July 28th: Experiencing Experiential Learning

Breakfast, Coffee, and Sign-in
Welcome to the 2015 Applied Learning Summer Institute!

Be-a-Student Experiences
Two Sessions: Get your hands dirty (figuratively) as you take the role of a student in one of four applied learning activities! In these two sessions, experienced applied learning faculty will guide you through the applied learning techniques, strategies, and tactics that you can then take back to your own students.

Be-a-Student: Field Experiences
Field work can be an excellent applied learning experience for students and instructors alike, but working in the field has its own challenges. Join this session to take part in a quick field experience exercise, get a taste of the challenges and obstacles you and your students might face and find ways to work through them.

Be-a-Student: Tools & Technology
Introducing new technologies or teaching in new formats is a great way to make your course an applied learning experience. It’s hardly ever easy, especially from a student’s perspective, so in this session you’ll see how instructors and students both can implement and adapt to new tools, technologies, and teaching formats in Applied Learning.

Be-a-Student: Service Learning
There might not be time to go out into the community in just a half hour, but you will be able to see first-hand the preparations, expectations, and intentionality that goes into Service Learning experiences.

Be-a-Student: In the Classroom
Not every applied learning experience takes place out in the field or even outside of campus. This session focuses on applied learning activities you can do in the classroom, sometimes even in a single class period!

Group Reflection
Critical reflection is an essential part of any applied learning experience, so once you’ve completed both of your Be-a-Student experiences, join us for a group reflection and discussion of the challenges you faced and solutions you discovered.

Lunch and the Applied Learning Gallery
Join us for a presentation on the Applied Learning Gallery and learn how your students can submit their applied learning experiences!
The 2015 ETEAL
Applied Learning Summer Institute

**Applied Learning Topical Tracks**

1:00PM-1:25PM – CIS 1008, 1007, 1006
1:35PM-2:00PM
2:05PM-2:30PM

Three Sessions: Choose from one of six tracks and explore applied learning in new environments and formats, sustainability and the future of a project after funding expires, applied learning research and scholarship and much more. Whether this is your first summer institute or your fourth, there’s something new waiting for you here!

- **An Introduction to Applied Learning & ETEAL**
  
  A brief overview of ETEAL’s efforts to date, the importance of Applied Learning at UNCW, and how integral applied learning experiences are to the UNCW student experience

- **Applied Learning in Online, Hybrid, and Distance Formats**
  
  Introducing applied learning into an online environment can be a daunting challenge. In this track, Faculty and Staff will discuss the possibilities and problem-solving techniques you can use to incorporate applied learning into your online, hybrid, or distance courses.

- **Applied Learning & Sustainability: Your Project Post-Funding**
  
  At this time, money is unfortunately not unlimited. Working under the constraints of limited and/or short-term funding, how can we sustain applied learning projects after the initial period of funding? This track explores the possibilities and opportunities for sustaining applied learning projects post-funding.

- **Designing Better Intention & Reflection Prompts**
  
  Intentionality and Critical reflection are the cornerstones of high-impact applied learning experiences. This track examines best practices and innovations in designing Intention & reflection prompts to get the best reflection from your students and in turn help them get the most out of their applied learning.

- **Applied Learning and Publication: The Research & Scholarship resulting from Applied Learning Projects**
  
  Focusing on both discipline specific scholarship and the overarching scholarship of teaching and learning, a panel of experienced applied learning scholars discuss the research, scholarship, and publication opportunities that arise from applied learning projects for both you and your students.

- **How to Write a Grant for ETEAL funding**
  
  Do you have an idea for an applied learning project, course, or collaboration? Then Apply for an ETEAL grant! ETEAL Awards provide up to $3,500 in support of an applied learning project and in this track, we’ll give you the breakdown on how to make your proposal as strong as possible.
Keynote Address 2:45PM-3:30PM – CIS 1008
Dr. Tricia Kelley, 2014 Carnegie Professor of the Year and Professor of Geography & Geology here at UNCW, will be giving this year’s Keynote Address.

