ES Revalidation - Assessment update

This form is used to submit revalidation information for a course in the Essential Studies program. You will be asked to confirm that the course meets the criteria and expectations for learning goals, breadth of knowledge, special emphasis, or capstone as set forth by the Essential Studies committee. You will be asked to provide information regarding the assessment data you have for the learning goal of this course. You will also be asked to upload a current syllabus for the course.

Name

_____

Email address

_____

Are you the Department Chair or Program Director?

◯ Yes

◯ No

Department Chair email address

_____

What is your role related to the course for revalidation?

○ I am the sole instructor of the course

○ I teach the course but others teach sections of the course as well

○ I am responsible for submitting this (e.g., Dept Chair) but I do not teach the course

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How will you or your department ensure consistency across instructors for meeting the criteria and learning goals for ES-validated courses?

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Course prefix (e.g., UNIV 101)

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Course title (e.g., Intro to University Life)

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Current course description in catalog. Please copy and paste directly from the Academic Catalog.

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Credit hours

_____

Is the course available to distance students online?

○ Yes, as a semester based course

○ Yes, as a self-paced enroll anytime course

○ Yes, in both above formats

○ Yes, it is part of a Pearson online program

○ No

We would like to encourage the use of Open Educational Resources (OERs) in Essential Studies courses to help decrease the cost of education to our students. If you are interested in

additional information about OERs or looking for support to review and adopt an OER, please view the information here.   Are OERs used in this course?

○ Yes, only OER materials are used in this course

○ Yes, OER materials are used but materials that students pay for are also used

○ No, OERS are not used in this course

What is the title and link of the OER currently used? If there is more than one, please include them all.

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Which of the following do you wish to revalidate the course for? Select all that apply.

☐ Breadth of Knowledge (Communication, Social Science, Humanities, Fine Arts, Math/Science/Technology)

☐ Special Emphasis (Advanced Communication, Analyzing Worldviews, Diversity of Human Experience, Quantitative Reasoning, Digital Information Literacy)

☐ Capstone

Which breadth of knowledge area are you requesting?

○ Communication (Oral)

○ Social Science

○ Fine Arts

○ Humanities

○ Math/Science/Technology

Should this course be considered a 4-credit lab science?

○ Yes

○ No

Please confirm that the course meets the following Communication criteria:
At least 1/3 of course assignments emphasize written communication or speaking skills   Drafting, feedback, revision process is explicitly built into the course, the course's instruction, and the course assignments   Explicit course content and instruction which focuses on all of the following:
Prior planning time for each written work or oral presentation
Appropriate content for topic and thoughtful construction of the paper or oral presentation   Rhetorical strategies   Style of delivery   Awareness of purpose and argument construction
Awareness of audience   Incorporation of sources and

the ideas of others

If an oral communication course, oral communication is not based solely on in-class discussions or one final presentation   Course is not also a special emphasis course or a capstone course

○ The course meets these criteria

Please confirm that the course meets the following Social Science criteria:
Course introduces students to human behavior
Explicit work which uses at least one of the following methodologies to draw conclusions: Probabilistic explanatory models   Case studies   Censuses
Historical document analysis   Oral histories
Ethnographies   Surveys
Participant Observations   Analysis of material evidence (artifacts)   Experiments or quasi-experiments

○ The course meets these criteria

Please confirm that the course meets these criteria:
Course is primarily focused on instruction in techniques used for imaginative creation, such as: Visual or aural productions
Performance Arts   Linguistic Expressions
Includes instruction in ways of interpreting or evaluating creative productions.

○ The course meets these criteria

Please confirm that the course meets these criteria:
Course is primarily focused on the analysis of one or more of the following:

	Language	History
Culture	Text	Society
Formal Structures	Artistic Work	

Course may also:

Help students develop facility with language.

Include opportunities to practice the creation of works.

○ The course meets these criteria

Please confirm that the course meets these criteria: Course must focus on at least one of the following: Giving students some experience in abstract reasoning in mathematics, as well as the use of such reasoning to reach conclusions about the world.   Giving students experience in asking questions about the natural world and the chance to use observations and experimentation to formulate answers to those questions.   Courses in engineering and/or technology teach students how engineering/technology projects are initiated and carried out, as well as ask students to think carefully about societal and cultural consequences of the use of engineering and technology.

○ The course meets these criteria

Which Special Emphasis are you requesting?

