

# American University of Armenia

## Educational Effectiveness Review

### 3. Evidence and Attachments

**Submitted to WSCUC**

June 23, 2014

The AUA Accreditation Steering Committee

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## Course Syllabus Template

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**Course Number and Title:****Number of Credits:****Instructor Name:** *[Note: Include Teaching Assistants, if any]***Email Address:****Telephone Number:****Office Location:****Office Hours:** *[Note: Include Teaching Assistants, if any]***Term/Year:****Class Schedule:** *[For example, Mondays & Wednesday: 6 PM – 7:30 PM]*

*[Note: If not full semester course (e.g. module) include dates of first and last class and total instruction time. For example, Course Dates: October 1 – December 10; Total Instructional Time: 2250 minutes]*

**Prerequisites:** *[Note: Include course number(s) and title(s). If there are no prerequisites or co-requisites, please write “None.”]***Co-Requisites:** *[Note: Include course number(s) and title(s). If there are no co-requisites or co-requisites, please write “None.”]***Course Description:** *[Note: This is taken word for word from the Catalog.]***Required Materials:** *[Note: This should include all required materials: Textbooks, readers, calculator....]***Schedule & Topics:** *[Note: Review and Q&A in preparation for exams should be scheduled and noted on syllabus.]*

*\*Assignments may be supplemented to address student needs identified through assignments and the midterm exam.*

Week	Topic	Reading	Non-Reading Home Tasks
1			
2			
3			
4			
5			
6			
7	[For example: Summary and Synthesis of Topics in Weeks 1-6]		
8	[For example: Review of Mid-Term Exam. Focus on areas where mid-term performance indicates need for reinforcement or supplemental work]		
9			
10			
11			
12			
13			
14			
15			

Attachment 1.2.a. Course Syllabus Template

**Learning Outcomes:**

The following chart shows alignment between course-specific and program learning outcomes and goals as identified in Program Curriculum Map. *[Note: in determining course-specific outcomes, it is important to review the curriculum map to relate the appropriate skill level if specified (e.g. beginner, intermediate, and advanced). Outcomes should be clear, attainable, and measurable.]*

<b>Course Outcomes</b>	<b>Program Student Learning Outcomes</b> Students will be able to:	<b>Program Goal</b>
[For example: Identify the basic methods used to study the interrelations among language, culture and social interaction, including ethnography of communication, conversation and discourse analysis, and dialectology.]	[For example: 2.4 Identify and describe the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought. <i>(Beginner Level)</i> ]	[For example: 2. Equip student with analytical skill in linguistics, communications and literary criticism].

**Course Structure** *[Note: How will the course be taught? For example: “Instructor-led class will meet twice per week. Home tasks include readings, problem sets, and progress made on final group presentation. All home tasks must be completed before the discussion starts.” OR “Instructor-led class which requires weekly in-class presentations. Home tasks include reading and problem sets.”]*

**Method of Evaluation** *[Note: These should be fully described, see examples below. Rubrics should be attached as appropriate or supplemented before the assignment. Assessment measures should link to both course learning and program learning outcomes. How will this particular method help students learn and faculty assess the outcomes? Information regarding how students will receive feedback on assignments or evaluation methods should be noted as appropriate.]*

Student learning will be evaluated on the basis of the following weighted components:

- (#%)
- (#%)
- (#%)
- (#%)

**[For example: Class attendance and participation:**

Students are expected to attend class and demonstrate their understanding of topics by participating in class discussions. Please see attached rubric for class participation criteria.]

*[ Note issues to keep in mind: How is this assessed? (e.g. quality and/or quantity; speaking and/or listening) What if someone attends 50% of the classes but actively participates and contributes during the classes he/she attends?]*

**[For example: Exams**

## Attachment 1.2.a. Course Syllabus Template

The course will include a mid-term exam covering topics from weeks 1 to 7 as well as a comprehensive final exam covering all course topics with an emphasis on topics covered in weeks 9-14. Please see attached rubric for essay criteria, which will be used to grade the essay section of the exam.

### **Mid-Term Exam:**

The mid-term exam will cover topics from weeks 1 to 7 and will be administered in a computer lab equipped with basic statistical software. The mid-term exam will consist of the following:

- 1) Multiple choice and short answers on basic terminology and concepts
- 2) Application of appropriate models and statistical methods to data samples similar to home task problem sets.

The purpose of the mid-term exam is to assess students' progress in learning how to use terminology and apply appropriate models and methods to analyze data samples. Students will receive feedback through the in-class mid-term review as well as written feedback on their mid-term exams. Students are encouraged to attend office hours for more individualized guidance.

### **Final Exam:**

The final exam will cover topics covered throughout the course with special emphasis on topics covered in weeks 8 to 15. The final exam will consist of the following:

1. Multiple choice and short answers on concepts and terminology
2. Short analytical essay identifying the pros and cons of different methods and models for analyzing a complex economic problem
3. Utilize statistical software to analyze data sample and track trends

The purpose of the final exam is to assess students' mastery of concepts and terminology as well as their abilities to select appropriate methods and apply econometric methods to analyze data sets and solve complex problems. Final exams and comments will be posted to Moodle. Students are welcome to confer with the instructor for more individualized feedback.]

### **[For example: Final Presentation**

Students work in teams of three or four in order to complete an in-depth analysis of a particular problem and present their findings to the class using appropriate media and technology. Please see attached rubric for Final Presentation criteria Students must submit a proposal by week 8 identifying members of their team, their project focus, and a brief plan for their investigation. Teams are expected to meet periodically with the instructor in order to solicit guidance and feedback as they develop their analysis and conclusions. Students will be assessed on the quality of their analysis and presentation. Please see attached rubric for oral presentations. Students are strongly encouraged to attend office hours periodically in order to solicit additional feedback and ask questions as they progress on their research and writing.]

### **Library and Media/Technology Use**

[For example: Students are encouraged to use supplemental online and reference materials available at the library to enhance their overall learning in the course. Students are encouraged to use audio-visual aids and presentation software as appropriate. If students have any questions or need additional support in using library resources or technology, they should confer with library staff, ICT, or the instructor.]

### **Late Policy**

[For example: A half grade will be deducted from an assignment each day that it late (e.g. an assignment graded as an A will become a B+ if it is submitted two days late). The instructor might not penalize the student if the student submits convincing evidence of a medical or other emergency that made completing the assignment at the scheduled time impossible.]

### **Make-up Procedures**

[For example: Make-up assignment, exam, and quiz will be given at the instructor's discretion. Students must submit convincing evidence of a medical or other emergency that makes completing an assignment or taking an exam or quiz at the scheduled time impossible.]

**Policy on Grade Appeal**

Students are entitled to appeal grades in line with the university's grade appeal policy which is available online at <http://aua.am/policies>

**Standards for Academic Integrity**

Students are required to conduct themselves in an academically responsible and ethical manner in line with the Student Code of Ethics. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics ([http://aua.am/wp-content/uploads/2012/02/stud\\_code\\_ethics.pdf](http://aua.am/wp-content/uploads/2012/02/stud_code_ethics.pdf))

**Special Needs:**

Students requiring special accommodations for learning should contact the Center for Student Success by the end of the Drop/Add period with such requests. [studentsuccess@aua.am](mailto:studentsuccess@aua.am), <http://studentsuccess.aua.am/disability-support-services/>

Attachment 1.2.a. Course Syllabus Template

Template for Assignment-Specific Rubric

Assignment Name	Not Yet Competent	Developing	Proficient	Advanced
	a)  b)  c)	a)  b)  c)	a)  b)  c)	a)  b)  c)
<b>Relevant SLOs</b>				
Students will be able to:	<i>Course-Specific Learning Outcome:</i>	<i>Program Specific Learning Outcomes:</i>		

## **APPOINTMENT, RETENTION, AND PROMOTION AND FACULTY TITLES**

### General Considerations: Purpose

This document sets forth principles, procedures, criteria for appointment and promotion, and retention pertaining to faculty activities in the University.

### Obligations of the University to its faculty members and of the faculty to the University

The obligations of the University to its faculty members are:

- (a) To protect the right of each faculty member to academic freedom; that is, the right to pursue knowledge, to write, and to speak freely as responsible citizens without institutionally imposed restrictions. A faculty member must be judged as a scholar and a teacher on the basis of legitimate intellectual and professional criteria and not on his/her political views, religious beliefs, or other matters of personal preference.
- (b) To provide the intellectual environment for scholarly growth and achievement.
- (c) To provide opportunity for academic advancement according to prescribed criteria and procedures.

The obligations of faculty members of the University are: (a) To

carry out duly assigned academic duties.

- (b) To teach with the highest levels of professional competence and with intellectual and ethical honesty. See AUA Faculty Code of Conduct.
- (c) To develop and improve their professional abilities and achievements in teaching, creative scholarship, and other aspects of their academic responsibilities.
- (d) To participate in advisory or committee assignments necessary to the development of academic programs, in advising students, and in governance of the University and to share in its more general responsibilities to the University, the local community, and Armenia at large.

### Criteria for Appointment and Promotion

- Excellence in teaching, whether in the lecture hall, at a seminar, at the laboratory bench, or in the field. Excellence in teaching connotes an objective, current, accurate, and balanced command of the field being taught, effectiveness in communicating its essence, and the willingness to interact and exchange views with students at the highest levels of intellectual integrity. Promotion committees may seek and evaluate the advice of students, graduates, and peers on the teaching ability of specific faculty members.
- Creative scholarship is the substantive contribution of new knowledge or significant new applications of knowledge: (1) scholarship of discovery, (2) scholarship of integration, (3)



## *Attachment 1.2.b. Policy on Appointment, Retention, and Promotion and Faculty Titles*

scholarship of application, and (4) scholarship of teaching. This definition aims to value a broad spectrum of scholarship which allows for AUA to tailor recognition of faculty activities and efforts to match the unique qualities and strengths of the university and each academic program. Scholarship of discovery means the traditional concept of scholarship vetted in peer reviewed journals and monographs. Scholarship of integration values cross-disciplinary work which produces or presents new, creative and innovative perspectives, including textbooks and reference works. Scholarship of application values the application of theory to practice in a specific or novel context which results in a new, creative and innovative understanding of universal knowledge. Scholarship of teaching values creative and innovative pedagogical approaches to curriculum, instruction and assessment including curriculum design or other activities beyond routine teaching responsibilities.

- University and Public Service: (1) active and effective participation in various administrative, advisory, and other responsibilities in the university and (2) excellence in discharging professional service responsibilities in the community, to professional and other organizations, and to the international community, as well as the faculty member's national and international reputation as a professional and scholar.

The Faculty Senate will develop guidelines for such matters as peer review of faculty on these criteria including what evidence may be considered and how it may be weighed with due consideration to consistency and fairness across the academic programs.

### Faculty Recruitment

(Note: These provisions do not apply to Visiting Faculty.)

The University's most valuable resource is the faculty and their intellectual talent and productivity. Each academic program forms a search committee appointed by the Dean for the recruitment of full-time faculty. No search can begin without the approval of the Provost. Overall responsibility for faculty recruitment lies with the search committee, with the recruitment process coordinated through the AUAC office Oakland, California. The search committee makes its recommendation to the Dean and the faculty of the academic program. This recommendation includes a ranking of the top candidates. The academic program decides on the top candidate in a formal meeting.

It is the responsibility of the Dean and the faculty of the academic program to conduct open and thorough searches to identify the best candidate for each faculty position. An effective search is important for several reasons. First, it casts the net as widely as possible to identify the best candidate for a position. Second, it ensures that all persons, regardless of gender, race, age or other factors have equal opportunity to be considered fairly. Finally, a search process establishes the chosen candidate as the best available person in the eyes of new colleagues.

A thorough search includes broad advertisement of the position by (1) advertisements in academic and professional journals, (2) web postings, and (3) personal contacts.

The search committee chair will provide evidence to the Dean of an open and thorough search for each faculty appointment or explanation of the circumstances that forced an abbreviated process. This explanation, if acceptable to the Dean, will be forwarded to the Appointment and Promotion Committee along with the rest of the candidate's materials. The Appointment and Promotion Committee is a committee of the Faculty Senate.

*Attachment 1.2.b. Policy on Appointment, Retention, and Promotion and Faculty Titles*

Titles for Faculty

*This section on titles for faculty and for non-faculty teaching positions was drafted by the Faculty Council. It was submitted to the AUAC Board of Trustees and accepted in principle.*

As described below, faculty of the University will be appointed utilizing a rank and descriptor appropriate to their professional training and experience and their level of commitment to the University.

*Professor*

Designates faculty who have a Ph.D. or equivalent terminal degree, an extensive record of teaching, research, publication, public service, and scholarly stature at the international level, or comparable attainments, as customary in that field in the United States.

