Tips for General Education Faculty

Arts and Humanities
Example of Information Sent to an Arts and Humanities Gen Ed Faculty Member

Text of the competency:

**Competency as it currently stands:**

Demonstrate an understanding of the Arts and Humanities in their cultural and historical context.

A successful artifact will:

- Provide evidence of the competency in a well-organized manner with logical flow,
- Employ appropriate reasoning and support,
- Provide specific details and references from the material being analyzed with minimal spelling and grammatical errors,
- Incorporate literary and/or discipline-specific sources / examples to support ideas by providing citations that are adequate and appropriate (when necessary for assignment),
- Exhibit an understanding of the material as shown in college-level exploration and synthesis of ideas,
- Discuss broader implications of material in relation to the competency.

Further tips to the instructor:

- The typical Arts and Humanities artifact is a report, research paper, critical reflection or arts-related project on any topic related to a human experience with a cultural component. An artifact of this kind will reflect on the experience using support, allusions, or references to proper academic sources (ie Project Muse) within the discipline by comparison/contrast, analysis and/or synthesis.
- After reviewing a number of Power Points and Prezis we have concluded that they do not serve as appropriate artifacts given the current rubric configuration.
- It is our conclusion that artist conceptual statements do not meet the artifact standards as engagement with art tends to be a very subjective experience. By definition conceptual statements often do not meet the rigor required for academic writing and/or presentations.
- Worksheets, short-answer assignments, multiple choice assignments, descriptions of artistic process, plot summaries, book reports and lesson plans DO NOT demonstrate the Arts and Humanities competency.

**Tips for Creating a Mathematics Competency Artifact**

Text of the competency:

**Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable.**
A successful artifact from a mathematics course will:

- Correctly use **algebra and logic** to solve multistep problems;
- Correctly **translate** between mathematical language and lay language.

OR

- Correctly **present and apply** a mathematical technique to a real world problem discussed in the specific mathematical area under study;
- Correctly **translate** between mathematical language and lay language.

A successful artifact from a statistics course will:

- Correctly identify variables and the relationships among them;
- Use appropriate statistical methods to describe quantitative data observed or generated from these variables;
- Correctly present numerical, graphical, and algebraic representations of these data.
- Correctly translate between statistical language and lay language.

Further tips to the instructor:

- The student must perform mathematics in order to **demonstrate** this competency. The mere discussion of quantitative data will not be sufficient.
- The artifact must describe the **context** in which the mathematical work is being presented.
- Notes on some common types of artifacts:
  a) A hypothetical mathematical problem could be acceptable if the student describes the context and explains the process used in reaching the solution.
  b) Excel spreadsheets will not qualify unless the student includes explanations of the math and interpretation of results.
  c) Mathematics exams could be sufficient provided that step-by-step calculations are shown, and they include written interpretation of results.
  d) Research papers with statistical calculations are acceptable for this competency, but the calculations must be shown and discussed.
  e) Input/output from statistical software must be presented as a Word file or PDF so that assessors can open the file. Also, the artifact must include explanations of the mathematics and interpretation of results.
Social Sciences

Example of Information Sent to a Social Sciences Gen Ed Faculty Member

Recommendations for faculty members teaching general education Social Sciences courses

a. Artifacts should focus upon human behavior (as opposed to environmental factors, plant behavior, biological processes, etc.) and should identify multiple relevant social science concepts.

b. Artifacts should move beyond simple description of a social science concept or human behavior to:
   i. Apply social science concepts, models, and theories.
   ii. Make connections between social science concepts and human behavior.
   iii. Draw reasonable and logical conclusions based upon relevant social science evidence.

c. Opinion pieces are not appropriate artifacts unless multiple viewpoints are addressed, adequate evidence is provided to support the opinion, and relevant literature is cited.

d. Faculty members teaching large sections may consider assigning group projects, ungraded activities, narrated presentations, and randomly graded assignments.

A successful artifact will:

- **Identify** social factors that are relevant to the explanation of human behavior.
- **Apply** social science concepts, models, and theories to explain these human actions.
- **Establish** meaningful and logical **connections** between social science concepts and human behavior.
- **Provide** sufficient **evidence** to reach conclusions.
- **Draw** meaningful and logical **conclusions** that are supported by evidence.
- If appropriate, discuss the broader implications of the study.

Further tips to the instructor:

- Students’ understanding of core principles within a social science discipline should be evident in the artifact.
- The typical artifact is a paper in which an important social issue is explored. Topics may be historical or contemporary and may relate to the actions of individuals, collectivities, cultures, nations, or world systems.
- Group projects, presentations with narration or substantive speakers’ notes, student-produced videos, or portfolios may also be acceptable.
• Book, article, and literature reviews may fulfill the competency if students critically review social science research and evidence, discuss and analyze issues raised by that research, and draw conclusions which arise from this analysis.
• Outlines, lecture notes, worksheets, short-answer assignments, multiple choice tests, and presentations without narration are unlikely to demonstrate the Social Sciences competency as it is written.