Closing Remarks 3:30PM-4:00PM – CIS 1008

July 29th: Applied Learning Collaboration and Connection

Breakfast & ALTC Welcome 9:00AM-9:45AM – CIS Lobby and CIS 1008
Join us for Breakfast while ALTC faculty fellows and associates welcome everyone to the Applied Learning Teaching Community and explore how we are each connected to this community of staff and scholars.

Critical Thinking and Assessment Design 10:00AM-10:45PM – CIS 1008
Critical Thinking is a vital learning outcome for all UNCW students and especially in applied learning experiences, but finding ways to assess critical thinking isn’t easy. Linda Siefert, Cara Cilano, and Nancy Ahern discuss Critical Thinking, assessment, and how we can (or cannot) measure critical thinking as a student learning outcome.

Practical Considerations & Problem Solving 11:00AM-12:15PM – CIS 1008
Applied Learning can be richly rewarding for students and instructors but those rewards don’t come without risk and difficulty, especially when your students venture out into the community or work with external partners. Join our panel for a discussion of the obstacles to applied learning and their solutions.

Lunch 12:15PM-1:00PM – CIS Lobby

Real-C Focus Group and Meeting 12:30PM-2:30PM – CIS 1006
REAL-C, the Research Educators Applied Learning Collaborative, will meet for the first time at the Summer Institute to explore the possibilities and opportunities for introducing more applied learning components into research methods courses across disciplines. All Research Methods instructors are welcome at the REAL-C meeting even if you are not planning to attend the rest of the Summer Institute.

Logistics & Liability Presentation 1:15PM-2:15PM – CIS 1008
Whether you’re planning a class excursion into the field or partnering with a community nonprofit, you’ll need to know how to make your applied learning experience happen and how to make sure it happens safely. Sharon Boyd and Pam Elliot join Jess Boersma for a presentation on the Logistics and Liability concerns for Applied Learning and working in the community.
APPLIED LEARNING ACROSS DISCIPLINES 2:30PM-3:00PM – CIS 1008

This first set of afternoon tracks focuses on applied learning across disciplines and the current techniques, best practices, and projects going on all across campus. The track sections will be: Natural Sciences, Technology, and Math; Professional Schools; Social Sciences; and Arts & Humanities. Check in with colleagues from your own field or visit the other tracks to see what’s going on in other parts of UNCW.

COLLABORATIONS AND CONNECTIONS IN APPLIED LEARNING 3:00PM-3:30PM – CIS 1008

The final afternoon tracks in the 2015 Summer Institute address Interdisciplinary and Interdivisional collaborations and connections in Applied Learning. Take part in conversations about Study Abroad & Travel Related Applied Learning, Interdisciplinary Collaborations in Applied Learning, Connecting Staff and Faculty in Applied Learning, and Community Collaborations in Applied Learning.

CLOSING REMARKS 3:45PM-4:00PM – CIS 1008

POST-INSTITUTE RECEPTION 4:00PM-6:00PM – CIS LOBBY
The 2015 ETEAL
Applied Learning
Summer Institute

Location: CIS building Lobby and CIS 1008

**July 28th: Experiencing Experiential Learning**

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<td>Welcoming Address</td>
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<td>10:00am-10:30am</td>
<td>Be-a-Student Experience (Choose 2)</td>
<td>Be-a-Student: Field Experience</td>
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<td>Be-a-Student: Tools &amp; Technology</td>
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<td>Be-a-Student: In the Classroom</td>
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<td>Applied Learning Topical Tracks (Choose 3)</td>
<td>An Introduction to ETEAL and Applied Learning</td>
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<td>How to write a grant for ETEAL funding</td>
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<td>Closing Remarks</td>
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**July 29th: Applied Learning Collaboration and Connection**