*Associate Professor*

Designates faculty who have a Ph.D. or equivalent terminal degree, as well as a record of at least three years' teaching experience, a significant research and publication record, and a commitment to public service.

*Assistant Professor*

Designates faculty who have attained their Ph.D. or equivalent terminal degree, have teaching and research potential, and have a commitment to public service.

*Senior Lecturer*

Designates faculty engaged primarily in teaching (and teaching-related duties) and possessing exceptional qualifications or special skills meriting a special designation. Appointment at the Senior Lecturer rank is for those who have a graduate degree and at least two years' teaching experience on the graduate level.

*Lecturer*

Designates faculty engaged primarily in teaching (and teaching-related duties). Appointment at the lecturer rank is generally for those who have completed a graduate degree and who are teaching graduate-level courses.

*Adjunct*

Designates those whose professional accomplishments qualify them for a ranked position on the faculty to teach or conduct research or project work in an area of special expertise and who have a recurring appointment or sustained commitment to AUA, but whose primary commitment is not to AUA. The term is used to modify the above academic titles (for example, Adjunct Assistant Professor).

*Research*

## *Attachment 1.2.b. Policy on Appointment, Retention, and Promotion and Faculty Titles*

Designates those whose professional accomplishments qualify them for a ranked position on the faculty and whose primary professional engagement with the University is in research. The term is used to modify the above academic titles (for example, Research Assistant Professor).

### *Visiting*

Designates temporary faculty whose appointment is for one or two Semesters only. The term is used to modify the above academic titles (for example, Visiting Assistant Professor).

### *Emeritus/Emerita*

Conferred upon full-time faculty members following retirement from the University by a period of at least six months. Conferred by the Board of Trustees, upon the recommendation of the appropriate department, the status is an honor that is given for exceptional contributions to the University's programs and to recognize scientific and academic excellence. Emeriti faculty may be offered full-time or part-time employment with the University for a specified term, subject to the approval of the AUA President.

## Titles for Non-faculty Teaching Positions

### *Instructor and Senior Instructor*

Designates a person appointed to teach in a non-degree program. May be an entry-level position. Appointment at the instructor rank is generally for those who have not yet completed their terminal degree. May be requested to engage in University and public service. Appointment at the Senior Instructor rank is for those who have at least two years' teaching experience.

### *Teaching Associate*

Designates a person who assists in teaching, under the supervision of a faculty member. Typically reserved for an AUA graduate, experienced second year graduate student, or equally qualified individual.

### *Teaching Assistant*

Designates a person who assists in teaching, under the supervision of a faculty member. Typically reserved for a first or second year AUA graduate student or other similarly qualified individual.

## Initial Appointment to Faculty Positions

A recommendation for appointment to the rank of professor, associate professor, or assistant professor is made in a letter from the Dean to the President. It will be the responsibility of the Dean to inform candidates in writing when their applications have not been successful.

All professors are expected to have major responsibilities in their academic programs, in the University, and in the community.

## *Attachment 1.2.b. Policy on Appointment, Retention, and Promotion and Faculty Titles*

All appointments are made by the President after review by the Appointment and Promotion Committee to ensure that all procedures are followed and that all criteria are applied. Appointment is for one academic year; however, longer contracts may be given by approval of the President.

### Reappointments

Faculty members who are eligible for reappointment shall demonstrate evidence of contributions to those enumerated in the criteria in the “Criteria for Appointment and Promotion” section of this policy. The University’s faculty evaluation process, research and/or other scholarly work, and service to the University community shall be considered. It is the responsibility of the Dean to evaluate and recommend to the AUA President requests for renewal of contracts.

### Promotion to Higher Faculty Rank

AUA does not currently have a tenure system for promotion and does not grant tenure. Faculty members start the promotion process by creating a dossier. The dossier includes a letter of intent, a written statement of accomplishments based on the criteria in the “Criteria for Appointment and Promotion” section of this policy, curriculum vitae, letters of recommendation from academics both on campus and at other institutions, sample publications, and materials that evaluate teaching. The dossier is presented to the Dean of the academic program and the Dean calls a faculty meeting during which the promotion request is evaluated and a decision is made in favor or not in favor of the request. The decision of the faculty of the academic program is forwarded to the Appointment and Promotion Committee, chaired by the Provost, which reviews the promotion request, makes a decision in favor or not in favor, and forwards the decision of the academic program and the decision of the Committee to the President. The Committee reviewing the dossier for promotion must be made-up of faculty with higher rank than the faculty member being considered for promotion. The AUA President makes the final decision on promotion.

*Attachment 2. Timeline of EER Activities*

**Theme 1: Institutionalizing the Assessment of Student Learning**

**Theme 2: Cultivating a Community of Scholars**

EER University-wide Coordination Additional Meetings

Report due – June 23, 2014 (Target for completion: June 13, 2014)

Site Visit – September 16 – 18, 2014

University-wide coordination committee meeting debrief/review of CPR Site Visit	February 14, 2012
WASC Commission Review Conference Call regarding CPR	June 14, 2012
ALO and OAA Meeting regarding EER Planning	September 10, 2012
EER University-wide coordination meeting	March 19, 2013
Accreditation Steering Committee Meeting to Commission recommendations, milestones, EER report outline	April 26, 2013
Email: wrap up of March 19 meeting and scheduling of theme-based working group meetings	May 18, 2013
Theme 2 Working Group Meeting	May 24, 2013
Email with wrap up of May 24 Theme 2 meeting	May 24, 2013
Theme 1 Working Group Meeting	May 30, 2013
Theme 2 Working Group Meeting	June 6, 2013
EER University-wide coordination meeting	July 17, 2013
Accreditation Steering Committee Meeting	October 7, 2013
EER University-wide coordination meeting	October 22, 2013
Accreditation Steering Committee Meeting. Review Commission recommendations, milestones, EER report components	December 11, 2013
EER University-wide coordination meeting	February 19, 2014
Update to Steering Committee. Solicitation of additional feedback on Commission recommendations and EER report components.	April 10, 2014
Distributed draft EER report to university-wide coordination committee for Feedback	May 2, 2014
EER University-wide coordination meeting to review draft report.	May 8, 2014
Reminder email sent to university-wide coordination committee for feedback on report.	May 22, 2014
Email update to Accreditation Steering Committee. Seek feedback on draft report.	May 29, 2014
Near-final draft of report sent to Accreditation Steering Committee for final feedback before proofing and formatting.	May 30, 2014
Accreditation Steering Committee meeting to review final draft	June 9, 2014

### *Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines*

Revised and Adopted by the Administration: February 28, 2014  
Recommendations for Revision from Administration, September 2013  
Recommended by the Faculty Senate: May 23, 2012  
Proposed by the Curriculum Committee: May 18, 2012

*2013 Academic Program Review Process*

## **The AUA Academic Program Review Process: Self-Study and Self-Study Audit Guidelines**

The Academic Program Review Process comprises the Self-Study, Self-Study Audit and Wrap-Up Meeting. It is an opportunity to evaluate and improve our degree programs based on data, stakeholder input, collaborative analysis, student learning assessment outcomes, and feedback from external reviewers. Although we continuously strive to improve our academic programs, the Academic Program Review process and specifically the Self-Study calls on faculty to periodically engage in evidence-based introspection about learning at the university. Led by the Program Chair and overseen by the Dean, the Self-Study focuses the faculty on a data- and evidence-based investigation of the program's activities resulting in formulation of recommendations for program improvement. The Self-Study Audit reviews the Self-Study for accuracy and completeness and provides an external perspective on related issues and recommendations.

This Academic Program Review process is organized by the the Office of the Provost and is supported by the Institutional Research Office (IRO) and the Assessment Team which provide an initial data packet, additional information as requested, and guidance on good self-study practices.

The Academic Review Process is an open and transparent participatory process which includes broad stakeholder involvement, external review (both intramural (outside the program) and external-to-the-university), and results in formulation of program recommendations jointly approved by the program and university administration during the wrap-up meeting.

This document outlines the required components of the Academic Program Review. The questions and evidence suggestions are meant as a guide to writing the Self-Study and Audit, which should be presented in narrative form.

In general, Self-Study Reports are 15-20 pages, excluding appendices.

These guidelines have been updated from an input-based to an output-based evaluation system pursuant to the "WASC Resource Guide for 'Good Practices' in Academic Program Review." AUA's experience with the 2008-2011 and first phase of the 2012-2020 Self-Study cycles including feedback from program faculty, reviewers and administration was taken into consideration in the development of these revised Guidelines.

## Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines

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2013 Academic Program Review Process

### Three Stages of Academic Program Review

1. Self-Study
2. External Review (Audit) Report
  - a. Review Report prepared by Review Committee, composed of intramural and external-to-the-university reviewers from outside the program
  - b. Factual Clarification Meeting/Conference Call (between Program Chair and Review Committee)
  - c. Corrected Review Report submitted by External Review Committee to the Office of the Provost.
3. Wrap-Up Meeting with Administration
  - a. Wrap-up Meeting among Program Chair, External Review Committee Chair, President and Provost resulting in prioritized recommendations
  - b. Program prepares and submits the jointly approved Prioritized Recommendations and Plans, which serve as the baseline for the next Self-Study

### Self-Study

The Self-Study is an opportunity for program faculty to examine and analyze the educational effectiveness of the program through data and evidence. The Self-Study should identify strengths and limitations and make recommendations to address identified problems, challenges and additional resources.

#### Model Table of Contents for the Self-Study Report

##### I. Introduction/Context

- a. Internal and External Context
- b. History of the Program (with an emphasis on recent history)
- c. Mission Statement

##### II. Disposition of Last Self-Study Prioritized Recommendations and Plans

##### III. Evidence-Based Analysis of Program Quality

- a. Student Profile

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#### Types of evidence and questions to consider:

*III.a. Student data: age, gender, citizenship, test scores, employment status.*

*III.b. Are the curriculum and program goals and learning outcomes up to date? Is the curriculum aligned with learning outcomes? Is the curriculum sufficiently broad and varied? Is the curriculum properly sequenced? Is the curriculum map accurate? Is it updated? Does the curriculum reflect input from stakeholders (incl. external stakeholders)? How does the curriculum benchmark against best practices? Is the assessment process inclusive? How?*

*III.c. Samples of student work (i.e. assignments, portfolios, capstones), Student retention and graduation rates. Are students achieving learning outcomes, on time and at appropriate levels? Are students prepared for work or further study? Are Capstones reflective of expected learning outcomes? How is student learning assessed?*

*III.d. What are faculty qualifications? Do the qualifications fit the program mission and goals? What are faculty background, expertise, teaching and research records, scholarship, professional service? Have faculty participated in professional development/training?*

#### Types of evidence and questions to consider:

*IV. a. Demographic admissions trends (program v. university as well as program v. other national standards); application/acceptance ratios. Market trends for graduates. Competitor analysis. What is the program's recruitment plan? What is the history of demand for your program?*

*IV. b. Faculty: Is there enough faculty and other resources to support the program including Student Support: Academic and career advising programs and resources, tutoring, training of TA's, remediation support, financial support, support for research, Information and Technology Resources, Facilities. Staff? Financial Budget: Including trends for 3-5 period*

#### Types of evidence and questions to consider:

*V. a. SWOT: Alignment of curriculum practices, processes and resources with goals of program? Program aligned with goals of students and faculty? Program aligned with University goals? Bottom-line: Are student learning outcomes being achieved?*

*V.b. What are your goals for the next few years? How do you intend to achieve those goals? Address identified weaknesses, build on strengths, improvement within existing resources, reallocation of resources, improvements requiring additional resources (with estimates), possible collaboration/synergies to improve quality*

*Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines*

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*2013 Academic Program Review Process*

- b. Curriculum and Learning Environment
- c. Student Learning, Assessment and Success
- d. Faculty

IV. Evidence-Based Analysis of Program Viability

- a. Demand for the Program
- b. Allocation of Resources and need for additional resources

V. Summary & Plans

- a. Summary of Analysis
- b. Plans including multi-year student learning assessment plan

Required Appendices

- a. Curriculum Map
- b. List of Faculty Research and Scholarship
- c. Program Strategic Plan Milestones Update
- d. Syllabi for previous two years
- e. Links to on-line archive--where appropriate--for Faculty Meeting Minutes; Annual Student Learning Assessment; Course Descriptions; Degree Requirements; Student Handbook, Application, Admission, Retention Statistics; Entrance Score and Grade Trends; Student Demographics; Student Exit, Alumni and Employer Survey Results; Capstones or other Student Work Portfolios; Research Center Reports

Upon completion, the Program Chair submits the Self-Study Report with Transmittal Memo (see templates online) to the Office of the Provost.



