This document is intended to assist you in gathering the data necessary to complete the online L●A●B form. The portions in red below indicate the areas where information is required on the form. Assessment rubrics have been omitted for brevity. You can refer to the [rubric reference guide](https://www.centenary.edu/files/resources/reference-rubrics.pdf) on the Provost’s webpage at any time.

**L●A●B proposal form - Fall 2019**

Use this form to submit your proposal to designate an existing or proposed course as an L**●**A**●**B course. If your course is not an existing course, please also submit a course proposal to APC using the Course Proposal Form found here: <https://www.centenary.edu/directories/offices-services-directory/provost-2/information-for-faculty/course-proposals/>

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approval of Department Chair (choose one)

* + Yes
  + No
  + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Number and Title in Catalogue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**About the proposal form:**

The three aspects of the L●A●B curriculum, while interdependent and overlapping, are assessed separately. Faculty teaching L●A●B courses will assess their students using one rubric from each of each of the categories. They may use the following rubrics or may elect to propose their own rubrics, as outlined below. Each aspect of the L●A●B curriculum must be assessed for each L●A●B course on a 0-4 point scale with the following general form:

Conceptualization of the rubric scoring scheme for all L●A●B objectives. This rubric conveys the scoring concept only. It must be customized to be used for L●A●B objectives.

A screenshot of a social media post

Description automatically generated

Ideally, L●A●B courses should meet a benchmark of an average score of 2 for all students completing a 100 or 200 level course, and average score of 3 for a 300 or 400 level course. However, benchmarks may be set lower initially as we develop our L●A●B courses. Objectives and rubrics for L●A●B courses must be approved by the Academic Policy Council and the Institutional Effectiveness Committee before they are implemented upon initial course delivery or changed upon subsequent course delivery. Approved rubrics are given in each section below. These can be used in L●A●B courses, with approval, or new rubrics can be proposed with course proposals.

Note: As you go through the form, if you choose to use the rubrics provided (rather than creating custom rubrics), you will be directed to the appropriate sections. This means that you will skip pages that do not apply to your specific course.

**Form Completion:**

Closing the form will delete your work. You cannot save an incomplete form. You should be able to leave your browser tab open and return without losing your progress.

Please use the Back and Next buttons at the bottom of each page (rather than your browser's back button) to move within the form and not lose your work.

**Learn**

Goal: Students identify gaps in their understanding and update their knowledge with new information.

Students come to Centenary with diverse experiences, and they bring diverse perspectives to their education. At Centenary, students construct and frame their knowledge in new and familiar areas by identifying gaps in understanding and updating their knowledge with new information. Faculty and staff at Centenary use a variety of teaching tools reflecting the breadth of their disciplines in the liberal arts (for example, traditional lecture, guided inquiry, problem-based learning, experiential learning) allowing students to become comfortable building new knowledge in different ways.

The following questions deal with the Learn portion of the course.

Please describe the course objectives and activities that will aid students in building new knowledge as part of the LEARN portion of the course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please review the LEARN assessment rubrics and indicate which one you intend to use.

* 1. Curiosity
* 2. Acquiring Competencies
* 3. Knowledge and Views
* 4. Evaluate Information
* I intend to create my own rubric using the scaffold below (new rubrics must be approved by APC and IEC)
* I need guidance in making this decision (or would like to use a rubric found in one of the other sections).

If you chose "I need guidance in making this decision (or would like to use a rubric found in one of the other sections)" above, please indicate what kind of assistance you need and/or which other existing rubric you might like to use.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARN custom rubric** (if you chose “create my own” above):

Scaffold rubric for instructors wishing to create a new Learn rubric.

A screenshot of a social media post

Description automatically generated

This rubric conveys the scoring concept only. It must be customized to be used for L●A●B objectives.

Your custom rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | 4 | 3 | 2 | 1 | 0 |
| **Objective** |  |  |  |  |  |

**Apply**

Goal: Students use knowledge and skills to solve problems.

Students use newly constructed knowledge to frame problems in a variety of ways, acquiring skills as necessary. By analyzing existing information, thinking critically about how their knowledge relates to problems, proposing creative solutions, evaluating the viability of the proposed solutions (the ethical implications of those solutions), Centenary students train themselves to read, listen, and think critically, while maintaining an open mind.

The following questions deal with the Apply portion of the course.

Please describe the course objectives and activities that will aid students in building new knowledge as part of the APPLY portion of the course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please review the APPLY assessment rubrics and indicate which one you intend to use.