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<td>Practical Considerations &amp; Problem Solving, plus comments &amp; Response</td>
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<tr>
<td>12:15pm-1:00pm</td>
<td>Lunch</td>
<td>Concurrent: REAL-C (the Research Educators Applied Learning Collaborative) inaugural meeting.</td>
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<tr>
<td>1:15pm-2:15pm</td>
<td>Logistics &amp; Liability</td>
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<td>2:30pm-3:00pm</td>
<td>Applied Learning across Disciplines</td>
<td>Natural Sciences, Technology, and Math</td>
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<td>Social Sciences</td>
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<td>Professional Schools</td>
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<td>Arts &amp; Humanities</td>
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<tr>
<td>3:00pm-3:30pm</td>
<td>Connections &amp; Collaborations</td>
<td>Study Abroad &amp; Travel-Related Applied Learning</td>
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<td>Connecting Staff and Faculty in Applied Learning</td>
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<td>Applied Learning &amp; Community Collaborations</td>
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<tr>
<td>3:45pm-4:00pm</td>
<td>Closing Remarks</td>
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<tr>
<td>4:00pm-6:00pm</td>
<td>Post-Institute Refreshments</td>
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Fall 2015 Applied Learning Events and Workshops

**Wednesday, August 5th**

The Engaged Teaching Institute at New Faculty Orientation  
Hosted by the Center for Teaching Excellence (CTE) and Center for Faculty Leadership (CFL)

**Tuesday, August 18th**

Graduate Teaching Assistant Orientation  
Hosted by ETEAL, the ALTC, and the CTE/CFL

**Thursday, September 3rd**

ETEAL RFP Workshop – Writing your ETEAL Proposal and The new RFP

**Wednesday, September 9th**

Fall 2015 ALTC Kickoff

**Thursday, September 17th**

Social Entrepreneurship – Business Plan and Project Development

**Thursday, October 8th**

The Wilmington Discovery Forum  
Hosted by the UNCW Center for Innovation and Entrepreneurship, the NC State Institute for Emerging Issues, BB&T, and ETEAL

**Tuesday, October 20th**

ALTC Workshop: Working with Community Partners

**Tuesday, November 3rd**

ALTC Workshop: Applied Learning Online
## July 28th: Experiencing Experiential Learning

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<tr>
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<th>Room</th>
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<tr>
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<td>Breakfast, coffee, and sign-in</td>
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<td>CIS Lobby</td>
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<tr>
<td>9:30am-9:45am</td>
<td>Welcoming Address</td>
<td>Martin Posey, Dean of Undergraduate Studies</td>
<td>1008</td>
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<tr>
<td>10:00am-10:30am</td>
<td>Be-a-Student: Field Experience</td>
<td>Ken Shefsiek, History</td>
<td>1008</td>
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<tr>
<td>10:45am-11:15am</td>
<td>Be-a-Student: Tools &amp; Technology</td>
<td>Jeremy Tirrell, English, David Blake, Geography and Geology</td>
<td>1007</td>
</tr>
<tr>
<td>10:00am-11:15am</td>
<td>Be-a-Student: Service Learning</td>
<td>Kristin Bolton, Social Work, Ricky Pond, Psychology, Candace Thompson, ITFSE</td>
<td>1008</td>
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<tr>
<td>11:30am-11:55am</td>
<td>Group Reflection</td>
<td>James DeVita, Education Leadership</td>
<td>1008</td>
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<tr>
<td>12:00pm-12:45pm</td>
<td>Lunch and the Applied Learning Gallery</td>
<td>Laura Wiegand, Randall Library, Tara Skipper, Graduate Student</td>
<td>1008</td>
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<tr>
<td>1:00pm-1:25pm</td>
<td>An Introduction to ETEAL and Applied Learning</td>
<td>Jill Waity, Public Sociology &amp; Criminology, Kim Cook, Public Sociology &amp; Criminology, Jacquelyn Lee, Social Work</td>
<td>1007</td>
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<tr>
<td>1:35pm-2:00pm</td>
<td>Applied Learning in Online, Hybrid, and Distance Learning</td>
<td>Thom Dorgan, Blackboard Manager, Sheri Anderson, Office of E-Learning, Cara Sidman, Exercise Science, Erica Noles, Psychology</td>
<td>1008</td>
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<tr>
<td>2:05pm-2:30pm</td>
<td>Applied Learning &amp; Sustainability</td>
<td>Art Frampton, Biology &amp; Marine Biology, Dennis Kubasko, CESTEM, Amanda Dickens, Biology and Marine Biology</td>
<td>1008</td>
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<td></td>
<td>Designing Intention &amp; Reflection Prompts</td>
<td>Colleen Reilly, English, Patty White, Nursing, Linda Siefert, Director of Assessment</td>
<td>1008</td>
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<td>Research &amp; Scholarship resulting from Applied Learning</td>
<td>Diane Pastor, Nursing, Stacy Kolomer, Social Work, Nancy Ahern, Nursing, Michele Parker, CTE/CFL and Education Leadership, Lynn Hunt Long, Physical Activity and Wellness</td>
<td>1008</td>
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<tr>
<td></td>
<td>How to write a grant for ETEAL funding</td>
<td>Robert Hicks, ETEAL, Jess Boersma, ETEAL and World Languages and Cultures, James DeVita, Education Leadership</td>
<td>1006</td>
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### July 29th: Applied Learning Collaboration and Connection