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2013 Academic Program Review Process

### External Review (Audit)

The External Review (or Audit) reviews the Self-Study and all of the relevant documentation and prepares a report. The goal of the External Review is to ensure objectivity of the program review process, determine how the program compares to other similarly situated programs, and identify commendations as well as make recommendations for improvement.

#### A. Goals

1. Review the Self-Study for accuracy and completeness
2. Note any additional issues, recommendations, taking into account their special expertise (e.g., disciplinary, student learning assessment)

#### B. Process

1. Program Chair submits completed Self-Study to the Office of the Provost, who reviews it for structural completeness (not substantive adequacy, just verifying that all sections are filled in and all appendices are included). If there are omissions, the report goes back to the Program for completion and resubmission within 14 days.
2. The Review Committee should include at least two internal and at least two external members. The Review Committee Chair is generally a university faculty member experienced in AUA review processes, appointed by the Provost. The Dean, Program Chair and program faculty compile an annotated list of suggestions of external-to-the-university Reviewers with discipline-specific expertise. The Provost selects from the list and invites the external-to-the-university reviewers. (See External-to-the-University Instructions below.) An annotated list should include a *brief* explanation of qualification for participation and any past affiliations with AUA. If none of the names suggested are acceptable to the Provost, s/he provides a brief explanation why the candidates are not acceptable and tasks the Dean, Program Chair, and program faculty with expanding the list until a mutually acceptable external-to-the-university reviewers are selected. The university faculty members of the Review Committee are appointed by the Provost. The qualifications for participation on the Review Committee include:
  - i. Senior academic leadership and/or highest degree in the relevant discipline (for external-to-the-university reviewers),
  - ii. Experience in conducting academic program reviews (for external-to-the-university reviewers),
  - iii. No conflict of interest (This is not intended to be an exhaustive list of possible conflicts of interest but provides guidance in this regard)
    1. No direct reporting to the program chair or dean of the program being reviewed
    2. No recent (within the period being reviewed) connection to the unit under review (i.e. former students, instructors, chair, dean, researchers) or the executive leadership or board of the university

### *Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines*

Revised and Adopted by the Administration: February 28, 2014  
Recommendations for Revision from Administration, September 2013  
Recommended by the Faculty Senate: May 23, 2012  
Proposed by the Curriculum Committee: May 18, 2012

*2013 Academic Program Review Process*

3. No close personal (i.e. close friend, family member,) or professional (i.e. co-authorship of research, co-applicant for a grant proposal or other funding, either way direct reporting, either way dissertation supervision) ties with any of the faculty in the program being reviewed, executive leadership or board of the university
4. When impossible to avoid a conflict, the program in review should disclose any potential conflicts of interest of suggested reviewers when submitting names
  - iv. Whenever possible, external-to-the-university reviewers should be from similarly situated institutions (i.e. size, experience)
3. The Provost forwards the Self-Study to the Review Committee members who review the contents and identify any questions.
4. Review Committee holds meeting/conference calls with IRO to review Guidelines, Self-Study, outline any questions related to the tasks, outline time frame in line with the timeline below (see page 9 of these Guidelines)
5. Review committee meets with stakeholders (students, faculty, alumni, employers, program leadership) as needed to clarify issues that arose in the “document review.” External reviewers should have opportunities to meet separately with internal AUA constituencies (students, faculty, alumni, employers, etc.)
6. The review committee maintains a record of all meetings related to the review.
7. All discussions related to the program review must be conducted during meetings scheduled and documented in the review report.
8. Review committee prepares Review Report (see outline below). The Review Report should reflect the opinions of all reviewers.
9. Review Committee Chair delivers draft review report to the Program Chair, Dean, and Provost who review for completeness
  - i. If there are omissions, the document is sent back to the Review Committee (with copy to Dean, Program Chair, and Provost) for completion and resubmission within 14 days
  - ii. Program Chair circulates draft Review Report among current core faculty for comments and corrections and sends factual corrections within 14 days
  - iii. A meeting/Conference call may be scheduled by the Program Chair and Review Committee, if necessary, to review findings/factual clarifications (Review Committee makes corrections at its discretion)
10. Once complete, the Review Committee Chair submits the Final Review Report with Transmittal Letter to the Program Chair, Dean, and Provost.
11. The provost schedules the Wrap-Up Meeting (see Wrap Up Meeting description below)
12. Audit Progress Check: The Review Committee Chair is tasked with notifying the Provost if the timeline for completion is unexpectedly altered

### Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines

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2013 Academic Program Review Process

13. Audit Process Check: At any point in the Audit, the Program Chair, Dean, Audit Committee Chair or Provost may request a process check to address questions or concerns about the audit process. In rare circumstances of material irregularities, the process may be suspended until the irregularities have been addressed.
- C. **Outline of Review Report** – The Review report is an audit of the Self-Study. It generally follows and reflects on the adequacy of the data and analysis presented in the Self-Study and is coupled with data and information gathered during the review process. The report is prepared by the Review Committee with the participation of all members including the external-to-the-university reviewer. The external-to-the-university member may submit a separate report to be included in the record if s/he is unable to take part in the report drafting or has additional comments. Recommendations, where appropriate, should be made at the end of each section.
- I. Introduction/Context**  
*Is it complete and accurate? Has the mission statement been reviewed and updated, if necessary.*
  - II. Disposition of Last Self-Study Prioritized Recommendations and Plans**  
*Have all of the recommendations from the last Self-Study been thoroughly addressed?*
  - III. Evidence-Based Analysis of the Program's Quality**  
*Is this section complete and accurate? Was appropriate data and analysis used? Did the program draw appropriate conclusions from student profile data? Were student learning assessments properly and timely completed? Did the program close the loop on student learning assessment recommendations? Did stakeholder meetings confirm the Self-Study's analysis?*
  - IV. Evidence-Based Analysis of Program Viability**  
*Is this section complete and accurate? Has the program developed an appropriate recruitment plan based on trends, demographics, competitor analysis? Are resources allocated effectively?*
  - V. Summary & Plans**  
*Are strengths, weaknesses and opportunities appropriately and thoroughly identified with supporting evidence? Did the program make appropriate recommendations for addressing weaknesses, building on strengths, responding to opportunities, and (re)allocating resources based on the evidence and analysis presented? Does the Self-Study include at least an outline for a multi-year (minimum 2 years) student learning assessment plan?*
  - VI. Review of Self-Study Appendices:** *Are these complete and accurate?*
  - VII. Appendices to Review Report:** *External-to-the-university reviewer CV; list of meetings (stakeholders, dates) conducted by the review committee during the review.*

#### **Additional Instructions for External-to-the-University Reviewer**

1. Review the Academic Program Self-Study Report (15-20 page document), paying *special* attention to the discipline-specific parts, i.e., curriculum, instruction, faculty qualifications, and plans (especially Sections III and V), as well as appropriate international trends and best practices.

### *Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines*

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*2013 Academic Program Review Process*

2. External-to-the-university reviewers should participate in the drafting of the Review Committee Report. In the event they are unable to participate or have additional comments, external-to-the-university members submit a separate report to be included in the record. In the case of a site visit, the external-to-the-university draft report should be submitted before departure from Armenia.
3. Provide CV.

#### **Wrap-Up Meeting with Administration – Discuss and Prioritize Recommendations**

**Participants:** President, Provost, Dean, Program Chair, Review Committee Chair.

**Goal:** Prioritized List of Recommendations and Plans, jointly approved by Administration and Program.

**Preparation:** Program Chair may draft a list of Prioritized Recommendations based on the Self-Study and Audit Reports. Participants should review the Self-Study and Audit Report and list of Prioritized Recommendations (if available) ahead of time and be prepared to discuss and agree upon recommendations on priorities and plans for the program for the coming 3-5 years.

**Outcome:** Prioritized Recommendations and Multi-year Plan, including budgetary recommendations and Wrap-Up Memo, written by the Program Chair based on Wrap-Up Meeting, which is reviewed and finalized by the Dean and becomes the baseline for the next self-study.

### *Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines*

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*2013 Academic Program Review Process*

#### **IRO DATA Packet - to be sent to Program Chair**

1. Student Exit Survey (program results)
2. Employer Survey (program results)
3. Alumni Survey (program results)
4. CVs for faculty (for most recent full academic year)
5. Admissions Data (Application, Acceptance, Enrollment) for program (for period covered in Self-Study)
6. Admissions Data (Test Scores for Accepted Students) for program (for period covered in Self-Study)
7. Retention and Graduation Rates for program (for as many full cohorts as available)
8. Summary statistics of course evaluations for the program and the university (*The IRO will request that these be delivered directly from the Provost's office to the Program Chair.*)

#### **Additional Resources to be cited and used in Self-Study Preparation**

- Previous Academic Program Review and Wrap Up Memo
- Program Student Handbook
- Faculty Meeting Minutes
- Latest academic program Strategic Plan
- Annual Student Learning Assessment Reports
- Program Goals and Student Learning Outcomes
- Curriculum Map
- Exit Interviews (if applicable)
- AUA Factbook
- AUA Student Exit Surveys; Alumni Surveys; Employer Surveys
- Research Center Reports

### *Attachment 2.1.1. Academic Program Review Process: Self-Study and Self-Study Audit Guidelines*

Revised and Adopted by the Administration: February 28, 2014

Recommendations for Revision from Administration, September 2013

Recommended by the Faculty Senate: May 23, 2012

Proposed by the Curriculum Committee: May 18, 2012

*2013 Academic Program Review Process*

#### **Target Timeline for Academic Program Review.**

**Normally the entire Academic Program Review process, including any unexpected delays, will be completed by May 15<sup>th</sup>.**

- August 15: IRO Data Packet sent to Program Chair. Copy to Dean.
- September: Initial consultative meeting with Assessment Team to discuss process and finalize timeline.
- End of September: Initial faculty meeting to review data and determine time table for analysis (this could include appointing subcommittees).
- October: Dean, Program Chair, provide Provost with list of potential external-to-the-university reviewers. Stakeholder meetings (student, faculty, employer, alumni, as needed).
- Early November: Follow up meeting with Assessment Team which confirms timeline for Self-Study completion.
- November - Audit committee Appointed. Committee establishes its timeline and schedule for the review process with a target of completing the review report by March 30.
- January: Submit Self-Study to the Office of the Provost.
- November – January: Drafting report;
- February 1: The Office of the Provost sends Self Study to review committee.
- February: Review Committee members meet and finalize timeline
- February - March 30: Audit is finished.
- March: Wrap-up session including Prioritized Recommendations and Multi-Year Plan.

#### **Useful Materials on AUA Website (pending)**

1. Self-Study Transmittal Template
2. Extramural Reviewer Letter Template
3. Audit Review Transmittal Template
4. Checklist for Self-Study Chair
5. Checklist for Review Chair
6. External Stakeholder Input Guidelines (How to hold and document a focus group)
7. Tentative Self-Study Schedule (2012-2021)

Faculty Headcount by Gender, Citizenship and Core vs. Visiting (2009-2013)

	2009-2010 N (%)	2010-2011 N (%)	2011-2012 N (%)	2012-2013 N (%)	2013-2014 N (%)
<b>Total</b>	<b>82 (100)</b>	<b>83 (100)</b>	<b>92 (100)</b>	<b>76 (100)</b>	<b>111 (100)</b>
Core	59 (72.0)	59 (71.0)	54 (58.7)	50 (65.8)	68 (61.3)
Visiting	23 (28.0)	24 (29.0)	38 (41.3)	26 (34.2)	43 (38.7)

	2009-2010 N (%)	2010-2011 N (%)	2011-2012 N (%)	2012-2013 N (%)	2013-2014 N (%)
<b>Total</b>	<b>82 (100)</b>	<b>83 (100)</b>	<b>92 (100)</b>	<b>76 (100)</b>	<b>111 (100)</b>
RoA Citizens	38 (46.3)	41 (49.4)	46 (50.0)	41 (54.0)	71 (64.0)
Non-RoA Citizens	44 (53.7)	52 (62.6)	46 (50.0)	35 (46.0)	40 (36.0)

	2009-2010 N (%)	2010-2011 N (%)	2011-2012 N (%)	2012-2013 N (%)	2013-2014 N (%)
<b>Total</b>	<b>82 (100)</b>	<b>83 (100)</b>	<b>92 (100)</b>	<b>76 (100)</b>	<b>111 (100)</b>
Male	60 (73.2)	61 (73.5)	67 (72.8)	53 (69.7)	80 (72.0)
Female	22 (26.8)	22 (26.5)	25 (27.2)	23 (30.3)	31 (28.0)

*Attachment 3.2. Timeline for Revisions of Guidelines for the Review of Academic Programs 2013*

