

Course Tagging Rubric

The Ad Hoc Committee on Shared Competencies will use the following rubric to approve course tags. Faculty can utilize this rubric to guide their submissions and craft responses to each course tag question. Course tag submissions must receive a total score of 4 or higher and each dimension must receive a score of 1 or 2. Faculty can revise and resubmit submissions to meet these criteria.

Dimension	Exceeds Criteria	Meets Criteria	Criteria Not Evident
	2	1	0
Course Learning Objectives Alignment	Responses identify multiple course learning objectives <u>from the syllabus</u> that are aligned to the competency for which the course is tagged.	Responses identify at least one course learning objective <u>from the syllabus</u> that aligns to the competency for which the course is tagged.	Course learning objectives do not align to the competency for which the course is tagged and/or do not match those listed in the syllabus.
Assignment Alignment & Weight	Responses explain the connection between specific assignment(s) and the specific competency in detail. Assignment(s) weight is greater than 30% of their course grade.	Responses state the connection between assignment(s) and the specific competency. Assignment(s) weight is equal to 30% of their course grade.	Connection between assignment(s) and the specific competency is not stated or the assignment weight does not meet the 30% threshold.
Intentional Instruction	Responses describe in detail multiple instructional strategies faculty employ to teach the specific competency (e.g., lecture, flipped classroom, small group activities).	Responses describe at least one instructional strategy faculty employ to teach the specific competency (e.g., lecture, flipped classroom, small group activities).	Specific instructional strategies are not described.
Competency Feedback	Responses explain feedback tool(s) faculty use to support students' competency development (e.g., rubric, oral critique, peer feedback, self-assessment, written feedback, one-on-one student meetings).	Responses state feedback tool(s) faculty use to provide general feedback (e.g., rubric, oral critique, peer feedback, self-assessment, written feedback, one-on-one student meetings).	Responses indicate feedback is only a numerical or letter grade.