

Critical Capacities and Skills – (CCS 6) – Collaboration

Description:

“Students will learn to communicate effectively with others when figuring out solutions to complex problems.”

Intended learning outcomes:

Collaboration

Students will demonstrate:

1. the ability to compromise and handle alternative viewpoints.
2. the ability to build consensus among group members.
3. the ability to identify group member strengths and utilize them appropriately.

Course Guidelines:

The course must provide an assignment which requires students to complete a group project in which they collaborate with each other. The focus of the assignment’s assessment will be on collaboration and contributions of the individual to the group.

Potential assessment tools that allow measurement while members work on project rather than the quality of the completed project. Assessment strategies must allow for individual evaluation during the process.

- a) individual student reflections about their own contributions to the team while working on the project.
- b) evaluation of individual team members by fellow members regarding abilities while working on the project.
- c) outside observer evaluation of team while working on the project.

Application for Inclusion in the General Education Curriculum Area: CCS6

Collaboration

Course:

Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus **common to all sections of the proposed course.**
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student’s mastery of the learning outcomes.

Area specific details:

CCS 6 requires students to demonstrate the ability to communicate effectively with others when figuring out solutions to complex problems.

Collaboration Skill	Advanced (4)	Sufficient (3)	Basic (2)	Insufficient (1)
Consensus building - ability to share own viewpoint (based on knowledge) and consider viewpoints of others	Viewpoints/ideas/opinions expressed based on knowledge and willing to consider viewpoints/ideas/opinions of others.	Viewpoints/ideas/opinions expressed most often based on knowledge and most often willing to consider viewpoints/ideas/opinions of others.	Viewpoints/ideas/opinions expressed based on limited use of knowledge and limited ability to consider viewpoints/ideas/opinions of others.	Viewpoints/ideas/opinions expressed not based on knowledge and rarely able to consider viewpoints/ideas/opinions of others.
Compromise - ability to respond positively to conflict and incorporate alternative viewpoints	Attempts to address alternative viewpoints/ideas/opinions and addresses whether alternative viewpoints/ideas/opinions will move the group forward and effectively deals with alternative viewpoints that are destructive.	Attempts to address alternative viewpoints/ideas/opinions with no attempt to distinguish alternative viewpoints/ideas/opinions that will move the group forward.	Attempts to refocus group to viewpoints/ideas/opinions of agreement.	Ignores or passively accepts alternate viewpoints/ideas/opinions.
Individual Member Assessment - Ability to identify group member strengths and utilize them appropriately	Demonstrates ability in all four areas: 1. Oral/written language interactions and body expression during physical interactions (facial, body language)	Demonstrates ability in three of the four areas: 1. Oral/written language interactions and body expression during physical interactions (facial, body language)	Demonstrates ability in only two of the four areas: 1. Oral/written language interactions and body expression during physical interactions (facial, body language)	Demonstrate ability in only one of the four areas: 1. Oral/written language interactions and body expression during physical interactions (facial, body language)

	<p>provides encouragement for members with focus primarily on positive strengths of each member.</p> <p>2. Communication with members demonstrate ability to be polite and respectful.</p> <p>3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.</p> <p>4. Able to mentor or guide members when necessary.</p>	<p>provides encouragement for members with focus primarily on positive strengths of each member.</p> <p>2. Communication with members demonstrate ability to be polite and respectful.</p> <p>3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.</p> <p>4. Able to mentor or guide members when necessary.</p>	<p>provides encouragement for members with focus primarily on positive strengths of each member.</p> <p>2. Communication with members demonstrate ability to be polite and respectful.</p> <p>3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.</p> <p>4. Able to mentor or guide members when necessary.</p>	<p>provides encouragement for members with focus primarily on positive strengths of each member.</p> <p>2. Communication with members demonstrate ability to be polite and respectful.</p> <p>3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.</p> <p>4. Able to mentor or guide members when necessary.</p>
<p>Final Product - Ability to share responsibility and recognition for final product</p>	<p>Ability to focus on strengths of final product as due to the team.</p>	<p>Most focus on final product on contribution of everyone with limited focus on own contributions.</p>	<p>Most focus for final product on own areas of contribution with limited acknowledgement for contributions of other members.</p>	<p>Primary focus for final product on own areas of contribution and downplay/ignore/negative focus on contribution of other members.</p>

Adapted from the AAC&U *Teamwork Value Rubric*

General Education Approval Tracking Form

As of 26 January 2014

Course Subject and Number: _____ Number of Credits: _____

Course Title: _____

Check only one of the topic areas below. If a course is going to meet more than one topic area below please use a separate form for each topic area.

Required Core

- ENGL 110
- ENGL 120
- COMM 110
- MATH _____
- INT 110/310

Critical Capacities (CCS) Skills

- CCS1 Problem Solving
- CCS2 Information Literacy
- CCS3 Critical Reading
- CCS4 Quantitative Literacy
- CCS5 Oral/Written Communications
- CCS6 Collaboration

Foundational Content

- FC1 Arts & Humanities
- FC2 Lab Science
- FC3 Social Science
- FC3 History

Personal and Social Responsibility (PSR)

- PSR1 Relationships and Value Systems
- PSR2 Responding to Community Needs
- PSR3 Individual Well-Being

Interconnecting Perspectives (IP)

- IP1 Knowledge
- IP2 Experience

Form Submitter: _____

General Education Chair Signature and Date

Faculty Senate Secretary Signature and Date

Vice President of Academic Affairs Signature and Date