Timeline: Revision of Academic Program Review (Self-Study) Guidelines: 2012-2013

Adjustments to the 2012 Guidelines

Feedback from LL.M. Program	November 26, 2012
Feedback from LL.M. External Reviewer	Feedback solicited but not received. Feedback retrieved from report.
Feedback from MPH program	Formal feedback solicited. Feedback received via May 2, 2013, meeting between Acc Dir and Associate Dean
Feedback from MPH External Reviewer	May 17, 2013
Feedback from Review Committee Chairs	Solicited from LL.M. Committee Chair. Not received. Meeting between Acc Dir and LL.M. Review Committee Chair to discuss.
Meeting between Accreditation Director, Provost re: process of first two programs in new cycle	May 24, 2013
Memo to Provost and President re: process of first two programs in new cycle with recommendations for change	July 1, 2013
Meeting between AD and Provost re: recommended changes	July 18, 2013
Meeting between AD and Curriculum Committee Chair to discuss recommended changes	July 24, 2013
Meeting between AD and Curriculum Committee Chair to discuss recommended changes, included ALO	July 29, 2013
Draft revisions sent to CC chair for feedback	July 29, 2013
Feedback received from CC chair	July 30, 2013
Send to Provost for comments	September 3, 2013
Feedback from Provost. (In meeting between Dir of Acc and Provost)	September 10, 2013
Sent to Curriculum committee for Review	September 17, 2013
Discussed by Curriculum Committee (Provost and President present)	September 25, 2013
Feedback from Faculty following CC meeting submitted to CC chair, forwarded to Dir of Acc and Provost	October 2, 2013
AD and CC Chair Review and Incorporate feedback from faculty into New Version of Guidelines	November 1, 2013 November 4, 2013
Meeting between DA, CC Chair, Provost to review and consolidate feedback from faculty	November 5, 2013
Revised version sent to CC Chair and Provost for Review	November 5, 2013
Edits received from CC Chair	November 6, 2013
Edits received from Provost	November 7, 2013
Sent back to CC for consideration	November 11, 2013
Discussed/recommended CC	November 12, 2013
Discussed/recommended by Faculty Senate	December 5, 2013
Revised and Adopted by the Administration	February 28, 2014



Self-Study Data Packet  
Information Provided by the Institutional Research Office

1. Student Exit Survey (program results) 2006-present
2. Employer Survey (program results) 2010
3. Alumni Survey (program results) 2007, 2012
4. List of Faculty (for the time period covered in the Self-Study)
5. CVs for faculty (for most recent full academic year)
6. Admissions Data (Application, Acceptance, Enrollment) for program with a year to year summary comparison w/ university totals –(for period covered in Self-Study)
7. Admissions Data (Test Scores for Accepted Students) for program with a year to year summary comparison w/ university totals (for period covered in Self-Study)
8. Retention and Graduation Rates for program and university-wide (for as many full cohorts as available)
9. Summary statistics of course evaluations for program and university (*from Provost's office*)
10. Faculty meeting minutes
11. AUA Strategic Plan
  - a. Full: <http://aua.am/wp-content/uploads/2012/02/AUA-Strategic-Plan-2011-2017-FINAL.pdf>
  - b. Appendix: <http://aua.am/wp-content/uploads/2012/02/AUA-Strategic-Plan-2011-2017-Appendices-FINAL.pdf>
12. Latest academic program Strategic plan
13. Annual Student Learning Assessment Plans & Reports – <http://iro.aua.am/student-learning-committee/>, password protected: Theme1
14. AUA Factbook – <http://iro.aua.am/factbook/>
15. Alumni Information
  - a. University-wide information: <http://iro.aua.am/factbook-2011-table-17-aua-alumni-employment-statistics-1993-2011/>
  - b. Program –specific information
16. Research Center Reports – Consolidated Report of Research Centers 2011-2012 will be available in October (published on the website)
  - a. 2010-2011: <http://iro.aua.am/data-on-research-centers/>
  - b. Others in attachment form

**Additional Information to be utilized available within the academic program**

1. Program Goals and Student Learning Outcomes
2. Program Mission Statement
3. Curriculum map
4. Course descriptions
5. Program Student Handbook
6. Capstones or other Student Work Portfolios (for the period covered in Self-Study)
7. Exit Interviews conducted by program, if applicable (for the period covered in Self-Study)
8. List of Faculty Research and Scholarship – compiled by the program or department

March 26, 2014

**Credit Hour Policy**

**Number: ACAD20140004**

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**Credit Hour Policy**

A credit hour is comprised of faculty-led discussion/lecture and student preparation outside of the classroom.

The academic calendar is planned around 15 weeks of instruction per semester. A credit hour equals approximately 15 academic hours of faculty-led instruction per semester plus, on average and as a general guideline, an additional 30 hours of out-of-class student work. One academic hour equals 50 minutes of class time. Each credit requires a time commitment of approximately 3 hours per week.

**Guidelines on Equivalents**

- Faculty supervised laboratory sessions are roughly equivalent to  $\frac{1}{2}$  of a faculty-led session (e.g., 30 academic hours equal one credit hour)
- For independent study time spent is roughly equal to  $\frac{1}{3}$  of a faculty-led session (e.g., 45 academic hours equals one credit hour)
- For courses that use a mix of teaching methods, credit hours will be assigned based on the weighted value of these components.

**Non-traditional/alternate formats**

If a course is offered in alternate formats (such as on-line, compressed, correspondence, etc.) and carries the same name and course number, it shall carry the same credit value as the traditional classroom course and must ensure the same educational outcomes are achieved.

**NOTE:** Until the fall 2012, AUA was on an quarter system, with 10-week terms, under which the typical credit hour was 500 minutes (ten 50 minute classes) of in-class instruction plus roughly 20 hours of student preparation out of class. For the old policy and definition, please consult the Policy Archive.

## **Credit Hour Compliance Monitoring**

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Within the context of course and syllabus development, the university has implemented a credit-hour compliance monitoring system. The key steps of the process are as follows:

- The university's academic calendar is designed to assure that standard course blocks (M/W/F, T/R as well as evening courses) meet the credit hour policy requirements. The calendar is proposed by the Registrar, reviewed by the Faculty Senate, and approved by the Provost.
- The Curriculum Committee of the Faculty Senate approves all new courses and reviews them for consistency with all policies including credit hour.
- The Registrar sets the academic schedule taking into account seat-time requirements of the credit hour policy.
- Program Chairs review and approve all syllabi for compliance with all policies including the credit-hour policy. A checklist was created to assist program chairs in this process.
- The IRO archives all syllabi
- The Office of Assessment and Accreditation performs random checks of syllabi for class meeting times
- The Academic Program Review Process includes a review of all program activities for compliance of all policies including credit-hour.

## Credit Hour Compliance Monitoring

<b>Syllabus Checklist</b>	
Item	Check
Course title and number	
Number of credit hours	
Instructor information (name, contact information (email address, telephone number, etc))	
Instructor office location and office hours	
The prerequisites and co-requisites for the course	
Class schedule (when does the class meet, days, times)	
Term / Year	
Course description (matches published course description in course catalog) and includes any prerequisites or co-requisites	
Description of how the course will be taught (e.g. lecture, lab, lecture/lab, distance, etc.) (Course structure)	
Required materials (reading, other)	
Weekly (or daily) schedule and topics	
Course-based student learning outcomes aligned with program learning outcomes and program goals. These should match published goals and outcomes and curriculum map	
Weekly/daily schedule of class sessions	
Assignment and test make-up procedures	
Statement on how the students will be evaluated (e.g. class participation, assignments, exams, papers) with information about how these tie into the outcomes for the course	
Use of library and other information resources, as appropriate	
Reference to university policies (Grade Appeals, Student Code of Ethics)	
Provisions for special needs	
Other relevant information (including late or make up policies relevant to course or program)	
The number of seat hours match credit hour policy (750 min = 1 credit; 1500 = 2 credits/ 2250 = 3 credits)	
Weekly (or daily) schedule and topics includes readings and non-reading home tasks, dates of exams (as appropriate) and review days for exams	
Assessment methods are varied, aligned with course-based student learning outcomes and curriculum map (including levels), and weighted appropriately	
Assessment methods are explained and include rubrics or other measuring tools as appropriate	
Office hours are adequate to meet the needs of students in this course	

**American University of Armenia  
Guidelines for Review of Academic Support Units**

**April 2014**



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## Introduction

As part of the American University of Armenia's (AUA) commitment to quality improvements and evidence-based decision making, academic support units engage in annual review by:

- identifying objectives,
- identifying evaluation methods,
- assessing the extent to which the unit achieves the stated objectives, and
- providing evidence of improvements based on the analysis of assessment results.

At AUA, academic support units include the following:

- AGBU Papazian Library
- Information and Computer Technologies Services
- Office of the Registrar
- Office of Admissions
- Institutional Research Office
- Center for Student Success
- Alumni and Career Development Office (ACDO)

These units, while not primarily academic or instructional, directly contribute to student learning.

In order to fully engage in and learn from the process of review, academic support units should have formulated a mission statement and objectives.

## Mission Statements

### AUA Mission Statement<sup>1</sup>

*As an institution of higher learning, the American University of Armenia provides teaching, research, and service programs that prepare students and enable faculty and researchers to address the needs of Armenia and the surrounding region for sustainable development, in a setting that values and develops academic excellence, free inquiry, integrity, scholarship, leadership, and service to society.*

An academic support unit's mission statement is a brief statement of what the unit does. The mission statement describes the unit's purpose (including responsibilities and clients/customers served). An academic support unit's mission also describes how the unit supports the learning environment and how it interacts with other units.

Academic support unit mission statements should:

- describe the purpose of the unit,
- be brief and concise,
- be known to employees within the unit, and
- align with university's mission.

Developing a unit's mission statement should be a collaborate process with unit staff. This can be done by asking each staff member to review his/her job description and the job descriptions of colleagues, asking staff members to reflect on the most important parts of their jobs and the jobs of other staff members, or, a unit director might prepare a draft and circulate it among unit staff for input.

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<sup>1</sup> From <http://aua.am/the-aua-mission/>



## Objectives

Academic support unit objectives are different from student learning outcomes in an academic program. Objectives for academic support units generally focus on *what the unit intends to accomplish*. Objectives should closely align with the unit's mission statement as well as the university's mission statement.

In general, at least one objective should be identified for each of the unit's responsibilities.

Objectives are *specific, measurable* statements which support the unit's mission statement by defining what should occur as a result of the unit's core services or functions. Objectives are generally reviewed, updated and/or revised during strategic planning or as necessary.

Academic support unit objectives are often administrative and might address one of the following areas<sup>2</sup>:

- process
  - volume or level of activity
  - efficiency with which process is conducted
  - compliance with standards
- outcome (ability for client/stakeholder to do something after services have been provided)
- satisfaction (client/stakeholder satisfaction with services)

Academic Support Unit objectives should be

- specific, clear and concise
- measurable
- challenging, but attainable
- realistic in terms of the number of objectives
- targeted to areas which staff believe can be improved
- related to the services the unit provides, and
- directly under the control of the unit

Each objective will require tasks (actions, steps) to support the stated objective. Tasks are generally outlined in a unit's work plan and are not discussed further in this Guideline but are mentioned here for clarity.

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<sup>2</sup> Nichols (2000), p. 41

## Assessment Cycle and Timeline

Each academic support unit should aim to assess one to three objectives each year, focusing on those objectives which can be reviewed in light of available resources and personnel and which are in line with current priorities determined in consultation with the university Administration

An academic support unit's annual assessment plan should consider the following questions:

What:

What is being reviewed/assessed?

What information will be utilized (where is the information? how will it be compiled?)

When:

When will the assessment take place?

Who:

Who will be involved in compiling the assessment information? Who will be involved in analyzing the data and information?

How:

How well is the unit expected to perform

How will the results be integrated and used to enhance and improve the unit's work

Templates for use in preparing the assessment plan and assessment report are attached.

The following timeline is anticipated for assessment:

September: Unit meeting to develop plan

October 15: Submit Assessment Plan

June 30. Submit Assessment Report

## References and Resources

Nichols, Karen W. and James O. Nichols. (2000) *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*. New York: Agathon Press.

Administrative Units Assessment. Emory University. Retrieved from <http://www.oirpe.emory.edu/Assessment/Administrative%20Units%20Assessment.html>.

