

University-Wide Program Goals and Student Learning Outcomes

General Education

Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.

Student Learning Outcomes:

Students will be able to

- 4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology.
- 4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives.
- 4.3 Work productively in diverse teams and solve problems collaboratively.

Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning.

Student Learning Outcomes:

Students will be able to

- 5.1 Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests.
- 5.2 Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines.
- 5.3 Properly document and synthesize existing scholarship and data, keep current with developments, conduct independent research, and discover and learn new material on their own.

Aligning Assignments to Course-Based Learning Outcomes - Worksheet

Explicitly and clearly linking course outcomes to assignments helps students understand the learning process and the value of their work. It is equally important to explain how small assignments might help students successfully complete a larger assignment (research project, presentation, final paper). What skills does an assignment help develop? What types of assignments will allow students to demonstrate learning? What outcomes does an assignment address? This worksheet aims to help faculty clearly link assignments with student learning outcomes.

Program Goal #1: _____

Program Student Learning Outcome # 1: _____

Course-based student learning outcomes that reflects the program student learning outcome:

1. _____

Assignments that demonstrate accomplishment of this outcome:

2. _____

Assignments that demonstrate accomplishment of this outcome:

Program Goal #2: _____

Program Student Learning Outcome # 1: _____

Course-based student learning outcomes that reflects the program student learning outcome:

1. _____

Assignments that demonstrate accomplishment of this outcome:

2. _____

Assignments that demonstrate accomplishment of this outcome:

Course Descriptions – A Sampling

Freshman English 1

This course aims to introduce students to the AUA's core values—academic excellence, free inquiry, integrity, scholarship, leadership, and service—while building students' communication skills. Students are challenged to translate these values into practice and reflect upon two interrelated themes: how might these values enrich their potential as lifelong learners and leaders, and how might these values help students collectively build a productive and democratic community. Throughout the semester students will sharpen their oral and written communication skills by engaging in class discussions and debates as well as by utilizing the various stages of the writing process to produce well-organized paragraphs, letters, and short essays. Students will also have the opportunity to build an array of academic skills and familiarize themselves with university-resources including the Papazian Library, Center for Academic Excellence, and Writing Lab through formal in-class trainings and home tasks. Three hours of instructor-led discussion per week.

Credits: 3

Introduction to Environmental Studies

The course aims to introduce students to basic environmental science principles, including the structure and functioning of ecosystems and their physical and bio-chemical cycles. The course will emphasize the importance of these processes for human health as well as human impact on these processes. As a science course, the course will teach students to use the methods of scientific inquiry to raise questions about global systems, their impact on humans, and human impact on them. Specific topics to be covered include but are not limited to biodiversity, quantity and quality of water, land and air resources, environmental conservation, human population trends and dynamic, food and industrial production, and waste and toxicity. Topics will be supplemented by Armenia and Caucasus-specific cases and problem sets. Students are required to attend three field trips on selected Saturdays during the semester. Field trips are scheduled on Saturdays. Three hours of instructor-led discussion per week.

Credits: 3

Principles of Microeconomics

This course examines basic principles of microeconomics including core elements of supply and demand, opportunity cost, market equilibrium, elasticity, and income distribution. Students will use these basic principles to evaluate market efficiency and social welfare resulting from the interactions of consumers, firms, and government regulation and intervention. Students will learn to define these basic principles and appropriately apply them to analyze case studies and current economic problems. Students are required to complete weekly reading assignments and use appropriate software to solve problem sets. Three hours of instructor-led class time per week.

