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A. Copyright Permission

HOW TO REQUEST COPYRIGHT PERMISSIONS

A federal court ruling reaffirmed the need to obtain permission to use copyrighted materials in college course anthologies. Publishers want to make these materials available to you quickly and inexpensively but they need your cooperation. Whether you request permissions yourself or through a college store or copy service, these suggestions will speed the process.

Please:

Request permission at the same time you order textbooks, the earlier the better in the event your request cannot be granted and you need to substitute other materials. Publishers do not always control rights and need time to research the extent to which permission may be granted.

Direct your request to the publisher's Copyrights and Permissions Department, not the author. If publishers do not control the rights, they will inform you whom to contact.

Include all of the following information in your request:

- a. author's, editor's, translator's full name(s)
- b. title, edition, volume number of book or journal
- c. copyright date
- d. ISBN for books, ISSN for magazines and journals
- e. numbers of the exact pages, figures and illustrations
- f. if you are requesting a chapter or more; both exact chapter(s) and exact page numbers
- g. number of copies to be made
- h. whether material will be used alone or combined with other photocopied materials
- i. name of college or university
- j. course name and number
- k. semester and year in which material will be used
- l. instructor's full name

Request permission whether or not works are in print.

Provide your complete address and the name of a contact person and telephone number in case there are any questions.

In many cases your college store, or other service can assist you and/or provide appropriate forms. The publisher's response form will provide the information about payment and fees which are determined by the individual publisher. A booklet, Questions and Answers on Copyright for the Campus Community, is available through most college stores or on request from aap.

Association of American Publishers
220 East 23rd Street
New York, NY 10010
(212) 689-8920

B. COURSE REVISION FORMAT

COURSE REVISION FORM

A Revised Course Proposal Form is required for a fundamental revision of a course that involves the focus, scope, level (e.g. 100 to 200), objectives, description (including title), designation, or other significant change. Complete the Course Revision Form (located in the Appendix of Faculty Handbook) and submit to the Curriculum Committee for approval. Once approved, the proposal goes to the full faculty for a vote.

[Please provide the following information, in writing, on or before the established deadline i.e., a semester prior to when it is offered

1. INFORMATION ON THE COURSE AS CURRENTLY TAUGHT.

Course letter and number:

Instructor:

Title:

Current date:

Current catalog description:

Prerequisite(s):

Group requirement (if any):

Required for BA, AA/AS, Minor, or other program?

2. INFORMATION ON THE COURSE AS REVISED.

Course letter and number:

Title:

Proposed course revisions:

Rationale: .

Revised catalog description (if any):

Prerequisite(s):

Group requirements (if any):

Describe impact of proposed revision(s) on BA, AA/AS, Minor or program.

If appropriate, name the Faculty Chair, BA Coordinator(s), or Program Director(s) who have been consulted, indicating whether approval has been given

Consultation with:

Date of Curriculum Committee approval:

Date of Faculty approval:

Date received by the Dean of the College's Office:

C. Ethical Guidelines for Research with Human Subjects

The American Psychological Association has published certain guidelines that must be followed when conducting research with human participants. In your research you should follow these ethical guidelines.

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species

being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data

preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

Society for Research in Child Development: Ethical Standards for Research with Children

The Principles listed below were published in the 1990-91 Directory, except for the Principles 15 and 16 first published in the Fall 1991 Newsletter.

Principle 1. Non-harmful procedures: The investigator should use no research operation that may harm the child either physically or psychologically. The investigator is also obligated at all times to use the least stressful research operation whenever possible. Psychological harm in particular instances may be difficult to define; nevertheless its definition and means for reducing or eliminating it remain the responsibility of the investigator. When the investigator is in doubt about the possible harmful effects of the research operations, consultation should be sought from others. When harm seems inevitable, the investigator is obliged to find other means of obtaining the information or to abandon the research. Instances may, nevertheless, arise in which exposing the child to stressful conditions may be necessary if diagnostic or therapeutic benefits to the child are associated with the research. In such instances careful deliberation by an Institutional Review Board should be sought.

Principle 2. Informed Consent: Before seeking consent or assent from the child, the investigator should inform the child of all features of the research that may affect his or her willingness to participate and should answer the child's questions in terms appropriate to the child's comprehension. The investigator should respect the child's freedom to choose to participate in the research or not by giving the child opportunity to give or not give assent to participation as well as to choose to discontinue participation at any time. Assent means that the child shows some form of agreement to participate without necessarily comprehending the full significance of the research necessary to give informed consent. Investigators working with infants should take special effort to explain the research procedures to the parents and be especially sensitive to any indicators of discomfort in the infant. In spite of the paramount importance of obtaining consent, instances can arise in which consent or any kind of contact with the participant would make the research impossible to carry out. Non-intrusive field research is a common example. Conceivably, such research can be carried out ethically if it is conducted in public places, participants' anonymity is totally protected, and there are no foreseeable negative consequences to the participant. However, judgments on whether such research is ethical in particular circumstances should be made in consultation with an Institutional Review Board.

Principle 3. Parental consent: The informed consent of parents, legal guardians or those who act in loco parentis (e.g., teachers, superintendents of institutions) similarly should be obtained preferably in writing. Informed consent requires that parent or other responsible adults be informed of all the features of the research that may affect their willingness to allow the child to participate. This information should include the profession and institution affiliation of the investigator. Not only should the right of the responsible adults to refuse consent be respected, but they should be informed that they may refuse to participate without incurring any penalty to them or to the child.

Principle 4. Additional consent: The informed consent of any persons, such as school teachers for example, whose interaction with the child is the subject of the study should also be obtained. As with the child and parents or guardians informed consent requires that the persons interacting with the child during the study be informed of all features of the research which may affect their willingness to participate. All questions posed by such persons should be answered and the persons should be free to choose to participate or not, and to discontinue participation at any time.

Principle 5. Incentives: Incentives to participate in a research project must be fair and must not unduly exceed the range of incentives that the child normally experiences. Whatever incentives are used, the investigator should always keep in mind that the greater the possible effects of the investigation on the child, the greater the obligation to protect the child's welfare and freedom.

Principle 6. Deception: Although full disclosure of information during the procedure of obtaining consent is the ethical ideal, a particular study may necessitate withholding certain information or deception. Whenever withholding information or deception is judged to be essential to the conduct of the study, the investigator should satisfy research colleagues that such judgment is correct. If withholding information or deception is practiced, and there is a reason to believe that the research participants will be negatively affected by it, adequate measures should be taken after the study to ensure the participant's understanding of the reasons for the deception. Investigator's whose research is dependent upon deception should make an effort to employ deception methods that have no known negative effects on the child or the child's family.

