents** It can aid in identifying equivalent course offerings at the following top ten (according to the MC Office of Institutional Research & Analysis, 2014) 4-year institutions to which MC students transfer.

Institution	General Education Program Course Equivalent	Distribution Area of the Course Equivalent
<i>Example – MC HIST 200 to UM College Park</i>	<i>HIST200 Interpreting American History:Beginnings to 1877</i>	<i>“History and Social Sciences”</i>
University of Maryland – College Park		
University of Maryland – University College		
University of Maryland – Baltimore County		
Towson University		
Salisbury University		
University of Baltimore		
University of Maryland – Eastern Shore		
Howard University		
Bowie State University		
Frostburg University		
Other:		

Option #2: If there are any signed articulation agreements that enable transferability of the course, list the institutions and identify the articulation agreements:

Option #3: If the Course meets the cultural perspectives requirement at MC and transfers within the same general education distribution, list the institutions and describe the distributions.

Option #4: If state mandate (COMAR) includes the discipline area within a specific distribution, describe.

The proposed course meets one or more of the four transferability criteria as described above.

_____ Initialization of Articulation, Transfer & Academic Services Manager (*an e-signature or initials may also be attached.*)

The proposed course meets the transferability criteria and is recommended by the chair, dean, and provost for consideration for general education status.

Department Chair: _____ Signature

Date _____

Dean: _____ Signature

Date _____

Provost: _____ Signature

Date _____

SECTION 4- PROGRAM GOALS AND OUTCOMES

Courses with General Education designation support the program goals and outcomes by providing students course-embedded opportunities that lead to a cohesive, rigorous general education experience. See

<https://cms.montgomerycollege.edu/GeneralEducationProgram/Description/#Distribution> for a full listing.

Upon completion of the General Education program, a student will be able to:

1. ***Have breadth of knowledge across different types of courses*** -- Demonstrate an awareness of discipline specific inquiry and methodology to acquire foundation knowledge in content areas.
2. ***Apply integrative thinking*** -- Apply integrative thinking across disciplines in order to solve complex problems through collaboration and the synthesis of knowledge..
3. ***Have knowledge of life skills*** -- Demonstrate an awareness of the skills needed to become self-confident, independent, lifelong learners, in order to meet the mental, physical, and ethical demands of personal and professional life.
4. ***Have knowledge of leadership skills and value of civic engagement*** -- Demonstrate an understanding of leadership skills that foster an active commitment to civic and social responsibility.
5. ***Apply discipline-specific learning strategies to a global environment*** -- Apply the principles and methodologies of a variety of disciplines to consider the ideas, history, values, and/or creative expression of various cultures within the global community

Each of the following sections of the certification form is designed to allow a course to demonstrate how it contributes to these goals.

4.1 BREADTH OF KNOWLEGE

All courses in the General Education program will contribute to a student’s ability to “demonstrate an awareness of discipline specific inquiry and methodology to acquire foundation knowledge in content areas.”

In this section, you will be asked to describe how this course contributes to a student’s breadth of knowledge.

Arts and Humanities Distribution Goals

The Arts and Humanities are at the very core of a curriculum grounded in the liberal arts. The study of arts and humanities challenge students to think critically, to behave ethically, and to communicate effectively in a diverse world as they consider the various disciplines and methods through which people express themselves and relate to one another.

Behavioral and Social Sciences Distribution Goals

Social and behavioral sciences courses examine the ways in which individuals, groups, institutions, and societies behave, function, and influence one another. They introduce students to the variety of methods to collect, analyze, interpret, and apply qualitative and quantitative data as related to social phenomenon and individual behavior.

Natural Sciences with Lab and Non-Lab Distribution Goals

Natural sciences courses examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application

English Composition Foundation Goals

The English Composition requirement prepares students with a foundation of personal and academic writing.

Mathematics Foundation Goals

The mathematics requirement prepares students with a foundation in mathematical concepts and skills upon which they may build in order to be successful in their chosen major, as well as to be prepared to live and work in an increasingly technological and quantitative world.

- A. A distribution goal is a broad statement that defines a distribution area. **In a brief paragraph in the space below, please define what it means to be a course in this _____ distribution area.** (*See above for the listing of the distribution goals.*)

B. Course outcomes should align with the distribution area outcomes appropriate for this course. **In the chart below, please list all official course outcomes for this course and then align all appropriate course outcomes with the distribution outcomes.**

NOTE: **A minimum alignment of 3 out of 6 is expected.** (Distribution outcomes can be found at the following link:

<http://cms.montgomerycollege.edu/GeneralEducationProgram/Description/>)

Is this a new course outcome? <i>Note: To revise course outcomes, go through Curriculum Committee process</i>	List the course outcomes from the course catalog http://catalog.montgomerycollege.edu/	Identify which Distribution Area outcome this course outcome addresses*

A note about course outcomes: *If the discipline would like to use outcomes other than the ones listed in the College catalog as the official outcomes for the course, please complete the Curriculum Form L found at: http://www.mcinfonet.org/curriculum/manual_forms.html and submit this form to the curriculum committee.*

4.2 INTEGRATIVE LEARNING

All courses in the General Education Program will foster principles of integrative learning and contribute to students’ ability to “Apply integrative thinking across disciplines in order to solve complex problems through collaboration and the synthesis of knowledge.”