Support Unit Review. California State University Stanislaus. Retrieved from <http://www.csustan.edu/oaqa/ProgReview/SupportUnitReviewProcess.html>

Process Analysis and Design. University of California Davis Organizational Excellence. retrieved from <http://oe.ucdavis.edu/>

## Use of Report Data and Information

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### Aligning Unit Objectives to University's Mission – Worksheet

AUA Mission Statement: *As an institution of higher learning, the American University of Armenia provides **teaching, research, and service** programs that **prepare students and enable faculty and researchers to address the needs of Armenia** and the surrounding region for **sustainable development**, in a setting that values and develops **academic excellence, free inquiry, integrity, scholarship, leadership, and service to society.** (<http://aua.am/the-aua-mission/>)*

*Explicitly and clearly linking from **AUA's Mission Statement** (to university-wide goals) to your unit's **mission statement** to **objectives** provides structure to work and clearly defines how the institution and your unit will fulfill the university's mission. This worksheet aims to help staff clearly define these linkages.*

Component of AUA's Mission: \_\_\_\_\_

Component of Unit's Mission Statement: \_\_\_\_\_

Objective # 1: \_\_\_\_\_

Component of AUA's Mission: \_\_\_\_\_

Component of Unit's Mission Statement: \_\_\_\_\_

Objective # 2: \_\_\_\_\_

Component of AUA's Mission: \_\_\_\_\_

Component of Unit's Mission Statement: \_\_\_\_\_

Objective # 3: \_\_\_\_\_

Component of AUA's Mission: \_\_\_\_\_

Component of Unit's Mission Statement: \_\_\_\_\_

Objective # 4: \_\_\_\_\_

## Academic Support Unit Assessment Plan: Template

<b>ACADEMIC YEAR Assessment Plan for UNIT</b>	
<b>Topic of Investigation</b> <i>Objective(s) to be assessed</i>	
<b>Rationale</b> <i>Why is this important to the unit at this time?</i>	
<b>Alignment to university and unit mission statement</b> <i>How does this objective align with the university's and unit's mission?</i>	
<b>Assessment Timeline</b> <i>What assessment tools (surveys, data, reports, focus groups) will be utilized and when will the review take place?</i>	
<b>Description of Assessment Methods:</b> <i>A brief explanation of the tools noted above.</i>	
<b>Assessment Team</b> <i>Who will engage in the review process?</i>	
<b>Closing the loop</b> <i>Findings will be used to:</i>	

## Academic Support Unit Assessment Report Outline –Template <sup>3</sup>

Name of Academic Support Unit:

Assessment Period Covered in this Review:

Date Submitted:

Names of Assessment Team Members:

- 1) Introduction and Background about Unit *This section is an introduction to and background information about the unit and should align with published information as appropriate.*
  - a) Mission statement
  - b) Objectives (all objectives)
  - c) Organizational structure of unit (structure, staff)
  
- 2) Assessment Summary - *This section is a summary of the data and information compiled and reviewed in assessing the objectives under review.*
  - a) Close the Loop on previous assessment. *Briefly describe previous assessment results and how they were used for improvement.*
  
  - b) First Objective Under Review
    - i) Identify how the first objective under review supports university mission and/or strategic goals
    - ii) Identify how the first objective under review supports unit's mission
    - iii) Describe the first method of Assessment for the first objective under review
      - (1) Method of assessment
      - (2) Achievement target
      - (3) Summary of results
      - (4) Use of assessment results for improvement
    - iv) Describe the second method of Assessment for the first objective under review
      - (1) Method of assessment
      - (2) Achievement target
      - (3) Summary of results
      - (4) Use of assessment results for improvement
  
  - c) Second Objective Under Review
    - i) Identify how the second objective under review supports university mission and/or strategic goals
    - ii) Identify how the second objective under review supports unit's mission
    - iii) Describe the first method of Assessment for the second objective under review
      - (1) Method of assessment
      - (2) Achievement target
      - (3) Summary of results
      - (4) Use of assessment results for improvement
    - iv) Describe the second method of Assessment for the second objective under review
      - (1) Method of assessment
      - (2) Achievement target

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<sup>3</sup> Emory University, Administrative Unit Assessment

- (3) Summary of results
- (4) Use of assessment results for improvement

- 3) Resource Allocation and Use - *This section addresses the allocation of resources and should include data- and evidence-based analyses in this regard as related to the objectives under review.*
  - a. Resource Allocation
  - b. Adequacy of Resources
  
- 4) Evaluation of Operations – *This section addresses the overall operation of the unit and should include data- and evidence-based analyses in this regard as related to the objectives under review.*
  - a. Management
  - b. Climate and Management
  - c. Efficiency Analysis
  
- 5) Plans - *What objectives will be assessed next year?*
  - a) First Objective for Review Next Year
    - i) Method 1
    - ii) Method 1 Achievement Target
    - iii) Method 2
    - iv) Method 2 Achievement Target
  - b) Second Objective for Review Next Year
    - i) Method 1
    - ii) Method 1 Achievement Target
    - iii) Method 2
    - iv) Method 2 Achievement Target
  
- 6) Appendices - *Attach any supporting documentation such as surveys, reports.*

### Annual Student Learning Assessments

Program	Current SLAP*	2013-2014 SLAR**	2012-2013 SLAR	2011-2012 SLAR	2010-2011 SLAR	2009-2010 SLAR
<b>College of Business and Economics</b>						
MBA	Plan on File				Report	
MSE	Plan on File					
BA in Bus	Plan on File	New Program				
<b>College of Humanities and Social Sciences</b>						
MA TEFL		Self Study in progress	Report	Report	Report	Report
LL.M.	Plan on File		Report	Report	Report	Report
MPSIA	Plan on File				Report	
BA in E&C	Plan on File	New Program				
<b>College of Science and Engineering</b>						
MEIESM	Plan on File		Report	Report	Report	
MS CIS	Plan on File				Report	
BS in CS	Plan on File	New Program				
<b>School of Public Health</b>						
MPH	Plan on File		Report	Report	Report	Report

\* SLAP = Student Learning Assessment Plan

\*\*SLAR = Student Learning Assessment Report

[http://iro.aua.am/student-learning-committee/.](http://iro.aua.am/student-learning-committee/)

## Use of Report Data and Information

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Name of Program:

Date:

Name of Person Completing this Form:

Name of Report(s) (include year):

How/When was the information shared and reviewed with faculty/staff?

Where there any surprises?

What findings were identified as important to your program? (Questions to consider: Do the results match expectations? Are expectations appropriate? Should expectations be changed?)

What are the next steps planned based on the findings? (Action plan, timetable for implementing actions)

Closing the Loop: Did the implemented action/changes have the desired effect?

Feedback on report: What suggestions do you have for the next report? What was the most useful information? What was the least useful information? What suggestions do you have for additional information that might have been useful to your program?



### Cohort Graduation and Retention Rate

Year <sup>1</sup>	Size of Cohort <sup>2</sup>	1-Year Retention <sup>3</sup> N (% of Size of Cohort)	3-Year Graduation <sup>4</sup> N (% of Size of Cohort)	Transfers Out N (% of Size of Cohort)	Withdrawals/ Dismissals N (% of Size of Cohort)	Still Enrolled After 3 Years N (% of Size of Cohort)	Graduation rate as of June 30, 2013 N (% of Size of Cohort)
Cohort for 2006	133	123 (92.5)	107 (80.4)	0 (0.0)	19 (14.3)	7 (5.3)	114 (85.7)
Cohort for 2007	107	97 (90.6)	93 (86.9)	0 (0.0)	6 (5.6)	8 (7.5)	101 (94.4)
Cohort for 2008	122	115 (94.4)	105 (86.1)	0 (0.0)	9 (7.4)	8 (6.5)	113 (92.6)
Cohort for 2009 <sup>5</sup>	246	211 (85.7)	198 (80.5)	0 (0.0)	28 (11.4)	20 (8.1)	211 (85.8)
Cohort for 2010	175	159 (90.8)	146 (83.4)	0 (0.0)	15 <sup>6</sup> (8.6)	14 (8.0)	N/A

<sup>1</sup> Cohorts for 2006, 2007, and 2008 began in spring; thereafter in fall.

<sup>2</sup> Cohort: Entering full-time degree seeking students as of the end of the add/drop period. Students who withdraw within the add/drop period are excluded. Students who enroll within the add/drop period are included. Reporting is for the first-term cohort of the noted academic year.

<sup>3</sup> 1-year retention: Degree-seeking students from the cohort who are still enrolled as of the end of the add/drop period in same term of following year. This includes students who transferred from full-time to part-time enrollment status. (1-year retention rate is a percentage of the entering cohort.)

<sup>4</sup> 3-year graduation: Students from the cohort who graduate (complete degree requirements and are granted a degree) by the end of third academic year. (Graduation rate is a percentage of the entering cohort.)

<sup>5</sup> Data for the most recent complete cohort.

<sup>6</sup> This category includes one student who passed away.

**Cohort<sup>1</sup> Graduation and Retention Rate by Citizenship and Gender 2006, 2007**

Categories	Citizenship		Gender	
	RoA	Non-RoA	Male	Female
<b>Cohort for Year 2006<sup>2</sup></b>	<b>120 (90.2)</b>	<b>13 (9.8)</b>	<b>42 (31.6)</b>	<b>91 (68.4)</b>
<b>1-Year Retention N (% of Size of Cohort)</b>	111 (92.5)	12 (92.3)	38 (90.5)	85 (93.4)
<b>3-Year Graduation<sup>3</sup> N (% of Size of Cohort)</b>	96 (80.0)	11 (84.6)	32 (76.2)	75 (82.4)
<b>Withdrawals/Dismissals N (% of Size of Cohort )</b>	18 (15.0)	1 (7.7)	8 (19.0)	11 (12.1)
<b>Students Still Enrolled after 3 Years N (% of Size of Cohort )</b>	6 (5.0)	1 (7.7)	2 (4.8)	5 (5.5)
<b>Graduation rate as of June 30, 2013 N (% Size of Cohort)</b>	102 (85.0)	12 (92.3)	34 (80.9)	80 (87.9)
<b>Cohort for Year 2007</b>	<b>98 (91.6)</b>	<b>9 (8.4)</b>	<b>35 (32.7)</b>	<b>72 (67.3)</b>
<b>1-Year Retention N (% of Size of Cohort)</b>	89 (90.8)	8 (88.8)	30 (85.7)	67 (93.0)
<b>3-Year Graduation<sup>4</sup> N (% of Size of Cohort)</b>	85 (86.7)	8 (88.8)	28 (80.0)	65 (90.3)
<b>Withdrawals/Dismissals N (% of Size of Cohort)</b>	6 (6.1)	0 (0.0)	4 (11.4)	2 (2.8)
<b>Students Still Enrolled after 3 Years N (% of Size of Cohort)</b>	7 (7.1)	1 (11.1)	3 (8.6)	5 (6.9)
<b>Graduation rate as of June 30, 2013 N (% Size of Cohort)</b>	92 (93.8)	9 (100.0)	31 (88.5)	70 (97.2)

<sup>1</sup> Cohort: Entering full-time degree seeking students as of the end of the add/drop period. Students who drop within the add/drop period are excluded. Students who enroll within the add/drop period are included. Reporting is for the first-term cohort of the noted academic year.

<sup>2</sup> Cohorts for 2006, 2007, and 2008 began in spring; thereafter in fall.

<sup>3</sup> 3-year graduation: Students from the cohort who graduate (complete degree requirements and are granted a degree) by the end of third academic year. (Graduation rate is a percentage of the entering cohort.)

<sup>4</sup> 3-year graduation: Students from the cohort who graduate (complete degree requirements and are granted a degree) by the end of third academic year. (Graduation rate is a percentage of the entering cohort.)

**Cohort<sup>1</sup> Graduation and Retention Rate by Citizenship and Gender 2008**

Categories	Citizenship		Gender	
	RoA	Non-RoA	Male	Female
<b>Cohort for Year 2008</b>	<b>115 (94.3)</b>	<b>7 (5.7)</b>	<b>44 (36.1)</b>	<b>78 (63.9)</b>
<b>1-Year Retention N (% of Size of cohort)</b>	108 (93.9)	7 (100.0)	41 (93.2)	74 (94.8)
<b>3-Year Graduation<sup>2</sup> N (% of Size of Cohort)</b>	98 (85.2)	7 (100.0)	38 (86.4)	67 (85.9)
<b>Withdrawals/Dismissals N (% of Size of Cohort)</b>	9 (7.8)	0 (0.0)	4 (9.1)	5 (6.4)
<b>Students Still Enrolled after 3 Years N (% of Size of Cohort)</b>	8 (6.9)	0 (0.0)	2 (4.5)	6 (7.7)
<b>Graduation rate as of June 30, 2013 N (% Size of Cohort)</b>	106 (92.1)	7 (100.0)	40 (90.9)	73 (93.5)

<sup>1</sup> Cohort: Entering full-time degree seeking students as of the end of the add/drop period. Students who drop within the add/drop period are excluded. Students who enroll within the add/drop period are included. Reporting is for the first-term cohort of the noted academic year.

<sup>2</sup> 3-year graduation: Students from the cohort who graduate (complete degree requirements and are granted a degree) by the end of third academic year. (Graduation rate is a percentage of the entering cohort.)