Principle 7. Anonymity: To gain access to institutional records, the investigator should obtain permission from responsible authorities in charge of records. anonymity of the information should be preserved and no information used other than that for which permission was obtained. It is the investigator's responsibility to ensure that responsible authorities do, in fact, have the confidence of the participant and that they bear some degree of responsibility in giving such permission.

Principle 8. Mutual responsibilities: From the beginning of each research investigation, there should be clear agreement between the investigator and the parents, guardians or those who act in loco parentis, and the child, when appropriate, that defines the responsibilities of each. The investigator has the obligation to honor all promises and commitments of the agreement.

Principle 9. Jeopardy: When, in the course of research, information comes to the investigator's attention that may jeopardize the child's well-being, the investigator has a responsibility to discuss the information with the parents or guardians and with those experts in the field in order that they may arrange the necessary assistance for the child.

Principle 10. Unforeseen consequences: When the research procedures result in undesirable consequences for the participant that were previously unforeseen the investigator should immediately employ appropriate measures to correct these consequences, and should redesign the procedures if they are to be included in subsequent studies.

Principle 11. Confidentiality: The investigator should keep in confidence all information obtained about research participants. The participants' identity should be concealed and written and verbal reports of the results, as well as in informal discussion with students and colleagues. When a possibility exists that others may gain access to such information, this possibility, together with the plans for protecting confidentiality, should be explained to the participants as part of the procedure of obtaining informed consent.

Principle 12. Informing participants: Immediately after the data are collected, the investigator should clarify for the research participant any misconceptions that may have arisen. The investigator also recognizes a duty to report general findings to participants in terms appropriate to their

understanding. Where scientific or humane values justify withholding information, every effort should be made so that withholding the information has no damaging consequences for the participant.

Principle 13. Reporting results: Because the investigator's words may carry unintended weight with parents and children, caution should be exercised in reporting results, making evaluative statements, or giving advice.

Principle 14. Implications of findings: Investigators should be mindful of the social, political and human implications of their research and should be especially careful in the presentation of findings from the research. This principle, however, in no way denies investigators the right to pursue any area of research or the right to observe proper standards of scientific reporting.

Principle 15. Scientific misconduct: Misconduct is defined as the fabrication or falsification of data, plagiarism, misrepresentation, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, analyzing, or reporting research. It does not include unintentional errors or honest differences in interpretation of data.

The Society shall provide vigorous leadership in the pursuit of scientific investigation which is based on the integrity of the investigator and the honesty of the research and will not tolerate the presence of scientific misconduct among its members. It shall be the responsibility of the voting members of Governing Council to reach a decision about the possible expulsion of members found guilty of scientific misconduct.

Principle 16. Personal Misconduct: Personal misconduct that results in a criminal conviction of a felony may be sufficient grounds for a member's expulsion from the Society. The relevance of the crime to the purposes of the Society should be considered by the Governing Council in reaching a decision about the matter. It shall be the responsibility of the voting members of the Governing Council to reach a decision about the possible expulsion of members found guilty of personal misconduct.

D. Faculty Development Checklist

Faculty Development Application Checklist

Have I	Lindsey & Wean sabbaticals	2-year plan	summer mini-sabbatical	specific activity
Met the deadline				
Completed a plan of action				
Organized an Advisory Committee	N/A.		N/A.	N/A.
Prepared a budget		N/A.	N/A.	
Provided a funding request		N/A.	N/A.	
Provided dates or a timeline for project / activity				
Identified how the project / activity addresses College funding priorities				
Specified objectives & outcomes to be accomplished				
Provided supporting documentation				
Included a current curriculum vitae				N/A.
Made three (3) copies of the proposal		N/A.		

Deadlines: on or about

Lindsey and Wean Professorships 15 November

Two-Year Plan 15 November

Summer mini-sabbaticals 15 February

Specific Activities 15 October & 15 March

E. Grievance Form

Provide the information requested below. You may attach additional material if needed. Forward the completed form to the Chairperson of the Grievance Committee. Your grievance begins when the Chairperson receives this form which you must present within thirty (30) calendar days: (i) after the occurrence of the event(s) upon which the grievance is based; (ii) after the grievant knew or through the exercise of reasonable diligence should have known of the occurrence of the event(s) upon which the grievance is based, whichever comes first; (iii) the termination of the mediation process without a resolution; or (iv) breach of an agreement reached at the conclusion of the mediation process.

1. Grievant Information

Fill in your name, position at Pine Manor, local mailing address, email and telephone number.

2. Respondent Information

Fill in the name and position of the person or persons you are filing the grievance against.

3. Nature of Grievance

Describe the act or actions you believe are wrongful. Provide an outline of the action(s) and the date(s) on which they occurred.

4. College Policy

State specifically which college policy the respondent's actions violated.

5. Remedy process.

State specifically what remedy you would like to see as an outcome of this process.

6. Resolution

Describe what you have already done to try to resolve your grievance. Have you talked to the person involved? Have you talked to the person's supervisor or Faculty Chair? Have you talked to the appropriate College official? If so, what happened? If not, why not?

7. Documents

Any relevant documents must be attached.

Date: _____

Your Signature: _____

Your Printed Name

=====

For Grievance Committee Chairperson:

Date Received:

Copies Sent To:

F. Institutional Review Board Research Approval Form

Name of Investigator(s):

Address:

Telephone:

e-mail:

Course and supervisor (if appropriate):

Title for proposed research to be posted for the subjects:

Briefly state the purpose and/or hypothesis of the research: (Use additional pages if necessary)

Please list experimental procedures, the instructions to the subjects and a description of the task requires of the subject: (Use additional pages if necessary)

Total number of participants: _____ .

Restrictions if any: _____ no restrictions: _____

You are required to offer feedback to the subject by means of a short written statement. Please attach a copy of that written debriefing statement to this form. How will that statement be given to subjects?

In addition, you are required to have subjects read and fill out an “informed consent” form, if appropriate, to the researcher. Examples of forms for use with adolescent or adult subjects, for children, parents and teachers are available below. Please attach a copy of your form that you will be using to make this request.

Are there any elements of this study which might pose long term or short term physical or psychological risk for the subject? If yes, what procedures have been developed for dealing with these risks? (Use additional pages if necessary)

What has been done to insure privacy of the data? Please indicate special problems and how you intend to deal with them. (Use additional pages, if necessary)

Is deception involved? If so, how will debriefing be handled? (Use additional pages, if necessary)

Are there ethical or safety issues involved in your study? If so, how will you be dealing with them? (Use additional pages, if necessary)

If you are not a faculty member, your project must be approved by a supervising faculty member.