In the chart below, please provide examples of assignments, activities, and instructional experiences commonly used in this course which advance integrative learning principles based on the AACU Integrative Learning Rubric (See Attachment A at the end of this document). In your description of each activity, be sure to explain how students are given opportunities to practice and master integrative learning. Please indicate if the assignment is a course wide requirement.

NOTE: The information here should reflect ongoing opportunities for integrative learning; this section should not refer to the signature assignment for the course.

Name and briefly describe assignment, activity or experience. (See http://mcintegrativelearningfieldguide.weebly.com for more information.)	Integrative Learning Principle(s) incorporated. (Select all that apply)	Is this a course wide requirement? (Yes/No)
	<input type="checkbox"/> Connections to Experience <input type="checkbox"/> Connections to Discipline <input type="checkbox"/> Transfer and Application <input type="checkbox"/> Integrated Communication <input type="checkbox"/> Reflection and Self-Assessment	
	<input type="checkbox"/> Connections to Experience <input type="checkbox"/> Connections to Discipline <input type="checkbox"/> Transfer and Application <input type="checkbox"/> Integrated Communication <input type="checkbox"/> Reflection and Self-Assessment	
	<input type="checkbox"/> Connections to Experience <input type="checkbox"/> Connections to Discipline <input type="checkbox"/> Transfer and Application <input type="checkbox"/> Integrated Communication <input type="checkbox"/> Reflection and Self-Assessment	
	<input type="checkbox"/> Connections to Experience <input type="checkbox"/> Connections to Discipline <input type="checkbox"/> Transfer and Application <input type="checkbox"/> Integrated Communication <input type="checkbox"/> Reflection and Self-Assessment	

NOTE: This should be a representative sample of ways that integrative learning is incorporated into all sections of a course throughout out the semester, but not all sections have to use the exact same assignments or experiences, unless they are a discipline determined requirement. Integrative Learning will also be addressed in the required General Education Signature Assignment, see section 5.

4.3 LIFE SKILLS

All courses in the General Education Program will contribute to students' ability to "demonstrate an awareness of the skills needed to become self-confident, independent, lifelong learners, in order to meet the mental, physical, and ethical demands of personal and professional life."

From the list below, select, or add course-specific opportunities for reflection and development of life skills that are regularly incorporated into sections of the course that give students the opportunity to advance their academic and personal skills.

Possible Activities	Required coursewide? (Yes/No)
___ Planning for a long term project	
___ Discussion, modeling, or practice with time management strategies	
___ Assigned reflection on goals	
___ Reflection on the personal impact, connection or applicability of course content	
___ Discussion or Modeling of organization skills	
___ Reflection on an assignment or activity	
___ Discussion or modeling of study skills	
___ Long term goal setting activities	
___ Reflection on progress in the course	
___ Discussion of professional discipline expectations or standards for conduct and reasoning	
___ Short term goal setting activities	
Other:	

4.4 LEADERSHIP AND CIVIC ENGAGEMENT

All General Education courses will contribute to students' ability to "Demonstrate an understanding of leadership skills that foster an active commitment to civic and social responsibility." This outcome aligns specifically with the Montgomery College determined Area of Proficiency: **Personal, social, and civic responsibilities:** *Students will develop the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.*

There are a range of methods for courses to foster this understanding including, but not limited to:

- group activities that emphasize an understanding of the various roles people take in order to develop collaboration skills
- incorporation of readings and content that raise student awareness of civic engagement and responsibility
- Activities which encourage students to make connections between course content and social and/or civic issues*
- Service learning activities which raise student awareness of civic and social engagement
- Co-curricular activities which encourage student engagement in the community
- Reflection activities which encourage students to reflect on their interests in civic and social engagement *
- Problem based learning, case studies, or scenarios that promote engagement and foster connections between course content and civic and social issues*

** These activities are also aligned with integrative learning principles.*

In the space below, please briefly discuss how this course fosters students' awareness of civic and social responsibility AND the role of leadership skills, including the concept of followership, through instruction, course activities, and reflection.