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<th>ROOM</th>
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</table>
| 9:00am-9:45am | Breaks & ALTC Welcome                                                  | Paul Townend, Department Chair, History  
Colleen Reilly, English                                                                   | CIS Lobby & 1008 |
| 10:00am-10:45am | Critical Thinking and Assessment Design                               | Linda Siebert, Director of Assessment  
Cara Cilano, English, Director of University Studies                                       | 1008          |
| 11:00am-12:15pm | Practical Considerations & Problem Solving, plus comments & Response | Bill Compton, Economics and Finance  
Diane Pastor, Nursing  
David Blake, Geography and Geology  
Tiffany Gilbert, English  
Jennifer Biddle, Public and International Affairs  
Sarah Hallenbeck, English  
Anne Lindberg, Art and Art History  
Tony Atkins, English  
Kim Cook, Sociology and Criminology                                                       | 1008          |
| 12:15pm-1:00pm | Lunch                                                                 | Kristin Bolton, Social Work  
Nancy Ahern, Nursing  
Michele Parker, CTE/CFL, Education Leadership                                              | CIS Lobby     |
| 12:30pm-2:30pm | REAL-C (the Research Educators Applied Learning Collaborative) Focus Group & Inaugural Meeting | Kristin Bolton, Social Work  
Nancy Ahern, Nursing  
Michele Parker, CTE/CFL, Education Leadership                                              | CIS 1007      |
| 1:15pm-2:15pm | Logistics & Liability                                                 | Sharon Boyd, Associate Vice Chancellor of Business Affairs  
Pam Elliot, Institutional Risk Management  
Steve Miller, General Counsel  
Jessen Boersma, Director of ETEAL                                                          | 1008          |
| 2:30pm-3:00pm | ETEAL and Applied Learning across Disciplines                        |                                                                                          | 1008          |
| 3:00pm-3:30pm | Connections and Collaborations in Applied Learning                   | Study Abroad & Travel-Related Applied Learning  
Interdisciplinary Applied Learning collaborations  
Connecting Staff and Faculty in Applied Learning  
Applied Learning & Community Collaborations                                                  | 1008          |
| 3:45pm-4:00pm | Closing Remarks                                                        | Jess Boersma, Director of ETEAL                                                            | 1008          |
| 4:00pm-6:00pm | Post-Institute Refreshments                                            |                                                                                          | CIS Lobby & 1008 |
The Applied Learning and Teaching Community (ALTC) is committed to enhancing applied learning for students by supporting practitioners through a teaching and learning community and encouraging the sharing and adoption of best practices by faculty and staff across disciplines, colleges, and academic experiences at UNCW.

To accomplish this mission the ALTC:

- Organizes applied learning workshops.
- Supports ETEAL-funded instructors.
- Helps to plan and facilitate the Summer Institute.
- Provides applied learning resources and best practice models for faculty and students.

Faculty led, the ALTC is a collaborative, composed of all interested applied learning practitioners, faculty, staff, and students at UNCW. While the ALTC has a core membership of faculty associates, fellows, assistant fellows, and contributors sponsored by ETEAL and CTE. Everyone at UNCW is invited to join the Applied Learning Teaching Community and take advantage of its applied learning resources and workshops.

SAVE THE DATE

- ALTC Kick-off on 9/9/15
REAL-C is a group that seeks to bring current, past, and future research methods instructors from across campus together. The hope is to create a forum for

- Discussions surrounding applied learning,
- Sharing of best practices in the classroom,
- Promotion of cross-disciplinary collaboration, and
- Identification, development, and creation of scholarly products.

Faculty with varying degrees of experience with applied learning are welcome and encouraged to attend.

Our Inaugural kick-off event will take place on July 29th at the Applied Learning Summer Learning Institute. Visit http://uncw.edu/eteal/Initiatives/SummerInstitute.html for more information on tracks, programming, and other opportunities.

If you are interested in joining this group or you would like more information, please contact Kristin Bolton at boltonk@uncw.edu.
UNCW’s Center for Teaching Excellence will host the first cohort of the Applied Learning Research Cooperative throughout the 2015-16 academic year. Up to twenty faculty members who are interested in completing a research project culminating in a written product, such as an external grant application, article, or book chapter, will be accepted into the program. For the entire academic year, the group will form community of scholars and meet monthly to support each other’s research, share ideas, and participate in targeted programming. The meetings will be held on the first Friday of each month beginning with September 4, 2015.

The members of the Applied Learning Research Cooperative will model their work on the best practices of applied learning and critical thinking by engaging in intention and reflection in relation to their research goals and the product that they hope to produce. The monthly meetings will serve to provide support and resources to participants while simultaneously motiving them to meet goals and keep their projects moving forward.

Members of the Applied Learning Research Cooperative will:

- develop and advance a research project related to applied learning; projects may be completed as an individual or part of a team
- structure the project so that it will result in a product by the end of the 2015-2016 academic year
- participate in all monthly meetings
- take advantage of relevant programming hosted by the Applied Learning and Teaching Community (ALTC)

Members of the Applied Learning Research Cooperative will receive:

- support from the community for advancing their research
- programming related to their research needs, such as information about Institutional Research Board reviews, grant opportunities, publication venues
- access to assistance from graduate students, as needed
- a stipend upon successful completion of the program in Spring 2016

To apply to take part in the Applied Learning Research Cooperative, send a 500-600 word statement of interest outlining the research project that you intend to pursue and the product that you will produce along with a current c.v. to Dianne Bass at bassd@uncw.edu by noon on August 15th. If you have questions about the Applied Learning Research Cooperative, please contact Colleen Reilly at reillyc@uncw.edu or Diana Ashe at ashed@uncw.edu.
How can you participate in ETEAL Student Engagement efforts? Follow, share, and create!

1

FOLLOW us on Social Media
- Instagram: www.instagram.com/uncweteal
- Facebook: https://www.facebook.com/UNCWETEAL
- Twitter: www.twitter.com/UNCWETEAL

2

SHARE your Successes on Social Media
- Encourage students to capture their experiences with photos or videos
- Retweet, like, share, and comment!

CREATE Content for Social Media
- COM 338: Advertising 1 students will be contacting you for a paragraph and a photo about your ETEAL-funded initiative
- If you have an event you want to promote, we can do that for you as well – send a paragraph and a photo to IMC@uncw.edu
- Encourage your colleagues/chairs to use ETEAL social media to promote applied learning in your department

Information on ETEAL Exploration Day and the 2016 ETEAL Instagram Contest coming soon!

Our GOALS
Raise student awareness of ETEAL and applied learning
Connect ETEAL to other applied learning experiences
Redefine what it means to be a UNCW student
Are you a social entrepreneur with an idea that could make a difference in the Cape Fear region?

Do you enjoy collaborating with colleagues, peers and friends for the greater good?

Join the UNCW Center for Innovation and Entrepreneurship, the Institute for Emerging Issues, BB&T, and ETEAL for the first Wilmington Discovery Forum. This event will be held in the CIE building and is designed to discover innovative ideas and unsung leaders through five-minute presentations, networking and fun!

**SUBMIT AN IDEA**

Send your idea with an exciting headline and a short description (no more than 100 words) to Daniel Brookshire, dgbrook3@ncsu.edu by Sept. 28, 2015.

What is a collaborative, creative, socially innovative idea that will make Wilmington a better place?

Submit your idea to present and a chance to win $10,000, or just come to be a part of the conversation.
CRITICAL THINKING VALUE RUBRIC
for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language
This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
# Critical Thinking VALUE Rubric

For more information, please contact value@aacu.org

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

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<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Explanation of issues</strong></td>
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<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
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<tr>
<td><strong>Evidence</strong></td>
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<tr>
<td>Selecting and using information to investigate a point of view or conclusion</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
</tr>
<tr>
<td><strong>Influence of context and assumptions</strong></td>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>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).</td>
</tr>
<tr>
<td><strong>Student's position (perspective, thesis/ hypothesis)</strong></td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
</tr>
<tr>
<td><strong>Conclusions and related outcomes (implications and consequences)</strong></td>
<td>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.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</td>
</tr>
</tbody>
</table>
### Curriculum Map: University Studies Component Student Learning Outcomes and UNCW Learning Goals

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<thead>
<tr>
<th>Creative Inquiry</th>
<th>Critical Thinking</th>
<th>Thoughtful Expression</th>
<th>Responsible Citizenship</th>
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</thead>
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<tr>
<td><strong>Foundational Knowledge</strong></td>
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<td>Information Literacy</td>
<td>Critical Thinking</td>
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<td>CMP3</td>
<td>CMP1, CMP2, CMP3, CMP4</td>
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<td>FS1</td>
<td>FS3</td>
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<tr>
<td>Foreign Language</td>
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<td>SL4</td>
<td>SL1, SL2, SL3, SL4</td>
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<tr>
<td>Lifespan Wellness</td>
<td>W1, W2, W3, W4</td>
<td>W1</td>
<td>W1</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>MS1, MS2</td>
<td>MS1, MS2</td>
<td>MS2</td>
</tr>
<tr>
<td><strong>Approaches and Perspectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aesthetic, Interpretive, and Literary Perspectives</td>
<td>AIL1</td>
<td>AIL1</td>
<td>AIL1, AIL2, AIL3</td>
</tr>
<tr>
<td>Historical and Philosophical Approaches</td>
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<tr>
<td>Living in a Global Society</td>
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<td>GS2</td>
<td>GS2</td>
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<tr>
<td>Living in Our Diverse Nation</td>
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<td>LDN3</td>
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<td>Scientific Approaches to the Natural World</td>
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<td>SAN1, SAN2</td>
<td>SAN2</td>
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<tr>
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</tr>
<tr>
<td>Thematic Transdisciplinary Clusters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
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<td>IL1, IL2, IL3, IL4, IL5</td>
<td>IL1, IL2, IF3, IL4, IL5</td>
</tr>
<tr>
<td>Writing Intensive</td>
<td>WI1, WI5</td>
<td>WI3</td>
<td>WI2, WI3, WI5</td>
</tr>
<tr>
<td>Quantitative Logical Reasoning</td>
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<td>QRE1, QRE2, LOG1, LOG2, LOG3</td>
<td>QRE1, QRE2, QRE3, LOG1, LOG2, LOG3</td>
</tr>
<tr>
<td>Explorations Beyond the Classroom</td>
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<td>EBC2</td>
<td>EBC2, EBC 3</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
<td>CAP1</td>
</tr>
</tbody>
</table>

Cluster-specific learning outcomes align to various UNCW Learning Goals.

Codes within cells are the component student learning outcomes, which illustrate how the components are aligned to the UNCW Learning Goals.

January 2013
APPENDIX B
COMMON LEARNING OUTCOMES FOR UNIVERSITY STUDIES COMPONENTS

Freshman Seminar
The student will:

- FS 1. Demonstrate the ability to identify, locate and use reference sources and materials necessary for success in a higher education experience. [Information Literacy]
- FS 2. Participate in discussion of real-life issues as informed, critical members of the group. [Inquiry]
- FS 3. Demonstrate ability to identify and apply academic strategies for analyzing, synthesizing, and critically evaluating information from all courses. [Critical Thinking]
- FS 4. Compose purposeful, reflective, written responses related to transitional issues. [Thoughtful Expression]

Lifespan Wellness
The student will:

- W1. Describe the synergy among the multiple dimensions of wellness. [Foundational Knowledge, Critical Thinking]
- W2. Develop a wellness plan to meet their personal needs across the lifespan. [Foundational Knowledge]
- W3. Describe the relationship between the effects of personal choice and the principles of wellness. [Foundational Knowledge]
- W4. Practice the basic components and principles of safe and effective physical activity and other health-related behaviors. [Foundational Knowledge]

Composition
The student will:

- CMP 1. Focus on a purpose and respond to the needs of different audiences in different kinds of rhetorical situations. [Critical Thinking; Thoughtful Expression]
- CMP 2. Use writing and reading for inquiry, learning, thinking, collaborating and communication [Inquiry; Critical Thinking; Thoughtful Expression; Teamwork]
- CMP 3. Employ a writing process that includes finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and successfully integrating personal knowledge with source material. [Inquiry; Information Literacy; Critical Thinking; Thoughtful Expression]
- CMP 4. Enact writing as an open process that includes generating, revising, peer response, editing, and encouraging writers to use invention, feedback and re-thinking to revise their work. [Critical Thinking; Thoughtful Expression]
Foreign Language
The student will:

- SL 1. Demonstrate basic proficiency in speaking and listening in interactions such as simple conversations in a language in addition to English. [Foundational Knowledge, Critical Thinking, Second Language]
- SL 2. Comprehend text and demonstrate basic proficiency in writing in a language in addition to English. [Foundational Knowledge, Critical Thinking, Second Language]
- SL 3. Demonstrate knowledge of the historical, political, and social realities of the countries and cultures that speak (or spoke) the language being studied. [Inquiry, Critical Thinking, Second Language, Global Citizenship]
- SL 4. Demonstrate the ability to examine other societies in a comparative context and to understand one’s own society in the context of other societies, particularly those societies that speak the language being studied. [Foundational Knowledge, Inquiry, Critical Thinking, Diversity, Global Citizenship]

Mathematics and Statistics
The student will:

- MS 1. Employ multiple computational strategies in college-level mathematics or statistics. [Foundational Knowledge, Inquiry, Critical Thinking]
- MS 2. Demonstrate critical thinking by using mathematical or statistical models to solve problems in the real world. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- MS 3. Effectively communicate mathematical or statistical solutions using oral, written and/or graphic forms. [Critical Thinking, Thoughtful Expression]

Aesthetic, Interpretive, and Literary Perspectives
The student will:

- AIL 1. Demonstrate the ability to critically analyze, appreciate, and make cogent subjective judgments regarding artistic and literary works, using the appropriate conventions and language of the discipline. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking, Thoughtful Expression]
- AIL 2. Demonstrate an understanding and appreciation of the significance of major literary and artistic work and movements within their larger socio/historical contexts. [Critical Thinking, Diversity]
- AIL 3. Demonstrate basic knowledge of the importance of artistic expression to free and open-minded inquiry in human society. [Critical Thinking, Diversity]
**Historical and Philosophical Approaches**
The student will:

- HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present. [Foundational Knowledge, Inquiry]
- HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships. [Information Literacy, Critical Thinking]
- HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities among groups and regions. [Diversity, Inquiry]
- HPA 4. Draw on global historical, philosophical, or religious perspectives to evaluate contemporary problems/issues. [Global Citizenship, Critical Thinking, Inquiry]

**Scientific Approaches to the Natural World**
The student will:

- SAN 1. Demonstrate an understanding of basic scientific principles, theories, and laws as well as an awareness of the changing nature of science. [Foundational Knowledge, Inquiry, Critical Thinking]
- SAN 2. Analyze, interpret, and evaluate scientific hypotheses and theories using rigorous methods (including statistical and mathematical techniques). [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- SAN 3. Demonstrate the ability to write and speak critically about the essential questions addressed by the natural sciences, using the conventions and language of one of those disciplines. [Critical Thinking, Thoughtful Expression]

**Understanding Human Institutions and Behaviors**
The student will:

- HIB 1. Describe and explain major terms, concepts, methods, and principles in at least one of the social and behavioral sciences. [Foundational Knowledge]
- HIB 2. Evaluate the quality of social scientific information, including differentiating empirical evidence from speculation and the probable from the improbable. [Information Literacy, Critical Thinking]
- HIB 3. Demonstrate the ability to integrate scientific principles and evidence to resolve conflicting claims in the social and behavioral sciences. [Critical Thinking]
- HIB 4. Articulate how the social and behavioral sciences can provide explanations of social issues and inform public policy. [Critical Thinking, Global Citizenship]
Living in Our Diverse Nation
The student will:

- LDN 1. Describe and explain various themes and issues relevant to the study of human diversity. [Foundational Knowledge, Diversity]
- LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States. [Information Literacy, Critical Thinking]
- LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage. [Foundational Knowledge, Inquiry, Diversity]
- LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U. S. [Information Literacy, Critical Thinking, Diversity]

Living in a Global Society
The student will:

- GS 1. Demonstrate knowledge of global issues, processes, trends, and systems. [Foundational Knowledge]
- GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. [Foundational Knowledge, Inquiry, Critical Thinking, Diversity, Global Citizenship]
- GS 3. Accept cultural differences and tolerate cultural ambiguity. [Global Citizenship]

Writing Intensive
The student will:

- WI 1. Locate appropriate sources of information to support written arguments. [Foundational Knowledge]
- WI 2. Evaluate and use evidence to generalize, explain, and interpret content. [Information Literacy; Critical Thinking]
- WI 3. Demonstrate an understanding of the ethical use and citation of the ideas of others used as supporting material in written work. [Inquiry; Information Literacy; Thoughtful Expression]
- WI 4. Demonstrate the ability to write critically, using the conventions of the discipline covered in the course. [Critical Thinking; Thoughtful Expression]
- WI 5. Analyze and evaluate the claims, arguments, and theories presented course materials using appropriate methods (such as logical analysis and the identification of fallacies). [Foundational Knowledge; Information Literacy; Critical Thinking; Thoughtful Expression].
Information Literacy
The student will:

- IL 1. Be able to determine the nature and extent of information needed to solve a problem. [Inquiry; Information Literacy; Critical Thinking]
- IL 2. Access information effectively and efficiently from a variety of sources. [Information Literacy; Critical Thinking]
- IL 3. Evaluate information critically and incorporate appropriate information into his or her knowledge base. [Inquiry; Information Literacy; Critical Thinking]
- IL 4. Individually, or as a member of a group, use information effectively to accomplish a specific purpose. [Information Literacy; Critical Thinking; Thoughtful Expression]
- IL 5. Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally. [Information Literacy; Critical Thinking]

Quantitative and Logical Reasoning
The student will:

(Either for Quantitative Reasoning)

- QRE 1. Create, solve and interpret basic mathematical models. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- QRE 2. Make sound arguments based on mathematical reasoning and/or careful analysis of data. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- QRE 3. Effectively communicate the substance and meaning of mathematical problems and solutions. [Critical Thinking, Thoughtful Expression]

(Or for Logic)

- LOG 1. Identify and analyze the elements of arguments. [Inquiry, Critical Thinking]
- LOG 2. Evaluate the consistency, validity and sufficiency of arguments. [Inquiry, Critical Thinking]
- LOG 3. Exhibit critical thinking by developing and expressing sound arguments from given premises to related conclusions. [Inquiry, Critical Thinking, Thoughtful Expression]

Capstone
The student will:

- CAP 1. Integrate key facets of their education over the course of their university experience.