I have read the “Guidelines for Research with Human Subjects” and agree to conduct my research in light of its recommendations.

Signed by experimenter(s)

Approved by advisor (if needed)

Approved by Institutional Review Board

Chair _____

Member _____

Member _____

Member _____

Member _____

G. Institutional Review Board Sample Consent Letters
Sample Informed Consent Form: Adolescents and Adults

I _____ (please print first and last name), agree to participate as a subject in the research conducted by _____ .
It has been explained to me that what I will be asked to do involves _____

The experimenter has informed me that these procedures should take _____ to complete. I understand the possible risk associated with this study is _____

I also know that the benefits to me and others from participation in this study are _____.

I understand that the data and answers to questions that I provide are confidential with regard to my identity.

The experimenter has agreed to answer any questions I may have about this study and what is expected of me. I understand that my participation is voluntary and what I am free to withdraw from this study at any time (without jeopardizing my standing in the course in any way).

I have read and understand the foregoing information. I understand that at the end of the session I will be given further information about the study, about whom to contact if I have any questions, and about whom to contact if I have any problems that are a result of my participation in this study. I understand that if I want a record of my agreement to participate, I may request a copy of the document (with my signature) from the experimenter.

Date _____ Signature _____

If you have any questions about the experiment, please contact _____ (your name and telephone number).

If you experience problems that are the result of your participation in this study, please contact _____ (supervising faculty and phone number).

Sample Consent Forms for Parents, Children and Teachers

1. Parents

Dear Parent:

My name is (your name) and I am a (student, faculty) at Pine Manor College. I will be conducting research in you child's classroom (with you child) to find out (purpose of study). (Give a brief description of the research)

Our entire project has been reviewed by the Pine Manor College Institutional Review Board. You have the right to full and complete information regarding the project. Information and this study can be obtained from the researcher.

All individual information about the children in this study will be kept confidential and non one will be told of individual responses of the participants. Your child's participation is totally voluntary and he or she is free to withdraw from this project at any time. You also have the right to object to your child's participation.

In order to participate, your permission is needed so that I can

(list what is going to be done)

If you agree to allow you child to participate in this study, please sign and return the consent form to (your name) by (date). If you have any questions or want additional information, please feel free to contact me at (your phone number). Thank you for your time and interest.

Sincerely,

Your name

Name of Child (please print)

Signature of Parent or Guardian

Date

2. Child

Dear (Child's Name):

My name is (your name) and I am going to look at (describe the purpose of your research and what you will be doing with them). There are no right or wrong answers and this is not a test. The information you share with me will not be shared with your teachers or parents and your answers will not affect your grades. Your participation is voluntary, meaning it is up to you whether you are involved in the research or not, and you may stop participating at any time. If you agree to participate, sign your name on the line at the bottom.

Thank you for your time.

Signature of Student

Date

3. Teachers

Dear Teacher (his/her name):

My name is (your name) and I am a (student, graduate student, faculty member, staff member) at Pine Manor College. I am conducting research in the area of (your topic). Your help is key to my research which focuses on (the area of your project). I would like to collect data in your classroom to find out (more detailed description of your study's aims). I will be (describe what you will be doing in the classroom in some detail and any additional tests or measures you will be using).

The (your measures) I will be using will take no more than (time period) to administer to the students and (if relevant) the questions I will be asking you should take no more than (time period). Arrangements for data collection will be based on your schedule and will be done at your convenience. Participation is completely voluntary and you can withdraw at any time. If you agree to participate please sign and date this form,

I have enclosed the instruments that I will be using for your review. If you have any questions or want additional information, please feel free to contact me at (your phone number). Thank you for your time and interest.

Sincerely,

Your name

Signature

Date

H. NEW COURSE PROPOSAL FORM

NEW COURSE PROPOSAL FORM

Course letter and number:

Title:

Instructor or TBA:

Current date:

Rationale for adding this course to the curriculum. Explain why this course meets/does not meet/does not meet a designated Group Requirement. Which if any of the outcomes of the General Education Program are met by taking this course? Explain how the course fulfills the specific outcome or outcomes.

Course description for catalog. Briefly indicate course objectives.

Prerequisites:

To be offered: semester, year, or summer school only

Course replaces or alternates with:

net addition to the curriculum? Yes/No

Semester credit hours: contact hours per week
(indicate lab hours)

Suggested class size:

Topics covered (attach syllabus if available):

Papers, tests, examinations, projects:

Library research and writing component (300 and 400-level courses):

Suggested texts, materials, software:

Designed for BA (give title); and/or AA/AS (give title); and/or general elective

Additional resources needed: audiovisual, library resources, computer resources, room specifications

Consultation with: (name, title, date: consultee's additional comments)

All new course proposals (complete the New Course Proposal Form located in the Appendix of Faculty Handbook) must be submitted for approval to Academic Program faculty within the discipline, and the Curriculum Committee. When there is no academic program for the proposed course, then the proposal should go to the Faculty Chair for approval and then to the Curriculum Committee. In order to promote and encourage a dynamic and innovative curriculum, a course may be taught once with Curriculum Committee approval only.

For a permanent addition to the curriculum, send New Course Proposal Form, along with reflection by the instructor commenting on his/her perception of the class the first time it was taught (Faculty Minutes, 2/20/98) to the Curriculum Committee for approval. Once approved, Curriculum Committee brings the course to the full faculty for a vote. (Approved in May 2014 Faculty Meeting)

Approvals

Date of Curriculum Committee approval:

Date of Faculty approval:

I.. Course Revision Form

COURSE REVISION FORM

A Revised Course Proposal Form is required for a fundamental revision of a course that involves the focus, scope, level (e.g.100 to 200), objectives, description (including title), designation, or other significant change. Complete the Course Revision Form (located in the Appendix of Faculty Handbook) and submit to the Curriculum Committee for approval. Once approved, the proposal goes to the full faculty for a vote.

[Please provide the following information, in writing, on or before the established deadline i.e., a semester prior to when it is offered.]

1. INFORMATION ON THE COURSE AS CURRENTLY TAUGHT.

Course letter and number:

Instructor:

Title:

Current date:

Current catalog description:

Prerequisite(s):

Group requirement (if any):

Required for BA, AA/AS, Minor, or other program?

2. INFORMATION ON THE COURSE AS REVISED.

Course letter and number:

Title:

Proposed course revisions:

Rationale: .