4.5 DISCIPLINE-WIDE STRATEGIES FOR ENSURING INTEGRATIVE LEARNING, LIFE SKILLS, AND LEADERSHIP AND CIVIC ENGAGEMENT TECHNIQUES ARE INCORPORATED INTO EACH SECTION OF THE COURSE:

In the space below, please explain how the discipline ensures that every section of the course ensures that students can do the following:

- have opportunities to experience integrative learning,
- develop life skills in all sections of the course, and
- develop awareness of leadership skills and civic and social engagement.

NOTE: This may include required assignment(s), department or discipline professional development, syllabus statements, audit of assignments, or other discipline specific procedures. The explanation should be specific, detailed, and explain when such strategies are routinely implemented.

4.6 PARTICIPATING IN A GLOBAL COMMUNITY (Optional – Only for courses seeking additional designation)

The General Education program will contribute to a student’s ability to “apply the principles and methodologies of a variety of disciplines to consider the ideas, history, values, and/or creative expression of various cultures within the global community” through designated courses that emphasize Global and Cultural perspectives. All students are required to take at least one course with Global Cultural perspectives designation.

To apply for the Global Cultural Perspectives designation, please complete the following:

A. OPTIONAL: **GLOBAL AND CULTURAL PERSPECTIVES DESIGNATION:**

Complete only if the course is seeking this additional classification (formerly called a “Multicultural” requirement). This application must include outcomes supporting this designation. (Please click on link for details:

<http://cms.montgomerycollege.edu/GeneralEducationProgram/Description/#Global.>)

In the chart below, list course outcomes that develop either a global or culturally diverse perspective:

Course outcome related to this focus:	Describe specific activities that develop this outcome:

Montgomery College General Education Assessment Plan Form

Course:
Discipline:
Contact Name:

Montgomery College General Education Coverage and Assessment Matrix

Distribution Area Competency/ Proficiency	English foundation	Speech foundation	Health foundation	Mathematic s foundation	Arts distribution	Humanities distribution	Behavioral and social sciences distribution	Natural sciences distribution with and without lab distribution s
Technological competency	✓	✓	✓	✓	✓	✓	✓	✓
Critical analysis and reasoning	✓	✓	✓	✓	✓	✓	✓	✓
Written and oral communication	✓	✓	✓	✓		✓	✓	
Information literacy	✓	✓			✓	✓	✓	✓
Scientific and quantitative reasoning				✓				✓
Arts and aesthetic awareness					✓			
Personal, Social, and Civic responsibilities			✓					
<i>Integrative Learning</i>	✓	✓	✓	✓	✓	✓	✓	✓

Please complete the following information for each general education competency assigned to your course in the distribution area.

General Education Competency	The one best aligned course outcome for the Gen-Ed competency	*Assessment Instrument <i>*(identify the assessment instrument to be used for General Education Assessment data collection period and <u>include</u> all sample copies of the instrument with this Form)</i>	Benchmark expectation <i>(Consider the level of the course and when students typically complete the instrument, determine what percentage of students should perform at each level for all standards of the rubric.)</i> <i>(please refer to the Collegewide Gen-Ed Rubrics)</i>			
			<i>Advanced</i>	<i>Proficient</i>	<i>Novice</i>	<i>Not Evident</i>

SECTION 6 -- CO-CURRICULAR CONNECTIONS

Co-curricular opportunities enhance student success and are an important part of integrative learning. Co-curricular activities are not required, but are encouraged for General Education courses.

- A. **Describe any co-curricular activities** that are commonly incorporated into sections of the course and indicate if they are course required or section specific:

Describe the activity	List the course outcome this is aligned to.	Is this a course wide requirement or commonly incorporated option?

SECTION 7: INTRODUCTORY CONCENTRATION OR THEMATIC PATHWAY ALIGNMENT

(Not applicable for English and Math Foundation Courses)

To help students make connections and increase engagement in the courses they choose to fulfill the Distribution Requirements, the integrative model for the General Education program will feature an Introductory Concentration and four different Thematic Pathways.

Students enrolled in an A.A., A.S., and A.A.T. degree program will be advised to select 3 distribution courses from the Introductory Concentration and 3 distribution courses from one of the Thematic Pathways to complete the Distribution Requirements of the General Education program. A.F.A. students will be advised to select 2 distribution courses from the Introductory Concentration and 3 distribution courses from one of the Thematic Pathways to complete the Distribution Requirements of the General Education program. A.A.S. students will be advised to select 1 distribution course from the Introductory Concentration and 2 distribution courses from one of the Thematic Pathways to complete the Distribution Requirements of the General Education program.

Introductory Concentration: IC courses will have the following characteristics: broadly introductory, typically 100 level, broadly transferable, and may be required for degrees in multiple majors.

Thematic Pathways: All sections of each course in a thematic pathway will emphasize the principles and ideas of the pathway through course readings, content discussions, assignments, and other instructional activities that give students an opportunity to explore the pathway and the connections between courses.