Prerequisites: None

Credits: 3

Course Syllabus Template

Course Number and Title:

Number of Credits:

Instructor Name: *[Note: Include Teaching Assistants, if any]*

Email Address:

Telephone Number:

Office Location:

Office Hours: *[Note: Include Teaching Assistants, if any]*

Term/Year:

Class Schedule: *[For example, Mondays & Wednesday: 6 PM – 7:30 PM]*

[Note: If not full semester course (e.g. module) include dates of first and last class and total instruction time. For example, Course Dates: October 1 – December 10; Total Instructional Time: 2250 minutes]

Prerequisites: *[Note: Include course number(s) and title(s). If there are no prerequisites or co-requisites, please write “None.”]*

Co-Requisites: *[Note: Include course number(s) and title(s). If there are no co-requisites or co-requisites, please write “None.”]*

Course Description: *[Note: This is taken word for word from the Catalog.]*

Required Materials: *[Note: This should include all required materials: Textbooks, readers, calculator....]*

Schedule & Topics: *[Note: Review and Q&A in preparation for exams should be scheduled and noted on syllabus.]*

**Assignments may be supplemented to address student needs identified through assignments and the midterm exam.*

Week	Topic	Reading	Non-Reading Home Tasks
1			
2			
3			
4			
5			
6			
7	[For example: Summary and Synthesis of Topics in Weeks 1-6]		
8	[For example: Review of Mid-Term Exam. Focus on areas where mid-term performance indicates need for reinforcement or supplemental work]		
9			
10			
11			
12			
13			
14			
15			

Course Syllabus Template

Learning Outcomes:

The following chart shows alignment between course-specific and program learning outcomes and goals as identified in Program Curriculum Map. *[Note: in determining course-specific outcomes, it is important to review the curriculum map to relate the appropriate skill level if specified (e.g. beginner, intermediate, and advanced). Outcomes should be clear, attainable, and measurable.]*

<u>Course Outcomes</u>	Program Student Learning Outcomes Students will be able to:	Program Goal
[For example: Identify the basic methods used to study the interrelations among language, culture and social interaction, including ethnography of communication, conversation and discourse analysis, and dialectology.]	[For example: 2.4 Identify and describe the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought. <i>(Beginner Level)</i>]	[For example: 2. Equip student with analytical skill in linguistics, communications and literary criticism].

Course Structure *[Note: How will the course be taught? For example: “Instructor-led class will meet twice per week. Home tasks include readings, problem sets, and progress made on final group presentation. All home tasks must be completed before the discussion starts.” OR “Instructor-led class which requires weekly in-class presentations. Home tasks include reading and problem sets.”]*

Method of Evaluation *[Note: These should be fully described, see examples below. Rubrics should be attached as appropriate or supplemented before the assignment. Assessment measures should link to both course learning and program learning outcomes. How will this particular method help students learn and faculty assess the outcomes? Information regarding how students will receive feedback on assignments or evaluation methods should be noted as appropriate.]*

Student learning will be evaluated on the basis of the following weighted components:

- (#%)
- (#%)
- (#%)
- (#%)

[For example: Class attendance and participation:

Students are expected to attend class and demonstrate their understanding of topics by participating in class discussions. Please see attached rubric for class participation criteria.]

[Note issues to keep in mind: How is this assessed? (e.g. quality and/or quantity; speaking and/or listening) What if someone attends 50% of the classes but actively participates and contributes during the classes he/she attends?]

[For example: Exams

Course Syllabus Template

The course will include a mid-term exam covering topics from weeks 1 to 7 as well as a comprehensive final exam covering all course topics with an emphasis on topics covered in weeks 9-14. Please see attached rubric for essay criteria, which will be used to grade the essay section of the exam.

Mid-Term Exam:

The mid-term exam will cover topics from weeks 1 to 7 and will be administered in a computer lab equipped with basic statistical software. The mid-term exam will consist of the following:

- 1) Multiple choice and short answers on basic terminology and concepts
- 2) Application of appropriate models and statistical methods to data samples similar to home task problem sets.

The purpose of the mid-term exam is to assess students' progress in learning how to use terminology and apply appropriate models and methods to analyze data samples. Students will receive feedback through the in-class mid-term review as well as written feedback on their mid-term exams. Students are encouraged to attend office hours for more individualized guidance.

Final Exam:

The final exam will cover topics covered throughout the course with special emphasis on topics covered in weeks 8 to 15. The final exam will consist of the following:

1. Multiple choice and short answers on concepts and terminology
2. Short analytical essay identifying the pros and cons of different methods and models for analyzing a complex economic problem
3. Utilize statistical software to analyze data sample and track trends

The purpose of the final exam is to assess students' mastery of concepts and terminology as well as their abilities to select appropriate methods and apply econometric methods to analyze data sets and solve complex problems. Final exams and comments will be posted to Moodle. Students are welcome to confer with the instructor for more individualized feedback.]