Revised catalog description (if any):

Prerequisite(s):

Group requirements (if any):

Describe impact of proposed revision(s) on BA, AA/AS, Minor or program.

If appropriate, name the Faculty Chair, BA Coordinator(s), or Program Director(s) who have been consulted, indicating whether approval has been given

Consultation with:

Date of Curriculum Committee approval:

Date of Faculty approval:

Date received by the Dean of the College's Office:

J. Directed Study Form

DIRECTED STUDY COURSE PROPOSAL FORM

(This form must be filed with the Registrar **no later than the last day of add/drop period.**)

Student: _____ *Last, First*

Student ID# _____

Instructor _____

Semester/Year _____ Major/Minor _____

Student Status: Undergraduate _____ Graduate _____ Adult Education _____ Other _____

Course Number _____ Course Title _____

Rationale for Directed

Study _____

Attach a syllabus for the Directed Study. Syllabus should clearly state the following: 1. Objectives of the Directed Study; 2. List of reading and writing assignments; 3. Requirements such as text book etc. of the course, 4. Number of conferences planned for the semester and purpose (s) of these conferences; 5. Deadlines for submission of work; and 6. Criteria for the final grade.

Q.1. Is this course listed in the catalog? If Yes ____ (Read the following a & b parts) If No ____ (Go to Q.2.)

a. If the course is listed in the catalog, is from the instructor's discipline and also normally taught by the department, Academic Standards does not need to review the course/provide a signature but still needs the syllabus and this form for its records.

b. If the course is listed in the catalog but is not from the instructor's discipline, the instructor must first seek permission from the Program Coordinator/Faculty Chair before submitting the form and syllabus to Academic Standards.

Q.2. If the course is not listed in the catalog, the instructor must submit the syllabus and this form to the Program Coordinator/Faculty Chair and the Academic Standards Committee approval.

Signature of Student _____ Date _____

Signature of Instructor _____ Date _____

Signature of Program Coordinator or Faculty Chair _____

Date _____

Signature of Academic Standards Committee (only for courses not listed in course catalog)

_____ Date _____

Registrar _____ Date _____

Copy to: Student, Instructor, Program Coordinator/Faculty Chair, Academic Standards Committee, and the Registrar.

K. Photocopying Guidelines.

Copyright Quick Guide

This copyright "quick guide" is a brief summary of copyright law for Pine Manor College faculty, staff, and students. More extensive information is available by reading the United States Copyright Law (Title 17, United States Code, Sect. 101, et seq.) and from the following Internet sites: <http://www.lcweb.loc.gov/copyright>; <http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm>; <http://fairuse.stanford.edu>

I. Duplicating Print Material

A. It is not necessary for educators to request permission from a copyright holder for:

1. Single copies of:

- a. a chapter of a book,
- b. an article from a journal or newspaper,
- c. a short story, short essay, or short poem, or
- d. a chart, graph, diagram, drawing, cartoon or picture from a book, magazine or newspaper.

2. Multiple copies for classroom use (not to exceed one copy per student per course):

- a. a complete poem of less than 250 words,
- b. an excerpt, not to exceed 250 words, from a longer poem,
- c. a complete article, story or essay of less than 2,500 words,
- d. an excerpt from a larger printed work not to exceed 10% of the whole or 1000 words,
- e. one chart, graph, diagram, cartoon or picture per book or magazine issue if the individual item is not separately copyrighted.

3. All copies must include an appropriate copyright warning.

B. Educators do need copyright permission in order to:

1. Copy more than one work or two excerpts from a single author during one semester,
2. Copy more than three works from a collective work or periodical volume during one semester,
3. Make multiple copies of more than nine works for distribution to students in one semester,
4. Use photocopies to create, replace, or substitute for an anthology,
5. Copy "consumable" works such as workbooks, standardized tests, answer sheets, etc.
6. Copy the same work from semester to semester without permission.

II. Computer Software and Databases:

A. Backup copies: One backup copy of computer software may be made for archival purposes in case the original is destroyed.

B. Computer Laboratories: Except for the back-up copy exemption above, software may not be duplicated without the appropriate licenses or agreements.

- C. Multiple loading: Loading programs into several computers for simultaneous use is only permitted with permission from the copyright holder or a license.
- D. Networks: Computer software may not be used in a network (LAN or WAN) without permission from the copyright holder or a license
- III. Duplicating Films, Videotapes, Filmstrips, Slidesets, etc.:
 - A. Educators may duplicate a "small part" of an item for research or instruction. While no guidelines exist for copying these materials, the congressional reports accompanying the Copyright Revision Act of 1976 suggest that copying ten percent of a program is reasonable, if the ten percent is not the "essence" of the work.
 - B. Without permission from the copyright holder, educators may not:
 - 1. Reproduce an audiovisual work in its entirety, or
 - 2. Convert one media format into another, (e.g. print to film, film to video, etc.)
- IV. Computer Scanning
 - A. Photographs, tables, graphs, artworks: scanning for the purpose of reproduction or for creating derivative works requires permission.
 - B. Text:
 - 1. Scanning for research (e.g. textual analysis) is permissible, but
 - 2. Reproduction to create a copy or to prepare a derivative work requires permission.

The Annenberg Library abides by the provisions of the U.S. Code, Title 17 regarding copyright.

L. Standards for Grading Student Essays (rev spr 03)

Standards for Grading Student Essays

An "A" essay excels in all of the categories of a "C" and "B" essay below and also:

- Has a distinctive voice and point of view appropriate to subject and audience
- Exhibits consistently sound logic
- Is unified throughout (Every detail in the "A" essay supports and develops the thesis.)
- Uses an abundance of convincing and relevant detail to support the topic sentences in the paragraphs
- Uses complex ideas and shows evidence of analysis, synthesis, and evaluation (The writer of the "A" essay clearly understands the ideas she discusses and conveys that understanding.)
- Shows an awareness of its author's assumptions
- Takes into account alternate points of view in dealing with the complexities of its topic
- Fully develops the implications and consequences of its thesis.
- Uses a variety of sentence structures (simple, compound, and complex sentences) to show the relationship between ideas
- Contains virtually no mechanical or grammatical errors
- Documents sources according to a recognized academic format (e.g. MLA or APA)

A "B" essay fulfills all the criteria of a C essay below and also:

- Has a compelling introduction and conclusion
- Exhibits generally sound logic, careful thought, and engagement with its subject
- Is well developed (Uses more than just sufficient evidence to develop paragraphs)
- Has strong paragraph transitions that clarify the connections between ideas and make explicit the organization of the essay's argument
- Locates opinion or experience in a relevant context
- Shows some awareness of the writer's own assumptions
- Shows some understanding of the connection among sources and competing claims
- Points toward consequences and implications of thesis
- Uses a precise and vivid vocabulary and clear sentences
- Is free of serious mechanical and grammatical errors (e.g. run-on and comma splice sentences, sentence fragments)
- Uses sources accurately and appropriately
- Fulfills all requirements of the assignment

