

Learning Outcomes Conference
Developing a Rubric for Degree-Level Learning

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Agenda

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			
Introductory non-core electives	Introductory non-core electives tend to	Introductory non-core electives have readings at the 'textbook' level that tend to	Introductory non-core electives tend to have evaluations consisting of <i>(but not limited to)</i>

Upper Criteria			
Upper non-core electives tend to	Upper non-core electives tend to	Upper non-core electives have readings at the 'textbook' level that tend to	Upper non-core electives tend to have evaluations consisting of <i>(but not limited to)</i>

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?