[For example: Final Presentation

Students work in teams of three or four in order to complete an in-depth analysis of a particular problem and present their findings to the class using appropriate media and technology. Please see attached rubric for Final Presentation criteria Students must submit a proposal by week 8 identifying members of their team, their project focus, and a brief plan for their investigation. Teams are expected to meet periodically with the instructor in order to solicit guidance and feedback as they develop their analysis and conclusions. Students will be assessed on the quality of their analysis and presentation. Please see attached rubric for oral presentations. Students are strongly encouraged to attend office hours periodically in order to solicit additional feedback and ask questions as they progress on their research and writing.]

Library and Media/Technology Use

[For example: Students are encouraged to use supplemental online and reference materials available at the library to enhance their overall learning in the course. Students are encouraged to use audio-visual aids and presentation software as appropriate. If students have any questions or need additional support in using library resources or technology, they should confer with library staff, ICT, or the instructor.]

Late Policy

[For example: A half grade will be deducted from an assignment each day that it late (e.g. an assignment graded as an A will become a B+ if it is submitted two days late). The instructor might not penalize the student if the student submits convincing evidence of a medical or other emergency that made completing the assignment at the scheduled time impossible.]

Make-up Procedures

[For example: Make-up assignment, exam, and quiz will be given at the instructor's discretion. Students must submit convincing evidence of a medical or other emergency that makes completing an assignment or taking an exam or quiz at the scheduled time impossible.]

Course Syllabus Template

Policy on Grade Appeal

Students are entitled to appeal grades in line with the university's grade appeal policy which is available online at <http://www.aua.am/students/Handbook.pdf>

Standards for Academic Integrity

Students are required to conduct themselves in an academically responsible and ethical manner in line with the Student Code of Ethics. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics (http://www.aua.am/students/STUDENT_CODE_OF_ETHICS.pdf)

Special Needs:

Students requiring special accommodations for learning should contact the instructor or Dean by end of Drop/Add period with such requests.

Course Syllabus Template

Template for Assignment-Specific Rubric

Assignment Name	Not Yet Competent	Developing	Proficient	Advanced
	a)	a)	a)	a)
	b)	b)	b)	b)
	c)	c)	c)	c)
Relevant SLOs				
<i>Students will be able to:</i>	<i>Course-Specific Learning Outcome:</i>	<i>Program Specific Learning Outcomes:</i>		

Aligning Student Learning Outcomes

Program Goals and Learning Outcomes

The following chart shows alignment between course-specific learning outcomes and program learning outcomes and goals as identified in Program Curriculum Map.

Freshman English 1		
Program Goals	Program Student Learning Outcomes	Course-Based Student Learning Outcomes
<p>Program Goal 4: <i>Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.</i></p>	4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. (B)	<p>a. Recognize and adhere to AUA’s standards for academic excellence and integrity.</p> <p>b. Express ideas and opinions orally and in writing with increased confidence, fluency, and accuracy.</p> <p>c. Produce writing including well-structured paragraphs, letters, and short narrative essays (1-3 pages) using the different stages of the writing process, including choosing a topic, brainstorming, outlining, drafting, soliciting feedback, revising, and editing.</p>
	4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives. (B)	d. Identify perspectives and values of author, speaker, or oneself and intended audience(s).
	4.3 Work productively in diverse teams and solve problems collaboratively. (B)	<p>e. Contribute to class discussions by actively and respectfully listening and sharing ideas and opinions.</p> <p>f. Reflect upon one’s own work and contribution to the class and identify action steps for improvement.</p> <p>g. Provide constructive feedback on written work and class participation.</p>
<p>Program Goal 5: <i>Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning.</i></p>	5.1 Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests. (B)	h. Identify and utilize library and library resources to find information relevant to coursework.
	5.2 Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines. (B)	i. Summarize and evaluate opinions and arguments made by a range of speakers and identify which ones are well-reasoned and well-supported.