A "C" essay should be successful in these ways:

- Addresses the essay topic assigned. If you have proposed your own topic, it is sufficiently narrowed and focused to be discussed within the assigned length.
- Has an introductory paragraph, several body paragraphs, and a concluding paragraph
- Has a clearly stated thesis or purpose that controls the whole essay
- Demonstrates orderly thinking in organization of essay
- Contains unified body paragraphs, all of which begin with topic sentences that develop and support the thesis
- Develops, supports, and clarifies the thesis throughout with relevant evidence and examples, statistics, testimony, or arguments
- Demonstrates connections between ideas--within and between paragraphs
- Inferences are generally sound

- Accurately represents source material
- Uses clear sentences, correct grammar and mechanics, and language that is appropriate for the audience and occasion
- Demonstrates understanding conventions for quotation, parenthetical documentation and work cited list when using outside sources
- Fulfills all or nearly all requirements of the assignment

A "D" essay

- Lacks focus--thesis is unclear or is not fully supported
- Lacks organization--difficult to see connections between topic sentences and thesis, paragraphs lack unity, progression of ideas unclear or missing
- Includes few, if any, appropriate supporting details and examples
- May demonstrate confusion about what is and is not relevant to its argument
- Shows only a minimal understanding of sources
- Uses sentence structure and syntax that interfere with understanding
- Contains some major mechanical and grammatical errors as well as many ones
- Shows no evidence of revision, editing, or proofreading
- Fails to meet major requirements of the assignments

An "F" essay

- Contains neither focus nor statement of purpose
- Exhibits consistently faulty logic
- Contains so many errors as to make paper incomprehensible
- May be plagiarized or fail to fulfill major requirements of assignment
- Exhibits problems in five or more of the areas listed under "D" essay

M. Guidelines for Two-Year Plan (Initial Proposal and Final Report)

Guidelines for Initial Proposal:

1. Situational Assessment

Where are you now?

What skills, abilities, knowledge, experience do you bring to your plan?

2. Goals and Objectives

What goals are you trying to achieve?

How will the achievement of your goals benefit you (1.e., development of new skills; broaden areas of knowledge; enhancement of professional reputation, etc.)

How will this plan benefit the College? How does it fit with PMC's mission and goals?

3. Activities and Timetable to realize Goals and Objectives

Who are the members of your Committee?

What is the sequence of activities and expected time frame to achieve goals?

(Include flow chart.)

What are the first steps?

Support needed to realize plan

What resource people, in addition to your committee, would be helpful to you? What would they do?

What additional education or training do you need? How will you obtain this?

How will this fit into the time frame of accomplishing your goals?

What financial resources are needed? How will you get them?

4. Evaluation of the Plan

How will you and your committee monitor your progress towards your goals and objectives?

How will you know when you achieve the objectives?

Who else can help you measure your accomplishments?

5. Future directions after the plan is accomplished

How will you share the outcomes of your project with the community?

What future steps will be important for your continued development, once the goals of this plan are accomplished?

Guidelines for Final Reports:

As you know, you are eligible for an increase of \$1500 added to your base salary, beginning in the academic year following the completion of your project. Eligibility for this increase is dependent upon your submission of a final report to your two committee members and The Dean of the College by March 15. Upon receipt of your report, the Dean will convene your committee and they will jointly assess your report and confirm you have achieved your approved objectives. They will then submit a recommendation for the President's action. If you will be extending the completion of your plan into future semesters, please inform the Dean and your committee regarding your intended completion date.

Your final report should include the following:

A summary of the goals of your initial plan (and explanations of how and why these goals changed, if relevant)

A description of the activities, actions, etc., you engaged in to reach your goals, together with a semester by semester outline of work completed during the two years.

A description and evaluation of the degree to which you met your goals

A description of how your project/activities moved you beyond your starting point in terms of knowledge and/or ability

A plan for how the outcomes of the completion of your plan can be shared with the community and integrated into your work here.

A statement regarding your hopes and plans regarding your continued professional development.

Please feel free to include any artifacts associated with the accomplishments described above.

N. Sample Academic Ethics Letter

To: (Insert: Student's Name)

From: (Insert: Faculty's Name)

Date:

Re:

This is to summarize our discussion on (Insert: date of discussion with student.) On (Insert: date of violation), you (Insert: description of Academic Ethics violation), in violation of Pine Manor College's Academic Ethics Policy.

Accordingly, I have decided to (Insert: description of faculty member's action or penalty, including specific details of any work that may be resubmitted, specific deadlines, etc.).

[You may choose to include any other information you feel is relevant; for example, you may want to include any indication that the student has admitted that she is guilty of the violation. Additionally, some faculty members include a statement that reminds the student of the seriousness of the violation and its consequences.]

A copy of this letter will be kept in a sealed envelope in your file in the Office of Institutional Research, Records, and Registrar. If there are no additional violations of the Academic Ethics Policy, this letter will be removed and destroyed upon your graduation from Pine Manor. If there is already a similar letter in your file, a hearing of the Academic Ethics Council will be automatically convened.

You have the right to appeal my decisions. Procedures for appeal are included in the Academic Ethics Policy in your student handbook.

Please sign this letter in the space provided below and return to me in the enclosed envelope.

Sincerely,

(Insert: Signature of Faculty Member)

I have read, understood, and agree with the above.

Student Name

Date

[Faculty member should send this letter, return receipt requested, through the Central Office. A copy of the signed letter should be placed in a sealed envelope marked with the faculty member's name and the student's name and labeled Re: Academic Ethics; the letter should then be sent to the Office of the Registrar. If the student does not return the letter, a copy of the unsigned document should be sent to the Registrar to be put in the student's file]

O. Amended Guidelines for Preparing a Faculty Portfolio

Items to be included in a faculty portfolio:

- A current CV.
- A self-reflection that includes your thoughts on Teaching Effectiveness, Contributions to the College Community and Scholarly Activity (see 4.4.3 of the Faculty Handbook for further details). In your reflection, particular attention should be paid to matters related to the Mission of the College.
- All student evaluations done since your previous evaluation.
- “Other materials from your previous evaluation (Faculty Chair letter, Peer Evaluator letter, CRPT’s letter, the Dean’s letter). You cannot presume that CRPT will have access to your previous evaluation portfolio. The faculty should start saving these materials effective spring semester of 2010 for use in future reviews.
- Course materials for the most recent iteration of each course taught since your previous evaluation, including the syllabus, exams, projects and/or paper assignments and handouts. The material should be organized by course.
- Examples of student work, if appropriate.
- Examples of scholarly or creative work, if appropriate.