- **Global Awareness and Perspectives (GP):** Courses in this pathway will consider how different disciplines explore international issues from various cultural perspectives.
- **Ethics and Social Responsibility (ESR):** Courses in this pathway will consider ways in which different disciplines examine how individual and societal values are shaped and experienced.
- **Creativity, Exploration and Discovery (CED):** Courses in this pathway will consider the ways different disciplines use creative problem solving to forge new ways of thinking and understanding the world.
- **The Human Condition (HC):** Courses in this pathway will consider how different disciplines explore physical, social, and cultural aspects of the human experience.

As part of the application process, the discipline will determine whether the course should be in the Introductory Concentration or if the course will fit in one or two thematic pathways.

- Courses may not be in both the Introductory Concentration and a thematic pathway.
- Courses may select one or two thematic pathways. If two thematic pathways are selected, all sections of the course must address *both* thematic pathways.

A. Introductory Concentration Alignment:

Briefly explain why this course is placed in the Introductory Concentration:

B. Thematic Pathway Alignment: **** Courses may align with one or two thematic pathways**

Identify the Thematic Pathway(s) with which your course can be aligned:	Briefly explain why this course is placed in this Thematic Pathway:	List the topics and activities covered in this course which reflect this Thematic Pathway:
<i>Thematic Pathway #1:</i> ___ Global Awareness & Perspectives (GP) ___ Ethics & Social Responsibility(ESR) ___ Creativity, Exploration, & Discovery (CED) ___ The Human Condition (HC)		
<i>Thematic Pathway #2: (optional)</i> ___ Global Awareness & Perspectives (GP) ___ Ethics & Social Responsibility(ESR) ___ Creativity, Exploration, & Discovery (CED) ___ The Human Condition (HC)		

SECTION 8 – ENDORSEMENT / APPROVALS

Form requires review and approval from all discipline department chairs and the dean.

Department Chair: _____ Signature
_____ Date _____ Phone/ Email
Comments:

Department Chair: _____ Signature
_____ Date _____ Phone/ Email
Comments:

Department Chair: _____ Signature
_____ Date _____ Phone/ Email
Comments:

Dean: _____ Signature
_____ Date _____ Phone / Email
Comments:

PLEASE SUBMIT COMPLETED DOCUMENTS TO GenEd@montgomerycollege.edu.

SECTION 9- ATTACHMENTS/APPENDIX:

- Submit department syllabus template listing course outcomes.
- Submit a copy of the updated course assessment plan and signature assignment(s) that have been submitted to the Collegewide Assessment Team (as presented in Section 5 of this document).

ATTACHMENT A: INTEGRATIVE 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 be shared nationally through a common dialog and understanding of student success.

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.

- ⑩ Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- ⑩ Content: The information conveyed in the work samples or collections of work.
- ⑩ 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.
- ⑩ 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.).
- ⑩ Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- ⑩ 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.
- ⑩ 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.
- ⑩ Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- ⑩ 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@aacn.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	3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	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 <i>Sees (makes) connections across disciplines, perspectives</i>	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 <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	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 <i>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)</i>	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.

ATTACHMENT B:
Designing a Signature Assignment

What is a signature assignment?

1. The goal of a signature assignment is to integrate the **student learning goals** with **both teaching and course assignments** and follow up with **course assessments**.
2. Signature assignments aid students in synthesizing, analyzing, and application of knowledge and practical skills.
3. Signature assignments generally utilize problem solving, reflection, questioning and critical analysis of practical problems.
4. Signature assignments help students learn to connect knowledge to apply it to their lives in a relevant way.
5. They integrate the knowledge base so students may understand why the knowledge is important and how it may be applied to other knowledge bases.

Signature Assignments:

1. Are embedded in a course
2. Demonstrate that students have developed a successful understanding of the subject.
3. Integrate understanding of the topic with other subjects or life events
4. Relate knowledge to topic areas and apply the information to students' studies and / or life
5. Signature assignments are "integrated" into the curriculum of a course and may be used for assessment across course sections where professors utilize various pedagogies.
6. Signature assignments allow assessments to take place regardless of the pedagogical approach of faculty, so there is consistency in assessment tools.

7. Signature assignments provide the student with opportunities to integrate and apply what they learn.

Signature assignments may include:

Community-service learning and internships

Culminating projects, and/or capstone projects

Group projects

Assignments or papers related to self- assessment and reflection

In-class presentations

Semester long projects incorporate course objectives with practical applications

(Adapted from: https://manoa.hawaii.edu/assessment/workshops/pdf/signature_assignments_2012-03.pdf)

Benefits of Signature Assignments:

Assessment of students may be more comprehensive than standardized tests.

Students are more engaged in the course, with one another and with the professor when they apply the knowledge they gain in the course.

For a more in depth explanation of Signature Assignments, please review this link:

<https://www.aacu.org/sites/default/files/Signature-Assignment-Tool.pdf>