**Cohort<sup>5</sup> Graduation and Retention Rate by Citizenship and Gender 2009, 2010**

Categories	Citizenship		Gender	
	RoA	Non-RoA	Male	Female
<b>Cohort for Year 2009</b>	<b>229 (93.1)</b>	<b>17 (6.9)</b>	<b>66 (26.8)</b>	<b>180 (73.2)</b>
<b>1 Year Retention<sup>1</sup> N (% of Size of Cohort)</b>	194 (84.7)	17 (100.0)	48 (72.7)	163 (90.5)
<b>3-Year Graduation<sup>2</sup> N (% of Size of Cohort)</b>	183 (80.0)	15 (88.2)	45 (68.2)	153 (85.0)
<b>Withdrawals/Dismissals N (% of Size of Cohort)</b>	28 (12.2)	0 (0.0)	12 (18.2)	16 (8.9)
<b>Students Still Enrolled after 3 Years N (% of Size of Cohort)</b>	18 (7.8)	2 (11.8)	9 (13.6)	11 (6.1)
<b>Graduation rate as of June 30, 2013 N (% Size of Cohort)</b>	196 (85.6)	15 (88.2)	48 (72.7)	163 (90.5)
<b>Cohort for Year 2010</b>	<b>158 (90.3)</b>	<b>17 (9.7)</b>	<b>53 (30.3)</b>	<b>122 (69.7)</b>
<b>1 Year Retention<sup>3</sup> N (% of Size of Cohort)</b>	143 (90.5)	16 (94.1)	45 (84.9)	114 (93.4)
<b>3-Year Graduation<sup>4</sup> N (% of Size of Cohort)</b>	132 (83.5)	14 (82.3)	35 (66.0)	111 (91.0)
<b>Withdrawals/Dismissals N (% of Size of Cohort)</b>	14 (8.9)	1 (5.9)	7 (13.2)	8 (6.5)
<b>Students Still Enrolled after 3 Years N (% of Size of Cohort)</b>	12 (7.6)	2 (11.8)	11 (20.8)	3 (2.5)

<sup>1</sup> 1-year retention: Degree seeking students from the cohort who are still enrolled as of the end of the add/drop period in same term of following year. This includes students who transferred from full-time to part-time enrollment status. (1-year retention rate is a percentage of the entering cohort.)

<sup>2</sup> 3-year graduation: Students from the cohort who graduate (complete degree requirements and are granted a degree) by the end of third academic year. (Graduation rate is a percentage of the entering cohort.)

<sup>3</sup> 1-year retention: Degree seeking students from the cohort who are still enrolled as of the end of the add/drop period in same term of following year. This includes students who transferred from full-time to part-time enrollment status. (1-year retention rate is a percentage of the entering cohort.)

<sup>4</sup> 3-year graduation: Students from the cohort who graduate (complete degree requirements and are granted a degree) by the end of third academic year. (Graduation rate is a percentage of the entering cohort.)

<sup>5</sup> Cohort: Entering full-time degree seeking students as of the end of the add/drop period. Students who drop within the add/drop period are excluded. Students who enroll within the add/drop period are included. Reporting is for the first-term cohort of the noted academic year.

## Cohort Graduation and Retention Rate by Academic Program and Gender 2006

Year <sup>1</sup>	Size of Cohort	1 Year Retention <sup>2</sup> N (% of Size of Cohort)	3-Year Graduation <sup>3</sup> N (% of Size of Cohort)	Transfers Out N (% of Size of Cohort)	Withdrawals /Dismissals N (% of Size of Cohort)	Students Still Enrolled after 3 Years N (% of Size of Cohort)	Graduation rate as of June 30, 2013 N (% Size of Cohort)
<b>2006</b>	<b>133</b>	<b>123 (92.5)</b>	<b>107 (80.4)</b>	<b>0 (0.0)</b>	<b>19 (14.3)</b>	<b>7 (5.3)<sup>4</sup></b>	<b>114 (85.7)</b>
<b>ME IESM</b>	<b>11</b>	<b>11 (100.0)</b>	<b>10 (90.9)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>1 (9.1)</b>	<b>11 (100.0)</b>
Male	5	5 (100.0)	4 (80.0)	0 (0.0)	0 (0.0)	1 (20.0)	5 (100.0)
Female	6	6 (100.0)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (100.0)
<b>MS CIS</b>	<b>20</b>	<b>19 (95.0)</b>	<b>16 (80.0)</b>	<b>0 (0.0)</b>	<b>1 (10.0)</b>	<b>3(10.0)</b>	<b>19 (95.0)</b>
Male	11	11 (100.0)	11 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	11 (100.0)
Female	9	8 (88.9)	5 (55.6)	0 (0.0)	1 (11.1)	3 (33.3)	8 (88.9)
<b>MPH</b>	<b>16</b>	<b>16 (100.0)</b>	<b>13 (81.2)</b>	<b>0 (0.0)</b>	<b>3 (18.7)</b>	<b>0 (0.0)</b>	<b>13 (81.2)</b>
Male	3	3 (100.0)	2 (66.7)	0 (0.0)	1 (33.3)	0 (0.0)	2 (66.7)
Female	13	13 (100.0)	11 (84.6)	0 (0.0)	2 (15.4)	0 (0.0)	11 (84.6)
<b>MA TEFL</b>	<b>5</b>	<b>5(100.0)</b>	<b>5(100.0)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>5 (100.0)</b>
Male	-	-	-	-	-	-	-
Female	5	5(100.0)	5 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (100.0)
<b>LL.M.<sup>5</sup></b>	<b>33</b>	<b>32 (97.0)</b>	<b>31 (93.9)</b>	<b>0 (0.0)</b>	<b>2 (6.1)</b>	<b>0 (0.0)</b>	<b>31 (93.9)</b>
Male	6	6 (100.0)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (100.0)
Female	27	26 (96.3)	25 (92.6)	0 (0.0)	2 (7.4)	0 (0.0)	25 (92.6)
<b>MBA</b>	<b>31</b>	<b>24 (77.4)</b>	<b>19 (61.3)</b>	<b>0 (0.0)</b>	<b>9 (29.0)</b>	<b>3 (9.7)</b>	<b>22 (70.9)</b>
Male	14	10 (71.4)	8 (57.2)	0 (0.0)	5 (35.7)	1 (7.1)	9 (64.3)
Female	17	14 (82.3)	11 (64.7)	0 (0.0)	4 (23.5)	2 (11.8)	13 (76.4)
<b>M PSIA</b>	<b>17</b>	<b>16 (94.1)</b>	<b>13 (76.5)</b>	<b>0 (0.0)</b>	<b>4 (23.5)</b>	<b>0 (0.0)</b>	<b>13 (76.5)</b>
Male	3	3 (100.0)	1 (33.3)	0 (0.0)	2 (66.7)	0 (0.0)	1 (33.3)
Female	14	13 (92.9)	12 (85.7)	0 (0.0)	2 (14.3)	0 (0.0)	12 (85.7)

<sup>1</sup> Cohorts for 2006, 2007, and 2008 began in spring; thereafter in fall.

<sup>2</sup> 1-year retention: Degree seeking students from the cohort who are still enrolled as of the end of the add/drop period in same term of following year. This includes students who transferred from full-time to part-time enrollment status. (1-year retention rate is a percentage of the entering cohort.)

<sup>3</sup> 3-year graduation: Students from the cohort who graduate (complete degree requirements and are granted a degree) by the end of third academic year. (Graduation rate is a percentage of the entering cohort.)

<sup>4</sup> All students who were still enrolled after three years had graduated as of June 30, 2012.

<sup>5</sup> Includes 23 students in Master of Comparative Legal Studies.

## Cohort Graduation and Retention Rate by Academic Program and Gender 2007

Year <sup>1</sup>	Size of Cohort	1 Year Retention N (% of Size of Cohort)	3-Year Graduation N (% of Size of Cohort)	Transfers Out N (% of Size of Cohort)	Withdrawals /Dismissals N (% of Size of Cohort)	Students Still Enrolled after 3 Years N (% of Size of Cohort)	Graduation rate as of June 30, 2013 N (% Size of Cohort)
<b>2007</b>	<b>107</b>	<b>97 (90.6)</b>	<b>93 (86.9)</b>	<b>0 (0.0)</b>	<b>6 (5.6)</b>	<b>8 (7.5)</b>	<b>101 (94.4)</b>
<b>ME IESM</b>	<b>19</b>	<b>17 (89.5)</b>	<b>17 (89.4)</b>	<b>0 (0.0)</b>	<b>1 (5.3)</b>	<b>1 (5.3)</b>	<b>18 (94.7)</b>
Male	4	4 (100.0)	4 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (100.0)
Female	15	13 (86.6)	13 (86.6)	0 (0.0)	1 (6.7)	1(6.7)	14 (93.3)
<b>MS CIS</b>	<b>18</b>	<b>17 (94.4)</b>	<b>15 (83.3)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>3 (16.7)</b>	<b>18 (100.0)</b>
Male	9	9 (100.0)	8 (88.9)	0 (0.0)	0 (0.0)	1 (11.1)	9 (100.0)
Female	9	8 (88.9)	7 (77.8)	0 (0.0)	0 (0.0)	2 (22.2)	9 (100.0)
<b>MPH</b>	-	-	-	-	-	-	-
<b>MA TEFL</b>	<b>9</b>	<b>9 (100.0)</b>	<b>9 (100.0)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>9 (100.0)</b>
Male	0	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Female	9	9 (100.0)	9 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	9 (100.0)
<b>LL.M.</b>	<b>16</b>	<b>13 (81.2)</b>	<b>13 (81.2)</b>	<b>0 (0.0)</b>	<b>2 (12.5)</b>	<b>1 (6.2)</b>	<b>14 (87.5)</b>
Male	7	6 (85.7)	6 (85.7)	0 (0.0)	1 (14.3)	0 (0.0)	6 (85.7)
Female	9	7 (77.8)	7 (77.8)	0 (0.0)	1 (11.1)	1 (11.1)	8 (88.9)
<b>MBA</b>	<b>27</b>	<b>24 (88.9)</b>	<b>22 (81.5)</b>	<b>0 (0.0)</b>	<b>3 (11.1)</b>	<b>2 (7.4)</b>	<b>24 (88.9)</b>
Male	12	9 (75.0)	8 (66.7)	0 (0.0)	3 (25.0)	1 (8.3)	9 (75.0)
Female	15	15 (100.0)	14 (93.3)	0 (0.0)	0 (0.0)	1 (6.7)	15 (100.0)
<b>M PSIA</b>	<b>18</b>	<b>17 (94.4)</b>	<b>17 (94.4)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>1 (5.6)</b>	<b>18 (100.0)</b>
Male	3	2 (66.7)	2 (66.7)	0 (0.0)	0 (0.0)	1(33.3) <sup>2</sup>	3 (100.0)
Female	15	15 (100.0)	15 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	15 (100.0)

<sup>1</sup> Cohorts for 2006, 2007, and 2008 began in spring; thereafter in fall.

<sup>2</sup> Student transferred to and graduated from MA TEFL degree.