Additional information about the portfolio:

- Faculty members who are doing pre- and post-tenure evaluations need only refer back to their previous evaluation.
- Candidates for tenure should include material from the time they started teaching at Pine Manor College, as well as previous work, if appropriate.
- Portfolios should be complete, well-organized and clear.
- Portfolios should not include extraneous materials, such as PowerPoint handouts, unless they are used as illustrations of some innovative pedagogy.
- Your self reflection on teaching effectiveness should include your thoughts about what went right and needed to be improved in your courses and a discussion of how you have modified them over time.

P. Signature Course Proposal Form

**SIGNATURE COURSE
PROPOSAL FORM**

Name: _____

Date: _____

Program: _____

Co-Sponsor(s): _____

Consultation(s): _____

To be offered: _____

How often do you plan to offer this course as a Signature Course? one time every semester other
Would you consider offering this course as an FYS? yes no

Signature Course Area: Ideas, Values, & Meaning Arts & Literature Social Systems
 Scientific Understanding Lifelong Skills: Writing, QR, and Financial Literacy

Course Title: _____

Course Letter & Number: _____ Credit Hours: _____

Course Description: _____

Topics covered (attach syllabus): _____

Resources needed (audiovisual, library, computer, room): _____

*Rationale for how the course meets the **Signature Course Criteria**:

1. In what way does your course qualify as interdisciplinary?
2. How will you incorporate an experiential learning component into the class?
3. How will your course address each of the four Core Competencies?
4. How will the course encourage students to challenge existing ideas about the world we live in?
5. How will the course facilitate students' intellectual curiosity and success outside the classroom?

*Use additional paper to answer these questions.

Date of Curriculum Committee approval: _____

Date of Faculty approval: _____

Signature Course Criteria

1. Qualify as **interdisciplinary**:

- Combine and draw connections between one or more distinct academic disciplines
- Link concepts and ideas in ways that are thought-provoking
- Provide breadth of knowledge
- Courses may be team-taught by instructors from different disciplines, include invited lecturers, or be taught by a single instructor with experience in multiple disciplines

2. Incorporate **experiential learning**:

- Rooted in the act of doing
- Require active participation in activities, both within the classroom and beyond
- Courses should incorporate at least one of the following: internships, classroom projects with businesses and organizations, practica, service-learning opportunities, creative studio projects, hands-on labs, community service projects, and/or field trips

3. Address each of the **Core Competencies**:

COMMUNICATION: To achieve ability to write and speak clearly, persuasively, and professionally.

COLLABORATION: To achieve the ability to engage in cooperative problem-solving and collaborative leadership with others.

CRITICAL THINKING: To achieve the ability to systematically investigate and analyze complex problems, using various techniques, including quantitative and qualitative analysis.

CITIZENSHIP: To achieve the knowledge of social, cultural, economic/financial and political topics, and the ability to effectively work and live with people from many different backgrounds.

4. **Challenge existing ideas** about the world we live in:

- Present multiple perspectives
- Draw connections between course material and current events
- Explore universal topics and themes
- Enable critical inquiry into alternative ideas and multiple perspectives

All **Signature Courses** within the same area will focus on a common theme and share a common assignment that asks students to reflect upon the **Core Competencies**. These reflective assignments will be assessed through specific grading rubrics; student reflections and assessments will be kept in a developmental portfolio throughout the student's time at PMC.

Signature Courses fall into one of the five following areas:

Ideas, Values, and Meaning

Courses in this area encompass the exploration of ideas, meanings, and patterns across disciplines, including creativity, critical thinking, synthesis, and evaluation. Students experience the relevance of current, real-life problems by reflecting deeply on the scientific, ethical, and social dimensions of a current issue, while drawing on relevant philosophic, literary, and historical insights.

Arts and Literature

Literature and the arts stir the passions and provoke reflection. In this set of courses, students explore the ways in which writers and artists throughout history have endeavored to portray humanity and the world, be it on the page, canvas, or stage. In each of these courses, students gain an understanding of the creative process and appreciation of arts and literature as they explore subjects such as mythmaking and storytelling from a variety of traditions to discover how poets, performers, and artists represent their own worlds and times.

Social Systems

What is the relationship of the individual to society? How do institutions, from the family to the ethnic group, the nation-state to the global economy, shape this relationship? These courses emphasize the foundations and development of the social sciences (political science, psychology, anthropology, economics, sociology), the tools of these disciplines (quantitative and qualitative), and the use of the social sciences in analyzing current social issues. Throughout these courses, students investigate central questions about society and the human condition by comparing families, communities, countries, and other social units across the globe and over time.

Scientific Understanding

Within this area, students explore historical influences on the development of science and the interrelationships between science and culture, cultivating an understanding and appreciation of scientific principles and the scientific method. These courses incorporate lecture and laboratory experiences that emphasize the foundations of science, science as a way of knowing, and the uses of science. Labs will involve hands-on, discovery-based learning that will lead the student to make connections between observation and interpretation of natural phenomena through critical thinking. They will seek to provide students with an understanding of the scientific method, hypothesis formulation and testing, collection of data, analysis of data, and interpretation of data in the context of hypotheses.

Lifelong Skills: Writing, Quantitative Reasoning, and Financial Literacy

All of the courses within this cluster help students develop three key skills – effective writing, quantitative reasoning, and financial literacy – that are considered not only important for the development of lifelong learners, but essential for helping students successfully meet the challenges of career, community and citizenship in today's global society. These courses will help students develop effective writing through the use of persuasive essays, public speaking, and research papers. Courses in Quantitative Reasoning and Financial Literacy will focus on helping students develop quantitative and practical economic skills to help them manage their own financial resources effectively.

Q. Rubrics for Core Competencies

Pine Manor College General Education Competencies

COMMUNICATION RUBRIC

Definition: Communication is the ability to convey ideas and information through writing, speaking, and visual display. The purpose of communication is to share knowledge and promote understanding as well as to persuade others of one’s opinions and viewpoints.

