

Essential Studies Revalidation Process Example

Step 1. Chairs receive a list of courses with their currently validated status. For example:

Course	BOK	SPECEM	LGs	Last taught
COURSE 101	SocSci		CIA	F2018
COURSE 225		A	CIA, IL, O, C	N/A
COURSE 110	COMM		C	SP2019

Step 2. Consider if the course will remain the same or change.

If the courses listed are being revalidated AS-IS, you should be sure to include in your description how the course meets the learning goals listed as well as how it meets the area (either breadth of knowledge or special emphasis). If you would like to change any of the elements about the course, be sure to indicate that in the survey and to address any of the elements to be validated moving forward.

Step 3. Consider the aspects of course you want to move forward for revalidation.

Each course should have its own submission. The submission should contain the expectations from the rubrics for the areas indicated. Let's say I was working to revalidate COURSE 101. I would use the Social Science rubric as well as the rubric for critical inquiry and analysis (see below).

Social Sciences Criteria

Course introduces students to human behavior

Explicit work which uses at least one of the following methodologies to draw conclusions:

- o Probabilistic explanatory models
- o Case studies
- o Censuses
- o Historical document analysis
- o Oral histories
- o Ethnographies
- o Surveys
- o Participant Observations
- o Analysis of material evidence (artifacts)
- o Experiments or quasi-experiments

Inquiry & Analysis VALUE Rubric *

	Capstone 4	Milestones 3
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.
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.
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.
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.
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.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.

*See the full rubric posted here: <https://und.edu/academics/essential-studies/revalidation.html>

Step 4. Create document to attach. In the document I create to attach to my submission, I would want to be sure that my document contained descriptions specific to those rubrics. For example:

“Breadth of Knowledge: COURSE 101 introduces students to human behavior in Assignment 1. Describe how Assignment 1 introduces students to human behavior. Additionally, COURSE 101 expects students to work with case studies in their final project. Describe the final project.

Learning Goal: The learning goal expected in COURSE 101 is critical inquiry and analysis. This learning goal is measured in the course by completion of Assignments 2-5 where students choose a topic, present information from sources, and draw conclusions. Describe Assignments 2-5. This learning goal is also evaluated in the final project where students choose a topic, present information from sources, synthesize information, draw conclusions, and highlight limitations and implications.”

When describing how the learning goals are met within the course, be sure to identify the specific aspects of the rubric being evaluated in any assignment or course activity. If you have multiple learning goals indicated (capstones must have 2), each of them needs to be considered for the rubric elements separately. Not ALL rubric elements need to be accounted for the Learning Goal to apply. However, if only 1 or 2 of them apply, you may want to consider whether or not that is the appropriate LG for the course. If you are including a Special Emphasis Area, be sure to utilize the rubric for that and include those specific descriptions as well!

Step 5. Submit course materials using the online survey. Be sure you have an updated copy of the syllabus that includes the syllabus language requirements for ES.