○ Advanced Communication

○ Analyzing Worldviews

○ Diversity of Human Experience

○ Quantitative Reasoning

○ Digital Information Literacy

Please confirm that the course meets the following Special Emphasis criteria:
Students must produce multiple spoken presentations and/or written texts   At least 1/3 of assignments must emphasize writing and/or speaking skills
A strong emphasis is placed on the drafting, feedback, revision process, and this process is explicitly built into the course, the course's instruction, and course assignments
Explicit course content and instruction which focuses on all of the following: Rhetorical strategies   Style of delivery   Awareness of purpose and argument construction   Awareness of audience   Incorporation of sources and the ideas of others
Must meet Written Communication OR Oral Communication Learning Goal
Courses would not qualify for an A designation when oral communication is based solely on in-class discussions or one final presentation
Must be at the 200 level or above   May not carry any other special emphasis designation
May also be a capstone course

○ The course meets these criteria

Please confirm that the course meets the following Analyzing Worldviews Special Emphasis criteria: Focus: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that t**he class examines the real-world consequences of differing   worldviews by giving students tools to analyze social inequities.**   Threshold Concepts: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: **1) privilege and oppression are part of larger social institutions and systems; and 2) Ideologies represent the values and interests of a particular group and they are the   fundamental means through which systems of privilege and oppression are organized.**
                              Encouraging Student Reflexivity: Course assignments and/or activities demonstrate that students have had defined opportunities **to practice metacognition.**
                                        Must meet Intercultural Knowledge & Skills Learning Goal
                                Transferable academic skills for productively engaging with difference are an explicit and primary component of the course: The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/2 of   the course's focus and graded assignments.
                                        May not carry any other Special Emphasis designation nor may it be a Capstone course
                Must be at the 200 level or higher

○ The course meets these criteria

Please confirm that the course meets the following Digital Information Literacy Special Emphasis criteria: Course design is informed by the following Information Literacy concepts: 1) Authority is Constructed and Contextual; 2) Information Creation as a Process; 3) Information Has Value; 4) Research as Inquiry; 5) Scholarship as Conversation; and 6) Searching as Strategic Exploration.
                Digital Information Literacy Toolkit
        Digital Citizens need foundational skills that prepare us to work with and evaluate new technologies—like artificial intelligence—and to be ready for future technologies. Course develops transferable and applied skills necessary for the current and emerging workforce: the course teaches specialized tools and practices for finding, evaluating, and using digital information effectively, efficiently, safely, thoughtfully, and ethically.
                        Strengthening student agency, the course involves students in actual practice with rhetorical thinking through opportunities to access, communicate, create, and distribute information.   Course provides opportunities for metacognition: opportunities for students to   reflect on their own learning.   Developing a digital citizen who is

aware of the ways society and culture interact with technology, the course teaches critical thinking skills and interpretive strategies across modalities, helping students critically evaluate information, its contexts and availability.

Productively engaging with digital information is an explicit and primary component of the course: The Digital Information Literacy material must comprise **at least 1/3** of the course's focus and graded assignments.   Must meet Information Literacy learning goal   May not carry any other Special Emphasis designation nor may it be a Capstone course

Must be at the 200 level or higher

○ The course meets these criteria

Please confirm that the course meets the following Diversity of Human Experience Special Emphasis criteria:

Focus: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is helping students better understand the **diversity of the human experience** and is committed to **encouraging a consideration of the multiplicity of   differing worldviews.**

Threshold Concepts: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: **1) the existence of cultural differences and the complexity of social identities, and 2) that worldviews are constructed through our identities and cultures.**

Encouraging Student Reflexivity: Course assignments and/or activities demonstrate that students have had defined opportunities **to reflect on their own identities, cultures, and   worldviews; and to reflexively consider their worldviews as the product of their identities and cultures.**

Must meet Intercultural Knowledge & Skills Learning Goal   The Focus, Threshold Concepts, and assignments/activities that Encourage Student   Reflexivity must constitute at least 1/3 of the course's focus and graded assignments.