COMPETENCY DEVELOPMENT				
Student skills and behaviors	Emerging	Developing	Proficient	Exemplary
Content of Communication	Uses appropriate, persuasive, and relevant content to develop simple ideas in some parts of the work.	Uses appropriate, persuasive, and relevant content to develop and explore ideas through most of the work.	Uses appropriate, persuasive, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, persuasive, relevant, and compelling content to illustrate mastery of the subject.
Purpose of Communication	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Organization of Communication	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the work	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the work.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the work.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and skillfully makes the content of the work cohesive

<i>Sources and Evidence</i>	Demonstrates an attempt to use sources to support ideas; does not introduce and/or cite all sources.	Demonstrates an attempt to use credible and/or relevant sources appropriate to discipline or purpose of the work; correctly uses citations for all sources and evidence	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline or purpose of the work; correctly uses citations for all sources and evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline or genre of the work; correctly uses citations for all sources and evidence
<i>Written Communication</i>	Uses language that sometimes impedes meaning because of errors in usage	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors	Uses straightforward language that generally conveys meaning to readers, with few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

<i>Oral Communication</i>	Language choices are unclear and may not be appropriate to the audience. Delivery techniques (posture, gesture, eye contact, vocal expressiveness) detract from the understandability and speaker appears uncomfortable.	Language choices are mundane and commonplace; language is appropriate to the audience. Delivery techniques (posture, gesture, eye contact, vocal expressiveness) make the presentation understandable. The speaker appears somewhat comfortable.	Language choices are thoughtful, generally support the presentation, and are appropriate to the audience. Delivery techniques (posture, gesture, eye contact, vocal expressiveness) make the presentation interesting and the speaker appears comfortable.	Language choices are imaginative, memorable and compelling, and appropriate to the audience. Delivery techniques (posture, gesture, eye contact, vocal expressiveness) make the presentation compelling and the speaker appears confident and comfortable.
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<i>Visual communication</i>	Visual choices are unclear and the selection of visual elements (color, fonts, alignment, contrast, use of space) detract from the understandability of the presentation.	Visual choices are mundane and display adequate visual techniques. Selection of visual elements (color, fonts, alignment, contrast, use of space) partially supports the understandability of the presentation.	Visual choices are thoughtful and generally effective. Selection of visual elements (color, fonts, alignment, contrast, use of space) is appropriate and supports understandability of the presentation	Visual choices are creative and compelling. Selection of visual elements (color, fonts, alignment, contrast, use of space) enhances understanding of the material and the presentation.
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Pine Manor College General Education Competencies

CRITICAL THINKING RUBRIC

Definition: Critical Thinking is the ability to systematically investigate and analyze complex problems using various techniques, including quantitative and qualitative analysis, and then formulating an opinion or conclusion.

COMPETENCY DEVELOPMENT				
Student skills and behaviors	Emerging	Developing	Proficient	Exemplary
<i>Identifies problem or issues</i>	Does not identify problem, thesis, or issue.	Issue/problem is stated but some terms or background are missing, ambiguous, or unexplored.	Clearly identifies issue or problem; background information is present and shows some understanding.	Clearly and comprehensively identifies issue or problem, all relevant information is present for full understanding
<i>Selects and uses evidence to express point of view or make conclusion</i>	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning and bias may be recognized	Information is taken from source(s) with enough interpretation and evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly and bias is identified.
<i>Considers assumptions and context</i>	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position, but mostly takes an egocentric view	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<i>Uses specific positions or alternative</i>	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. Presents a	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Recognizes that	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Multiple	Specific position (perspective, thesis/hypothesis) takes into account the diverse

<i>points of view</i>	single point of view with no alternatives.	alternative points of view are possible but presents own experience as having primacy.	viewpoints are acknowledged within position.	complexities of an issue. Limits of position are acknowledged. Clearly supports own view while respecting views of others. Analysis of other positions is accurate and respectful.
<i>Makes logical conclusions and related outcomes</i>	Conclusion is inconsistently tied to some of the information; related outcomes are oversimplified. Consequences are not considered nor integrated.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. Consequences are sometimes considered and integrated.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Consequences are often considered and integrated.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Considers context, assumptions, and evidence. Consequences are fully considered and integrated.

This rubric was adapted from the AAC&U Value rubric and the Center for Teaching, Learning, & Technology at Washington State University

Pine Manor College General Education Competencies

COLLABORATION RUBRIC

Definition: Collaboration is the process of engaging in cooperative problem-solving and active listening with others.

COMPETENCY DEVELOPMENT				
Student skills and behaviors	Emerging	Developing	Proficient	Exemplary
Contributes to development of group norms and goals	Accepts the group norms and goals developed by others	Contributes minimally to development of norms and goals; accepts, articulates, or promotes the group norms and goals	Contributes to development of norms and goals; actively accepts, articulates, or promotes the group norms and goals	Actively promotes the development of norms and goals; always accepts, articulates, or promotes the group norms and goals
Contributes to Group Meetings	Can identify the work of the group. Actively engages by sharing an idea, and/or responding thoughtfully to another group member's idea.	Shows increased participation in the work of the group: sharing multiple relevant ideas, responding to the ideas of others, and/or making suggestions to enhance the group's process.	Participates fully in the group by routinely sharing ideas, commenting thoughtfully on the ideas of others, and/or reflecting on the groups process. Also, offers alternative solutions or courses of action that explicitly build on the ideas of others.	Participates fully as described, while also helping the team move forward by articulating the merits of alternative ideas or proposals. Is able to take on a leadership role in the group, enhancing the content and/or process of the group, as required.
Facilitates the Contributions of Group Members	Engages group members by taking turns and listening to others without interrupting	Engages group members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification	Engages group members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others	Engages group members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage

Student skills and behaviors	Emerging	Developing	Proficient	Exemplary
Fosters positive group climate	Supports a positive team climate by accomplishing ONE of the following: <ul style="list-style-type: none"> • encourages others in the group to contribute and develop as needed • treats team members respectfully • uses positive oral, written and body language to convey a positive attitude about the team • motivates groupmates by expressing confidence in the other group members' abilities 	Supports a positive team climate by accomplishing TWO of the following: <ul style="list-style-type: none"> • encourages others in the group to contribute and develop as needed • treats team members respectfully • uses positive oral, written and body language to convey a poaitive attitude about the team • motivates groupmates by expressing confidence in the other group members' abilities 	Supports a positive team climate by accomplishing THREE of the following: <ul style="list-style-type: none"> • encourages others in the group to contribute and develop as needed • treats team members respectfully • uses positive oral, written and body language to convey a positive attitude about the team • motivates groupmates by expressing confidence in the other group members' abilities 	Supports a positive team climate by accomplishing ALL of the following: <ul style="list-style-type: none"> • encourages others in the group to contribute and develop as needed • treats team members respectfully • uses positive oral, written and body language to convey a positive attitude about the team • motivates groupmates by expressing confidence in the other group members' abilities
Individual Contributions Outside of Group Meetings	Completes some assigned tasks by the deadline	Completes all assigned tasks by deadline; work makes some contribution to advancement or completion of group work	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the group work	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the group work by helping other members proactively.

