Learning Outcomes Conference
Developing a Rubric for Degree-Level Learning
October 17, 2016

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2:30-2:45 – slideshow (context of the rubric – non-core curriculum and PEQAB requirements)

2:45-2:55 – small-group discussion (leveling a non-core course)

2:55-3:05 – full-group discussion on using the rubric

3:05-3:15 – small-group discussion (moving a core course in advance of a PEQAB consent-for-renewal submission)

3:15-3:30 – full-group discussion on what is needed for the new rubric
2015 Handbook – Program Content Standard

• Core vs Non-Core – Degree Level Standard
  1. Depth and Breadth of Knowledge
  2. Conceptual and Methodological Awareness
  3. Communication Skills
  4. Application of Knowledge
  5. Professional Capacity
Breadth Submission

• Rubric development over time

• How a curriculum can ‘ramp up’ to “more than introductory knowledge”

• Specific challenges within the field of breadth within the context of Fanshawe College’s degrees
# Rubric – Measurable Criteria

## Introductory Criteria

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<th>Introductory non-core electives</th>
<th>Introductory non-core electives tend to have readings at the ‘textbook’ level that tend to</th>
<th>Introductory non-core electives tend to have evaluations consisting of (but not limited to)</th>
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## Upper Criteria

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<th>Upper non-core electives tend to</th>
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Excerpts from the “Upper Criteria”

• Engage with the interfaces of complementary fields (e.g. literature and philosophy/theory) in a mature and methodologically-aware fashion

• Represent the research communities in the fields/sub-fields of the course, including refereed journal articles and substantial monographs, with particular attention to the critical debates within these fields/sub-fields

• Scholarly literature reviews, either as separate assignments or within research papers, are desirable at this level
Next Steps

• Program Content Benchmark – “provid[ing] exposure to increasingly complex theory at the degree level”

• What types of outcomes, information processing/readings, and evaluation/assessment types can we build into a core-course rubric to expedite future degree approvals and re-approvals?