## Cohort Graduation and Retention Rate by Academic Program and Gender 2008

Year <sup>1</sup>	Size of Cohort	1 Year Retention N (% of Size of Cohort)	3-Year Graduation N (% of Size of Cohort)	Transfers Out N (% of the Size of Cohort)	Withdrawals /Dismissals N (% of Size of Cohort)	Students Still Enrolled after 3 Years N (% of Size of Cohort)	Graduation rate as of June 30, 2013 N (% Size of Cohort)
<b>2008</b>	<b>122</b>	<b>115 (94.4)</b>	<b>105 (86.1)</b>	<b>0 (0.0)</b>	<b>9 (7.4)</b>	<b>8 (6.5)</b>	<b>113 (92.6)</b>
<b>ME IESM</b>	<b>17</b>	<b>17 (100.0)</b>	<b>14 (82.3)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>3 (17.6)</b>	<b>17 (100.0)</b>
Male	7	7 (100.0)	7 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	7 (100.0)
Female	10	10 (100.0)	7 (70.0)	0 (0.0)	0 (0.0)	3 (30.0)	10 (100.0)
<b>MS CIS</b>	<b>14</b>	<b>13 (92.9)</b>	<b>13 (92.9)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>1 (7.1)</b>	<b>14 (100.0)</b>
Male	12	11 (91.7)	11 (91.7)	0 (0.0)	0 (0.0)	1 (8.3)	12 (100.0)
Female	2	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (100.0)
<b>MPH</b>	<b>17</b>	<b>17 (100.0)</b>	<b>17 (100.0)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>17 (100.0)</b>
Male	4	4 (100.0)	4 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (100.0)
Female	13	13 (100.0)	13 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	13 (100.0)
<b>MA TEFL</b>	<b>21</b>	<b>21 (100.0)</b>	<b>18 (85.7)</b>	<b>0 (0.0)</b>	<b>2 (9.5)</b>	<b>1 (4.8)</b>	<b>19 (90.4)</b>
Male	-	-	-	-	-	-	-
Female	21	21 (100.0)	18 (85.7)	0 (0.0)	2 (9.5)	1 (4.8)	19 (90.4)
<b>LL.M.<sup>2</sup></b>	<b>24</b>	<b>N/A</b>	<b>20 (83.3)</b>	<b>0 (0.0)</b>	<b>3 (12.5)</b>	<b>1 (4.2)</b>	<b>21 (87.5)</b>
Male	8	N/A	5 (62.5)	0 (0.0)	2 (25.0)	1 (12.5)	6 (75.0)
Female	16	N/A	15 (93.75)	0 (0.0)	1 (6.25)	0 (0.0)	15 (93.7)
<b>MBA</b>	<b>35</b>	<b>32 (91.4)</b>	<b>32 (91.4)</b>	<b>0 (0.0)</b>	<b>3 (8.6)</b>	<b>0 (0.0)</b>	<b>32 (91.4)</b>
Male	15	12 (80.0)	12 (80.0)	0 (0.0)	3 (20.0)	0 (0.0)	12 (80.0)
Female	20	20 (100.0)	20 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	20 (100.0)
<b>M PSIA</b>	<b>18</b>	<b>16 (88.9)</b>	<b>11 (61.1)</b>	<b>0 (0.0)</b>	<b>4 (22.2)</b>	<b>3 (16.7)</b>	<b>14 (77.7)</b>
Male	6	6 (100.0)	4 (66.6)	0 (0.0)	1 (16.7)	1 (16.7)	5 (83.3)
Female	12	10 (83.3)	7 (58.3)	0 (0.0)	3 (25.0)	2 (16.7)	9 (75.0)

<sup>1</sup> Cohorts for 2006, 2007, and 2008 began in spring; thereafter in fall.

<sup>2</sup> LL.M. students started the academic year in fall 2008. This class is not counted in the total.

## Cohort Graduation and Retention Rate by Academic Program and Gender 2009

Year <sup>1</sup>	Size of Cohort	1 Year Retention N (% of Size of Cohort)	3-Year Graduation N (% of Size of Cohort)	Transfers Out N (% of Size of Cohort)	Withdrawals /Dismissals N (% of Size of Cohort)	Students Still Enrolled after 3 Years N (% of Size of Cohort)	Graduation rate as of June 30, 2013 N (% Size of Cohort)
<b>2009</b>	<b>246</b>	<b>211 (85.7)</b>	<b>198 (80.5)</b>	<b>0 (0.0)</b>	<b>28 (11.4)</b>	<b>20 (8.1)</b>	<b>211 (85.8)</b>
<b>ME IESM</b>	<b>29</b>	<b>24 (82.7)</b>	<b>23 (79.3)</b>	<b>0 (0.0)</b>	<b>4 (13.8)</b>	<b>2 (6.9)</b>	<b>25 (86.2)</b>
Male	12	9 (75.0)	8 (66.7)	0 (0.0)	3 (25.0)	1 (8.3)	9 (75.0)
Female	17	15 (88.2)	15 (88.2)	0 (0.0)	1 (5.9)	1 (5.9)	16 (94.1)
<b>MS CIS</b>	<b>18</b>	<b>13 (72.2)</b>	<b>7 (38.9)</b>	<b>0 (0.0)</b>	<b>4 (22.2)</b>	<b>7 (38.9)</b>	<b>14 (77.7)</b>
Male	11	9 (81.8)	5 (45.5)	0 (0.0)	1 (9.0)	5 (45.5)	10 (90.9)
Female	7	4 (57.1)	2 (28.6)	0 (0.0)	3 (42.8)	2 (28.6)	4 (57.1)
<b>MPH</b>	<b>26</b>	<b>24 (92.3)</b>	<b>24 (92.3)</b>	<b>0 (0.0)</b>	<b>2 (7.7)</b>	<b>0 (0.0)</b>	<b>24 (92.3)</b>
Male	9	8 (88.9)	8 (88.9)	0 (0.0)	1 (11.1)	0 (0.0)	8 (88.9)
Female	17	16 (94.1)	16 (94.1)	0 (0.0)	1 (5.9)	0 (0.0)	16 (94.1)
<b>MA TEFL</b>	<b>40</b>	<b>32<sup>2</sup> (80.0)</b>	<b>24 (60.0)</b>	<b>0 (0.0)</b>	<b>9 (22.5)<sup>3</sup></b>	<b>7 (17.5)</b>	<b>31 (77.5)</b>
Male	1	1 (100.0)	1(100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
Female	39	31 (79.5)	23 (59.0)	0 (0.0)	9 (23.0)	7 (18.0)	30 (76.9)
<b>LL.M.</b>	<b>30</b>	<b>26 (86.7)</b>	<b>28 (93.3)</b>	<b>0 (0.0)</b>	<b>2 (6.7)</b>	<b>0 (0.0)</b>	<b>28 (93.3)</b>
Male	7	3 (42.9)	5 (71.4)	0 (0.0)	2 (28.6)	0 (0.0)	5 (71.4)
Female	23	23 (100.0)	23 (100.0)	0 (0.0)	0 (0.0)	0(0.0)	23 (100.0)
<b>MBA</b>	<b>72</b>	<b>65 (90.3)</b>	<b>66 (91.7)</b>	<b>0 (0.0)</b>	<b>4 (5.5)</b>	<b>2 (2.8)</b>	<b>68 (94.4)</b>
Male	21	16 (76.2)	16 (76.2)	0 (0.0)	3 (14.3)	2 (9.5)	18 (85.7)
Female	51	49 (96.1)	50 (98.0)	0 (0.0)	1 (2.0)	0 (0.0)	50 (98.0)
<b>M PSIA</b>	<b>31</b>	<b>27 (87.1)</b>	<b>26 (83.9)</b>	<b>0 (0.0)</b>	<b>3 (9.7)</b>	<b>2 (6.5)</b>	<b>28 (90.3)</b>
Male	5	2 (40.0)	2 (40.0)	0 (0.0)	2 (40.0)	1 (20.0)	3 (60.0)
Female	26	25 (96.1)	24 (92.4)	0 (0.0)	1 (3.8)	1 (3.8)	25 (96.1)

<sup>1</sup> Cohorts for 2006, 2007, and 2008 began in spring; thereafter in fall.

<sup>2</sup> Includes one student who transferred from MA TEFL into M PSIA.

<sup>3</sup> Includes one person who received Certificate in TEFL and did not graduate.



## Cohort Graduation and Retention Rate by Academic Program and Gender 2010

Year <sup>1</sup>	Size of Cohort	1 Year Retention N (% of Size of Cohort)	3-Year Graduation N (% of Size of Cohort)	Transfers Out N (% of Size of Cohort)	Withdrawals /Dismissals N (% of Size of Cohort)	Students Still Enrolled after 3 Years N (% of Size of Cohort)
<b>2010</b>	<b>175</b>	<b>159 (90.8)</b>	<b>146 (83.4)</b>	<b>0 (0.0)</b>	<b>15 (8.6)</b>	<b>14 (8.0)</b>
<b>ME IESM</b>	<b>22</b>	<b>21 (95.4)</b>	<b>16 (72.7)</b>	<b>0 (0.0)</b>	<b>1 (4.6)</b>	<b>5 (22.7)</b>
Male	9	9 (100.0)	4 (44.4)	0 (0.0)	0 (0.0)	5 (55.6)
Female	13	12 (92.3)	12 (92.3)	0 (0.0)	1 (0.7)	0 (0.0)
<b>MS CIS</b>	<b>18</b>	<b>16 (88.9)</b>	<b>14 (77.8)</b>	<b>0 (0.0)</b>	<b>1 (5.5)</b>	<b>3 (16.7)</b>
Male	12	10 (83.3)	8 (66.7)	0 (0.0)	1 (8.3)	3 (25.0)
Female	6	6 (100.0)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
<b>MPH</b>	-	-	-	-	-	-
<b>MA TEFL</b>	<b>15</b>	<b>14 (93.3)</b>	<b>13 (86.7)</b>	<b>0 (0.0)</b>	<b>0 (0.0)</b>	<b>2 (13.3)</b>
Female	15	14 (93.3)	13 (86.7)	0 (0.0)	0 (0.0)	2 (13.3)
<b>LL.M.</b>	<b>29</b>	<b>28 (96.6)</b>	<b>28 (96.6)</b>	<b>0 (0.0)</b>	<b>1 (3.4)</b>	<b>0 (0.0)</b>
Male	7	6 (85.7)	6 (85.7)	0 (0.0)	1 (14.3)	0 (0.0)
Female	22	22 (100.0)	22 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
<b>MBA</b>	<b>59</b>	<b>51 (86.4)</b>	<b>49 (83.0)</b>	<b>0 (0.0)</b>	<b>9 (15.3)</b>	<b>1 (1.7)</b>
Male	22	17 (77.3)	16 (72.7)	0 (0.0)	5 (22.7)	1 (4.5)
Female	37	34 (91.9)	33 (89.2)	0 (0.0)	4 (10.8)	0 (0.0)
<b>M PSIA</b>	<b>32</b>	<b>29 (90.6)</b>	<b>26 (81.2)</b>	<b>0 (0.0)</b>	<b>3 (9.4)</b>	<b>3 (9.4)</b>
Male	3	3 (100.0)	1 (33.3)	0 (0.0)	0 (0.0)	2 (66.7)
Female	29	26 (89.6)	25 (86.2)	0 (0.0)	3 (10.3)	1 (3.4)

SOURCE: The Office of the Registrar, June 30, 2013.

<sup>1</sup> Cohorts for 2006, 2007, and 2008 began in spring; thereafter in fall.

## **Student Learning Committee (SLC)**

### **Charge**

- To advise on resources and mechanisms to institutionalize assessment and evaluation of student learning across the university in cooperation with the Office of Institutional Research and the Administration;
- To assure consistency from year-to-year within academic programs and across disciplines and programs;
- To share experience, expertise and insights across academic programs and disciplines with respect to assessment and evaluation of student learning via training, manuals, websites, archives on student learning assessment;
- To raise awareness, enhance skills, and diffuse understanding of student learning issues and concepts so that they become an integral part of the day-to-day activity and mindset of each member of the AUA faculty, including adjunct and visiting faculty;

*Approved by Faculty Senate, May 15, 2014*

### *Attachment 7.1.3. Methods of Evaluation for Multiple Section Courses*

#### Possible methods of evaluation for multiple section courses: \*

The goal of multi-section assessment is for faculty and program administration to identify and address strengths and weaknesses in course realization. In general students' and instructors' names are removed from items.

Indicators include:

- Grade distribution (by entrance score, by major, by gender)
  - By course
  - By section
  - By exam (or embedded common questions if the exams, projects, papers, portfolios are not exact)
- Diagnostic (with established rubric) – exam, essay, question, etc.
  - Entrance
  - Exit
- Portfolio (with established rubric) – generally including syllabi, course-based student learning outcomes, examples of student work)
  - By section
  - Across sections
- End of course reflections
  - Student
  - Faculty
- Student course evaluation
  - Forms
  - Focus Groups
- Surveys

When assessing multiple-section courses, faculty and program administration should review the consistency of student-learning outcomes, assignments and assessment methods, and assessment tools across sections. In addition, a syllabus review should be conducted by the program chair to ensure that each section addresses each essential items (student-learning outcomes, assessment methods, content) without prescribing the specific teaching methods.

\* There is not one defined method for assessing multiple section courses. Assessment methods, tools and data should be discussed by faculty and program administration. Data should provide faculty and program administration with information about course strengths and weaknesses and be used to assess obtainment of student learning outcomes across sections of a course.