May not carry any other Special Emphasis designation nor may it be a capstone course

○ The course meets these criteria

Please confirm that the course meets the Quantitative Reasoning Special Emphasis criteria: The course must explicitly, and with a significant degree of emphasis, address at least three of the following five elements of quantitative reasoning: Confidence with Mathematics. Being comfortable with quantitative ideas and at ease in applying quantitative methods. Individuals who are quantitatively confident routinely use mental estimates to quantify, interpret, and check other information. Confidence is the opposite of "math anxiety;" it makes numeracy as natural as ordinary language. Interpreting Data. Reasoning with data, reading graphs or maps, drawing inferences, and recognizing sources of error. This perspective differs from traditional mathematics in that data (rather than formulas or relationships) are at the center. Making Decisions. Using mathematics to make decisions and solve problems in everyday life. For individuals who have acquired this habit, mathematics is not something done only in mathematics class but a powerful tool for living, as useful and ingrained as reading and speaking. Mathematics in Academic and Practical Contexts. Using mathematical or numerical tools in specific settings where the context provides meaning. Notation, problem-solving strategies, and performance standards all depend on the specific context. Knowing how to solve quantitative problems that a person is likely to encounter in a civic, professional, or personal environment. Number Sense. Having accurate intuition about the meaning of numbers, confidence in estimation, and common sense in employing numbers as a measure of things. Must meet Quantitative Reasoning Learning Goal The quantitative reasoning material must comprise 30% or more of the course The course may not carry any other special emphasis designation, nor may it be a capstone course

○ The course meets these criteria

Please confirm that the course meets the following Capstone criteria: Must be taken by students no earlier than the second semester of the junior year Must represent the culmination of a student's undergraduate educational experience Should strive to produce advanced maturation in students' intellectual skills resulting in achievement in the chosen ES learning goal area at the highest rubric level If including a special emphasis the learning goal chosen should reflect that emphasis

○ The course meets these criteria

Which of the following Learning Goals was assessment data collected for?

○ Critical Inquiry & Analysis

○ Information Literacy

○ Intercultural Knowledge & Skills

○ Oral Communication

○ Quantitative Reasoning

○ Written Communication

While you do not need to meet all aspects of the rubric, you should include at least five to validate the overall construct.

Which aspects of the rubric for Inquiry and Analysis was data collected for? Select all that apply. Critical inquiry and analysis rubric

☐ Topic selection

☐ Existing knowledge, research, and/or views

☐ Design process

☐ Analysis

☐ Conclusions

☐ Limitations and implications

While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Information Literacy was data collected for? Select all that apply. Information literacy rubric

☐   Determine the extent of information needed

☐   Access the needed information

☐   Evaluate information and its sources critically

☐   Use information effectively to accomplish a specific purpose

☐   Access and use information ethically and legally

While you do not need to meet all aspects of the rubric, you should include at least five to validate the overall construct.   Which aspects of the rubric for Intercultural Knowledge and

Competence was data collected for? Select all that apply.   Intercultural knowledge and competence rubric

☐   Cultural self-awareness (knowledge)

☐   Cultural worldview frameworks (knowledge)

☐   Empathy (skills)

☐   Verbal and nonverbal communication (skills)

☐   Curiosity (attitudes)

☐   Openness (attitudes)

While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Oral Communication was data collected for? Select all that apply.   Oral communication rubric

☐   Organization

☐   Language

☐   Delivery

☐   Supporting Material

☐   Central Message

While you do not need to meet all aspects of the rubric, you should include at least five to validate the overall construct.   Which aspects of the rubric for Quantitative Literacy was data collected for? Select all that apply.   Quantitative literacy rubric

☐   Interpretation

☐   Representation

☐   Calculation

☐   Application/Analysis

☐   Assumptions

☐   Communication

While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.   Which aspects of the rubric for Written Communication was data collected for? Select all that apply.   Written communication rubric

☐   Context of and Purpose for Writing

☐   Content Development

☐   Genre and Disciplinary Conventions

☐   Sources and Evidence

☐   Control of Syntax and Mechanics

If you would like attach a data file please add it here.

Please describe your overall findings from the data you collected. Please include a brief description of the collection process, the sample size, comparisons of your course data to the overall UND ES Assessment Data for that learning goal, if students in your course performed particularly well or not on any rubric area, why you think that might be, and any changes you have made or are planning to make to the course on the basis of your assessment data.

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All ES courses are expected to include statements on the syllabus about **learning goals, breadth of knowledge, special emphasis, and capstone** validation where applicable. Please be sure that the syllabus you are uploading includes these statements. You can find suggested syllabus language here.

Please upload the syllabus for the course that **includes the required syllabus statements**.

In addition to the statements on the syllabus, please describe how instructors for the course will relay the purpose and importance for students completing Essential Studies courses.

For example, will instructors discuss the importance of the learning goal in relation to the importance of liberal arts, in relation to overall education attainment, in relation to skills necessary for employment, or for some other purpose?

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Click the next arrow to submit your revalidation request.