<p>Self-assessment & group assessment</p>	<p>Recognizes working strategies only; recognizes minimal ways to improve group and individual performance; minimal and/or incorrect assessment of own and others' contributions; does not accept criticism and rarely acknowledges mistakes</p>	<p>Recognizes working strategies only; recognizes minimal ways to improve group and individual performance; partial assessment of own and others' contributions; sometimes accepts criticism and acknowledges mistakes</p>	<p>Recognizes working and nonworking strategies; recognizes ways to improve group and individual performance; accurate assessment of own and others' contributions; often accepts criticism and acknowledges mistakes</p>	<p>Recognizes working and nonworking strategies; effectively advocates for ways to improve group and individual performance; insightful assessment of own and others' contributions; always accepts criticism and acknowledges mistakes</p>
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Pine Manor College General Education Competencies
CITIZENSHIP RUBRIC

Definition: Citizenship is using one’s understanding of the social, cultural, political and economic factors that influence the world to improve one’s interactions with others from diverse backgrounds and to act in a socially responsible manner.

COMPETENCY DEVELOPMENT				
Student skills and behaviors	Emerging	Developing	Proficient	Exemplary
Understanding of Diversity of Communities and Cultures	<p>Demonstrates surface understanding of the complexity of elements important to own identity formation</p> <p>Views other individuals/groups through own lens</p>	<p>Identifies own cultural rules and biases (strong preference for those shared with own cultural group and seeks same on others)</p> <p>Becoming aware of one’s own values and how they are similar to and different from the values of others</p>	<p>Understands others in terms of the others’ identity and group membership (gender, race, ethnicity, social class, sexual orientation and where they grew up) and how these social identities impact status & power</p>	<p>Demonstrates sophisticated understanding of the complexity of elements important to members of other social groups.</p>
Cultural self-awareness	<p>Minimal examination or exploration of own individual identity, cultural rules, and biases.</p>	<p>Identifies the multiple aspects of his/her identity (gender, race, ethnicity, social class, sexual orientation and where they grew up) and begins to understand how identity is shaped and status/power is conferred</p>	<p>Questions assumption of one’s own culture and is consciously aware of the identity development process</p> <p>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</p>	<p>Utilizes a deeper understanding of self/identity to be effective in his/her various roles (professional, student, community/family member, etc.)</p> <p>Articulates insight into the varying levels of social power that each aspect of his/her identity holds in society</p>

Global Self-Awareness	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Analyzes many of the factors (social, political, historical, cultural and economic) influencing global issues in relationship to self.	Evaluates many of the factors (social, political, historical, cultural and economic) influencing local and/or global issues and understands how they are interconnected in relationship to self.	Effectively addresses significant issues in the local or global community (social, political, historical, cultural and economic) in relationship to self.
Multiple Perspective Taking	Identifies multiple perspectives while maintaining a value preference for own position (cultural, personal, ethical, etc.)	Begins to analyze situations from multiple perspectives in order to better understand behaviors, interactions, feelings, etc. of others	Automatically analyzes situations from multiple perspectives in order to better understand behaviors, interactions, feelings, etc. Synthesizes other perspectives (cultural, personal, ethical, etc.)	Evaluates and applies multiple perspectives to complex situations/issues in the face of multiple and even conflicting positions (i.e. cultural, personal, ethical, etc.)
Demonstration of Civic Engagement	Identifies issue(s) of interest but has not used skills or knowledge to address the issue(s).	Identifies issue(s) of concern and has taken initial steps to address the issue(s). Explains the action in light of consideration the needs of others/common good.	Demonstrates a commitment to an identified issue through active participation in related, civically focused action Articulates how these actions may benefit individual(s) or communities and exemplify social responsibility.	Takes informed and responsible action to address complex ethical, social, and environmental challenges and evaluates the local and broader consequences of individual and collective interventions.

Excerpts of this rubric were adapted from the AAC&U Value rubrics.

Pine Manor College General Education Competencies
INTEGRATED AND APPLIED LEARNING RUBRIC

Definition: Integrated and applied learning involves making connections among ideas and experiences, and synthesizing and transferring learning to new situations across their courses and in their intellectual, professional and community lives.

COMPETENCY DEVELOPMENT				
Student skills and behaviors	Emerging	Developing	Proficient	Exemplary
Connections to Experience	Identifies connections between personal experiences and closely related academic knowledge (i.e., facts, ideas, concepts, experiences)	Infers differences and similarities between personal experiences and academic knowledge	Illustrates academic knowledge with relevant personal experiences from a variety of contexts (family, individual, social, etc.)	Synthesizes connections between personal experiences and academic knowledge to expand own abilities and perspectives
Connections across disciplines	Identifies academic knowledge from more than one discipline or field of study	Suggests the application of academic knowledge from more than one discipline or field of study	Connects academic knowledge from more than one discipline or field of study toward problem solving	Synthesizes academic knowledge from more than one discipline or field of study to draw a conclusion or resolve a problem
Transfer of skills and knowledge.	Identifies basic academic knowledge and/or personal experiences gained in one context as relevant to a new situation	Uses academic knowledge and/or personal experiences gained in one context to contribute to understanding of a problem or issue.	Adapts academic knowledge and/or personal experiences gained in one context to solve a problem or clarify an issue in a new situation	Synthesizes academic knowledge and/or personal experiences from various contexts to solve difficult problems or clarify complex issues in a new situation.
Solves Problems	Identifies problem simplistically; Gathers info relevant to problem; Recognizes some effects of attempted solutions	Identifies aspects of problem and suggests an approach; Formulates and applies a solution without consideration of strategy; Evaluates the intended effect of solution	Considers problem from multiple perspectives; Formulates and applies a solution with consideration of strategy; Evaluates intended and unintended effects of solution	Articulates problem complexity; understands and applies multiple viable solutions; Evaluates applicability of solutions to new problem

Reflecton and Self-Assessment	Describes own performance as a learner in terms of success and failure.	Articulates own strengths and challenges as a learner in dealing with specific task, performance, or event in different contexts.	Evaluates how own performance as a learner has changed over time and in different contexts.	Able to envision how own performance as a learner may need to change in the future and across diverse contexts.
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This rubric was adapted from the AAC&U Value rubric