* 1. Implement Solutions
* 2. Evidence
* 3. Global Learning
* 4. Lifelong Learning
* I intend to create my own rubric using the scaffold below (new rubrics must be approved by APC and IEC)
* I need guidance in making this decision (or would like to use a rubric found in one of the other sections).

If you chose "I need guidance in making this decision (or would like to use a rubric found in one of the other sections)" above, please indicate what kind of assistance you need and/or which other existing rubric you might like to use.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPLY custom rubric** (if you chose “create my own” above):

Scaffold rubric for instructors wishing to create a new Apply rubric.

A screenshot of a social media post

Description automatically generated

This rubric conveys the scoring concept only. It must be customized to be used for L●A●B objectives.

Your custom rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | 4 | 3 | 2 | 1 | 0 |
| **Objective** |  |  |  |  |  |

**BRIDGE**

Students communicate the results of their studies to audiences from different disciplines, educational levels, and cultural backgrounds. To do so effectively, they learn to communicate to a variety of audiences and in a variety of modes. Students will, of course, write papers and give class presentations, but they also participate in debates, plays, concerts, and an on-campus research forum. To be successful, students must reflect on their knowledge and that of their audience. Following their communicative endeavors, students are provided with and must understand and internalize criticism to further improve, thus learning persistence.

The following questions deal with the Bridge portion of the course. There are TWO parts to this component. The first addresses COMMUNICATION, and the second addresses REFLECTION.

**Bridge Part 1 Communication**

Communication Goal: Students communicate effectively.

Please describe the course objectives and activities that will help students communicate their knowledge and applications effectively to a specific audience in a specific mode. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please review the BRIDGE-Communication assessment rubrics and indicate which one you intend to use.

* 1. Integrated Communication
* 2. Central Message
* 3. Organization
* 4. Context and Purpose
* 5. Content and Development
* 6. Language
* 7. Delivery
* 8. Supporting Material
* 9. Genre and Disciplinary Conventions
* 10.Control of Syntax and Mechanics
* 11. Sources and Evidence
* I intend to create my own rubric using the scaffold below (new rubrics must be approved by APC and IEC)
* I need guidance in making this decision (or would like to use a rubric found in one of the other sections).

If you chose "I need guidance in making this decision (or would like to use a rubric found in one of the other sections)" above, please indicate what kind of assistance you need and/or which other existing rubric you might like to use.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bridge-Communication custom rubric** (if you chose “create my own” above):

Scaffold rubric for instructors wishing to create a new **Bridge-Communication** rubric.

A screenshot of a social media post

Description automatically generated

This rubric conveys the scoring concept only. It must be customized to be used for L●A●B objectives.

Your custom rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | 4 | 3 | 2 | 1 | 0 |
| **Objective** |  |  |  |  |  |

**Bridge Part 2 Reflection**

Reflection Goal: Students reflect on results and respond productively to feedback.

Students communicate the results of their studies to audiences from different disciplines, educational levels, and cultural backgrounds. To do so effectively, they learn to communicate to a variety of audiences and in a variety of modes. Students will, of course, write papers and give class presentations, but they also participate in debates, plays, concerts, and an on-campus research forum. To be successful, students must reflect on their knowledge and that of their audience. Following their communicative endeavors, students are provided with and must understand and internalize criticism to further improve, thus learning persistence.

Please describe the course objectives and activities that will aid students in reflecting on results and responding productively to feedback. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please review the BRIDGE-Communication assessment rubrics and indicate which one you intend to use.

* 1. Reflection and Self-Assessment
* 2. Reflection
* 3. Incorporates Feedback
* I intend to create my own rubric using the scaffold below (new rubrics must be approved by APC and IEC)
* I need guidance in making this decision (or would like to use a rubric found in one of the other sections).

If you chose "I need guidance in making this decision (or would like to use a rubric found in one of the other sections)" above, please indicate what kind of assistance you need and/or which other existing rubric you might like to use.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bridge-Reflection custom rubric** (if you chose “create my own” above):

Scaffold rubric for instructors wishing to create a new **Bridge-Reflection** rubric.

A screenshot of a social media post

Description automatically generated

This rubric conveys the scoring concept only. It must be customized to be used for L●A●B objectives.

Your custom rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | 4 | 3 | 2 | 1 | 0 |
| **Objective** |  |  |  |  |  |

Additional notes: