Rubric for 3.5a – Use for review the of an Academic Program for Middle States General Education Criteria

School of Information Studies Drill-down – BS in Social Work

Used to evaluate a specific program of study regarding general education criteria for Middle States Standard 3.5. Program-specific requirements, as well as course options from the Liberal Arts Core are reviewed. This will be added as an appendix /table at the end to help explain our evaluation process.

3.5a: …offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgements outside of as well as within their academic field.

1 – **Non-compliance**. No evidence of this criteria is present in the degree requirements pertaining to electives or the Liberal Arts Core, either stand alone or integrated into degree requirements. Significant improvement needed.
2 – **Acceptable, but improvement needed**. Limited evidence. Criteria is present in a limited number (1-8) of academic content areas in the Liberal Arts Core. It is not easily apparent / present in the specific degree requirements (i.e., writing, quantitative skills). Marginally passable; improvement needed.
3 – **Acceptable; meets compliance.** Evident in a selection (8-15) of academic content areas of the Liberal Arts Core, **and/*or*** it is present as a specific requirement (i.e., writing, quantitative skills). Passable; would benefit from greater breadth of options and/or increased clarity in how the criteria is represented in the academic content areas. Some improvement needed.
4 - **Acceptable, clear evidence & meets compliance**. Clearly evident in multiple (15+) academic content areas of the required components for the degree and/or general education electives that are part of the Liberal Arts Core; provides a broad range of academic content options for students; criteria are easily identifiable within the offerings and course descriptions. enrollment data that indicates students are partaking in a breadth of course offerings. Passable; no improvement needed.

Criteria	**1**	**2**	**3**	**4**
sufficient scope to draw students into new areas of intellectual experience				In addition to their major requirements that cover a variety of intellectual topics connected to social work (42 credits), students seeking a

				BS degree in Social Work must complete liberal skills requirements (12-14 credits), a humanities divisional perspectives requirement (12 credits), natural sciences requirement (7 credits) and a requirement of 24 credits of Social Sciences divisional perspective. This provides ample opportunity for students to meet these requirements from a broad array of courses (150+) that cover a large variety of academic content areas (over 30).
expanding their **cultural** and **global** awareness and cultural sensitivity				Course that focus on cultural awareness are part of the major requirements for social work. Additionally, the

				scope of the offerings for the humanities requirement (30+ content areas; 150+ courses) and the social sciences divisional perspectives make this requirement readily fulfilled and easily identifiable.
preparing them to make well-reasoned judgements outside of their academic field.				Students seeking a BS in Social Work are required to engage in field placements and seminars. This, combined with a humanities requirement, writing requirement, and additional elective requirements ensure that students are able to engage in both theoretical and practical aspects pf making well-reasoned judgments

				within & outside of their field of study.

Rubric for 3.5b – Use for review the of an Academic Program for Middle States General Education Criteria

Used to evaluate courses listed in the Liberal Arts Core as they relate to criteria in Question 3.5b. We could add this as an appendix /table at the end to help explain how we evaluated our material. Maybe to be used in conjunction with data about course enrollments when we drill down into course descriptions?

3.5b: …offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with the mission, the general education program also includes the study of values, ethics, and diverse perspectives.

1 – **Non-compliance**. No evidence of this criteria is present in the degree requirements pertaining to electives or the Liberal Arts Core, either stand alone or integrated into degree requirements. Significant improvement needed.
2 – **Acceptable, but improvement needed**. Limited evidence. Criteria is present in a limited number (1-8) of academic content areas in the Liberal Arts Core. It is not easily apparent / present in the specific degree requirements (i.e., writing, quantitative skills). Marginally passable; improvement needed.
3 – **Acceptable; meets compliance.** Evident in a selection (8-15) of academic content areas of the Liberal Arts Core, **and/*or*** it is present as a specific requirement (i.e., writing, quantitative skills). Passable; would benefit from greater breadth of options and/or increased clarity in how the criteria is represented in the academic content areas. Some improvement / clarity needed.
4 - **Acceptable, clear evidence & meets compliance**. Clearly evident in multiple (15+) academic content areas of the required components for the degree and/or general education electives that are part of the Liberal Arts Core **and/*or*** it is present as a specific requirement within the academic degree program (i.e., writing, quantitative skills, communication skills); provides a broad range of academic content options for students; criteria are easily identifiable within the offerings and course descriptions.

Criteria	**1**	**2**	**3**	**4**
Oral Communication			Based on the Syracuse University 4+4 Competencies, Communicative	

			Competency Skills are defined as: *The ability to receive and interpret messages accurately and to aggregate and express ideas through written, oral and other forms of expression and to inform and persuade multiple audiences, and achieve shared understanding.* As part of the field practicum and field seminar, students need to engage in oral communication with clients, supervisors, and faculty. This is in addition to any requirements for oral communication skill development (i.e., large/small group discussion, presentations, etc.), that are present as part of the	

			requirements covered by the Liberal Arts Core, particularly WRT 105 and WRT 205. This could be improved by making the oral communication criteria more identifiable as part of a program of study.	
Written Communication				Based on the Syracuse University 4+4 Competencies, Communicative Competency Skills are defined as: *The ability to receive and interpret messages accurately and to aggregate and express ideas through written, oral and other forms of expression and to inform and persuade multiple audiences, and*

				achieve shared understanding. Students in the Social Work program must complete 6-9 credits of expository writing. There are also writing requirements within their major course requirements. This criterion is evident and sufficient for compliance.
Scientific Reasoning				Based on the Syracuse University 4+4 Competencies, Scientific Reasoning Skills are defined as: *Scientific reasoning is the purposeful process of examining phenomena, creating and evaluating hypotheses about how and why these phenomena exist and work, and use*

				information, ethically and with integrity, to determine and communicate verifiable explanations about a wide variety of phenomena. It is used to understand the scope and impacts of science and scientific phenomena in the world, to differentiate between relevant and irrelevant data, and to use data to arrive at verifiable outcomes. Students are required to take 7 credits in natural sciences, including Biology 121. Exposure to scientific reasoning skill development is present in this requirement, as well as in other course offerings that meet

				major requirements (social sciences ad major specific courses).
Quantitative Reasoning				Based on the Syracuse University 4+4 Competencies, Quantitative Reasoning Skills are defined as: *A multi-disciplinary 'habit of mind' competency and comfort in working with numerical data; ability to reason and solve real-world problems from a variety of contexts and develop and communicate arguments supported by quantitative data.* Mathematics are required (6-8 credits) part of the liberal skills requirement. Again, this is readily evident and

				provides enough opportunity to meet compliance.
Critical Analysis and Reasoning				Based on the Syracuse University 4+4 Competencies, Critical Analysis and Reasoning skills are defined as: *Critical reasoning is the intentional process of engaging in reflective and independent thinking in order to identify and understand the logical connections between ideas and issues; to evaluate and construct arguments; to solve problems systematically and ethically; to arrive at informed conclusions; to reflect on the validity of one's own beliefs and values; and to appreciate the relevance and importance of diverse evidence from the realms of*

				ideas, themes, and proposals, which may result in new modes of understanding. This is met via the writing requirement, the Humanities Divisional Perspective requirement for Social Work students, the Natural Sciences Divisional Perspective, and the Social Sciences Divisional perspective. (See the Liberal Arts Core rubric for additional detail.) It is also present in major requirements for social work students.
Technological Competency		Based on the Syracuse University 4+4 Competencies, the Information and Technology		

		competency is defined as: *The Information and Technology competency is the ability to effectively, critically, and ethically deploy a range of information and technology resources in endeavors of academic, creative, personal, and civic inquiry.* Use of technology is mentioned in the course description for WRT 105. While this course is required for the Social Work program, it is the only course that is readily identifiable for addressing technological competency. This is an area that SU can improve in.		
Information Literacy		Based on the Syracuse University		

		4+4 Competencies, the Information and Technology competency is defined as: *The Information and Technology competency is the ability to effectively, critically, and ethically deploy a range of information and technology resources in endeavors of academic, creative, personal, and civic inquiry.* Research methodology, source evaluation, and library / online research are all covered in WRT 205. While this course is required for the Social Work program, it is the only course that is readily identifiable for addressing information literacy skill development.		

		This is an area that SU can improve in.		
Values, ethics, and diverse perspectives.				Based on the Syracuse University 4+4 Competencies, the Civic & Global competency is defined as: *Civic and global competence is the ability to understand, appreciate and engage with people from differing cultural, social, economic, and geographic contexts, combined with the ability to demonstrate and promote responsible citizenship locally, nationally, and globally.* Additionally, values and ethics are addressed in the Syracuse University 4+4 as central to the educational process,

				and ethical reasoning is addressed through the following statement: *In addition to abiding by the ethical principles outlined by the University. Students must be able to demonstrate ethical reasoning which simply put is the ability/reasoning about right and wrong human conduct. Ethical reasoning encompasses "analytic reasoning," the use of information resources, communication, and diverse perspectives. Such reasoning should be brought to bear on situations, both clear and indeterminate, where tensions and conflicts, disparities and harms emerge, and where a*

				particular set of intellectual skills is necessary to identify, elaborate and, if possible, resolve these cases. Ethical reasoning involves the judicious and self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action." (DPQ, p. 17) *"Ethical reasoning requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and*

				consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues." (AAC&U VALUE Rubrics, p. 7) The Social Work program contains multiple requirements in the Liberal Arts Core that cover the Humanities, Natural Sciences, and the Social Sciences. This is in addition to major requirements for Social Work that address professional ethics and values. This is a strong area for the Social Work program and meets compliance.