# **American University of Armenia Factbook 2012-2013 Academic Year**

**Available at: <http://iro.aua.am/factbook/>**

***Published December 2013***

## **List of Committees and Members Referenced in Report**

### **Student Learning Committee**

Alen Amirkhanian, Director Acopian Center for the Environment  
Arpie Balian, Director AUA Extension  
Melissa Brown, Program Chair English and Communications (chair)  
Aleksandr Grigoryan, Assistant Professor of Economics  
Tsovinar Harutyunyan, Assistant Professor Public Health  
Sharistan Melkonian, Director of Assessment and Accreditation  
Sargis Zeytunyan, Program Chair Industrial Engineering and Systems Management

### **Curriculum Committee - College and School Deans and Associate Deans, Program Chairs and Director of the Acopian Center for the Environment. Invited guest: Provost**

Alen Amirkhanian, Director Acopian Center for the Environment  
David Blake, Dean College of Business and Economics  
Catherine Buon, Associate Dean for General Education (Chair)  
Melissa Brown, Program Chair English and Communications  
Vahram Ghushchyan, Program Chair Economics  
Aram Hajian, Dean College of Science and Engineering  
Suren Khachatryan, Program Chair Computer and Information Science  
Irshat Madyarov, Program Chair Teaching English as a Foreign Language  
Varduhi Petrosyan, Program Chair Public Health  
Tom Samuelian, Dean College of Humanities and Social Sciences  
Doug Shumavon, Program Chair Political Science and International Affairs  
Perouz Taslaklan, Program Chair Computational Sciences  
Sargis Zeytunyan, Program Chair Industrial Engineering and Systems Management  
Arman Zrvandyan, Program Chair Law

### **General Education Committee- College and School Deans and Associate Deans and Director of the Acopian Center for the Environment. Invited guests: Undergraduate Program Chairs and Undergraduate Student Advisors**

Alen Amirkhanian, Director Acopian Center for the Environment  
David Blake, Dean College of Business and Economics  
Catherine Buon, Associate Dean for General Education (Chair)  
Aram Hajian, Dean College of Science and Engineering  
Varduhi Petrosyan, Program Chair Public Health  
Doug Shumavon, Program Chair Political Science and International Affairs

### **Ethics and Grievances**

Sergey Tantushyan, Lecturer College of Business and Economics (chair)  
Sos Bagramyan, Senior Lecturer, College of Humanities and Social Sciences  
Vahram Ghushchyan, Program Chair Economics  
Tsovinar Harutyunyan, Assistant Professor Public Health  
Armen Petrosian, Director AUA Services  
Doug Shumavon, Program Chair Political Science and International Affairs  
Arman Zrvandyan, Program Chair Law

**Accreditation Steering Committee**

Bruce Boghosian, Present  
Dennis Leavens, Provost  
Thomas Samuelian, ALO and Dean of College of Humanities and Social Sciences  
Sharistan Melkonian, Assessment & Accreditation Director  
Aram Hajian, Dean of College of Science and Engineering  
Caren Meghreblian, Board Secretary  
*Armen Der Kiureghian, Interim President designee (joined committee as of April 1, 2014)*  
*Don Fuller, Interim Provost designee (joined committee as of June 1, 2014)*

**EER Coordination Working Group**

Alen Amirkhanyan, Director, Acopian Center for the Environment  
Satenik Avakian, Director, Library  
Robert Bagramian, Dean, School of Public Health  
Arpie Balian, Director of AUA Extension  
Anush Bezhanyan, Manager, Institutional Research Officer  
David Blake, Interim Dean, College of Business & Economics  
Bruce Boghosian, President  
Melissa Brown, Program Chair, English & Communications  
Catherine Buon, Associate Dean for General Education  
Maral Chalian, Vice President for Institutional Advancement  
Byron Crape, Assistant Professor, Public Health  
Berj Gatryjan, Director, Information and Communication Technologies Services  
Ashot Ghazaryan, Chief Operating Officer  
Vahram Ghushchyan, Program Chair, Economics  
Gevorg Goyunyan, Chief Financial Officer  
Aram Hajian, Dean, College of Science and Engineering  
Varduhi Hyusisyan, Administrator, College of Business & Economics  
Suren Khachatryan, Program Chair, Computer and Information Sciences  
Vache Kirakosyan, Advisor to the President  
Stella Kostanyan, Data Coordinator  
Dennis Leavens, Provost  
Irshat Madyarov, Program Chair, Teaching English as a Foreign Language  
Caren Meghreblian, Secretary to the Board of Trustees  
Sharistan Melkonian, Director of Assessment & Accreditation  
Anahit Ordyan, Director of Administration  
Varduhi Petrosyan, Assoc. Dean, Public Health  
Douglas H. Shumavon, Program Chair, Political Science and International Affairs  
Perouz Taslakian, Program Chair, Computational Sciences  
Bonny Vosu, Registrar  
Sarkis Zeytunyan, Program Chair, Industrial Engineering and Systems Management  
Arina Zohrabyan, Director of Admissions  
Arman Zrvandyan, Program Chair, Law

**AUA Student Profile**

**Enrollment by Gender (2009-2013-2014)<sup>1</sup>**

	<b>2009-2010 N (%)</b>	<b>2010-2011 N (%)</b>	<b>2011-2012 N (%)</b>	<b>2012-2013 N (%)</b>	<b>2013-2014 N (%)</b>
<b>Total</b>	348(100)	407(100)	399(100)	439 (100)	844 (100)
<b>Undergraduate</b>					
Male	N/A	N/A	N/A	N/A	130 (15.4)
Female	N/A	N/A	N/A	N/A	151 (17.9)
<b>Graduate</b>					
Male	97 (27.9)	109 (26.8)	107 (26.8)	126 (28.7)	180 (21.3)
Female	236 (67.8)	290 (71.3)	275 (68.9)	274 (62.4)	344 (40.8)
<b>Certificate and Non-Degree</b>					
Male	8 (2.3)	1 (0.2)	3 (0.8)	17 (3.9)	12 (1.4)
Female	7 (2.0)	7 (1.7)	14 (3.5)	22 (5.0)	27 (3.2)

**Enrollment by Citizenship (2009-2013-2014)**

	<b>Total Enrollment</b>	<b>RoA Citizens N (%)</b>	<b>Non-RoA Citizens N (%)</b>
<b>Year 2009-2010 N (%)</b>	348	323 (93.0)	25 (7.0)
<b>Year 2010-2011 N (%)</b>	407	371 (91.0)	36 (9.0)
<b>Year 2011-2012 N (%)</b>	399	357 (89.5)	42 (10.5)
<b>Year 2012-2013 N (%)</b>	439	398 (90.6)	41 (9.4)
<b>Year 2013-2014 N (%)</b>	844	767 (90.9)	77 (9.1)

<sup>1</sup> As of the end of add/drop period.

Enrollment by Armenia's Geographic Regions (2010-2013)<sup>1</sup>

Regions	2010-2011		2011-2012		2012-2013		2013-2014		
	Graduate N (%)	Non-Degree / Certificate N (%)	Graduate N (%)	Non-Degree / Certificate N (%)	Graduate N (%)	Non-Degree / Certificate N (%)	Undergraduate N (%)	Graduate N (%)	Non-Degree / Certificate N (%)
Yerevan	304 (83.5)	6 (85.7)	289 (84.0)	8 (61.5)	282 (76.8)	29 (93.5)	208 (83.5)	379 (78.1)	23 (69.7)
Aragatson	2 (0.5)	0 (0.0)	3 (0.9)	1 (7.7)	7 (1.9)	0 (0.0)	2 (0.8)	8 (1.6)	0 (0.0)
Ararat	5 (1.4)	0 (0.0)	6 (1.7)	1 (7.7)	3 (0.8)	1 (3.2)	3 (1.2)	4 (0.8)	0 (0.0)
Armavir	6 (1.6)	0 (0.0)	7 (2.0)	1 (7.7)	7 (1.9)	0 (0.0)	5 (2.0)	8 (1.6)	2 (6.1)
Gegharkunik	1 (0.3)	0 (0.0)	0 (0.0)	0 (0.0)	5 (1.4)	0 (0.0)	1 (0.4)	7 (1.40)	1 (3.0)
Kotayk	11 (3.0)	0 (0.0)	12 (3.5)	0 (0.0)	21 (5.7)	0 (0.0)	10 (4.0)	21 (4.3)	1 (3.0)
Lori	13 (3.6)	0 (0.0)	9 (2.6)	0 (0.0)	11 (3.0)	0 (0.0)	6 (2.4)	14 (2.9)	1 (3.0)
Shirak	9 (2.5)	0 (0.0)	8 (2.3)	1 (7.7)	13 (3.5)	0 (0.0)	2 (0.8)	21 (4.3)	2 (6.1)
Syunik	5 (1.4)	0 (0.0)	3 (0.9)	0 (0.0)	5 (1.4)	1 (3.2)	3 (1.2)	7 (1.4)	0 (0.0)
Vayots Dzor	2 (0.5)	1 (14.3)	2 (0.6)	1 (7.7)	6 (1.6)	0 (0.0)	3 (1.2)	5 (1.0)	0 (0.0)
Tavush	2 (0.5)	0 (0.0)	2 (0.6)	0 (0.0)	2 (0.5)	0 (0.0)	1 (0.4)	2 (0.4)	3 (9.1)
Nagorno-Karabakh	4 (1.1)	0 (0.0)	3 (0.9)	0 (0.0)	5 (1.4)	0 (0.0)	5 (2.0)	9 (1.9)	0 (0.0)
<b>Total</b>	<b>364 (100)</b>	<b>7 (100)</b>	<b>344 (100)</b>	<b>13 (100)</b>	<b>367 (100)</b>	<b>31 (100)</b>	<b>249 (100)</b>	<b>485 (100)</b>	<b>33 (100)</b>

<sup>1</sup> Geographic region is determined by registered address.



AUA Organizational Chart, as of July 1, 2014

*Attachment D. Organizational Chart*

Selected Syllabi  
Table of Contents

[Introduction to Business \(Undergraduate\)](#)

[Intro to French Language & Culture \(Undergraduate\)](#)

[Computer-Aided Design \(Graduate\)](#)

[Language Curriculum Design and English for Specific Purposes \(Graduate\)](#)

[LL.M. Master's Paper / Capstone \(Graduate\)](#)

[MA TEFL Practicum \(Graduate\)](#)

<b>COURSE NUMBER</b>	BA 101
<b>COURSE TITLE:</b>	Introduction to Business
<b>CREDITS:</b>	3
<b>PREREQUISITES:</b>	None
<b>COREQUISITES:</b>	None
<b>TERM:</b>	Fall semester 2013
<b>INSTRUCTOR NAME:</b>	Sergey Tantushyan
<b>CLASS SCHEDULE:</b>	Tuesdays and Thursdays, Cohort 1: 10:30am-12:00pm Cohort 2: 2:00pm – 3:30pm
<b>TOTAL INSTRUCTIONAL TIME</b>	1,500 minutes
<b>CLASSROOM:</b>	114W
<b>OFFICE HOURS:</b>	Tuesdays and Thursdays 9:00am-10:30am and 12:30pm-1:30pm or by appointment
<b>OFFICE LOCATION:</b>	232W
<b>CONTACT INFORMATION:</b>	<a href="mailto:stantushyan@aua.am">stantushyan@aua.am</a>

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**CATALOG COURSE DESCRIPTION:**

Introduction to Business is a required course for first-year BAB majors. This course addresses the basic functions and activities of business both individually and collectively in the generation of jobs, the production and dissemination of needed goods, the pursuit of innovation, the creation of social and personal assets, and the satisfaction of individual and societal needs and wants. The course also examines ways that individuals can responsibly manage their own financial health and welfare as part of the larger economic system. Students will be encouraged to relate the material covered to their own life experiences and to critical national and international challenges. Home tasks will include reading, writing reports on important current issues that relate to the subject matter, and reflections on personal observations and analyses.

**COURSE MATERIALS:**

**Required**

Nickels, McHugh & McHugh, Understanding Business, 7<sup>th</sup> edition, McGraw-Hill 2005.  
Additional course materials will be distributed in class and in BA 101 Moodle folder.

**Recommended**

Relevant internet and print media on business news

**LEARNING OBJECTIVES & OUTCOMES:**

The following chart shows alignment between course-specific learning objectives and program learning outcomes and goals.

<b>Course Objectives</b>	<b>Program Student Learning Outcomes</b> <i>Students will be able to:</i>	<b>Program Goal</b>
Introduce students to the essence of business operation.	Define and describe fundamentals of Accounting, Finance, Economics, Marketing and Communications, Operations, Organizational Behavior and Management, Information Technology, and Quantitative Methods.	<i>Equip students with knowledge and skills in and across the main functional areas of business.</i>
Outline fundamentals of Accounting, Finance, Operations, Marketing, Human Resource Management and Information Technologies as functional departments of businesses.		
Develop skills for working on a project individually and in groups.	Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology.  Work productively in diverse teams, and solve problems collaboratively.	<i>Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.</i>

**COURSE STRUCTURE:**

The course will address the essential theory of Business through in-class presentation, selected chapters from required text, articles and discussions of real life business cases. Students are required to study all assigned materials, it is strongly desirable that students enrich classroom discussions with relevant, grounded and up-to-date information from the media, as well as local and international professional publications. Students will apply the material learned in individual assignments and a group project (which includes a final paper - business plan, and a final presentation). All readings and submissions must be completed before class on the day due.

**ATTENDANCE & PUNCTUALITY POLICY:**

Students are expected to attend all classes. If a student arrives at course meetings more than 10 minutes late or leaves the class early, it will be considered an unexcused absence. However, students are responsible for assignments and material covered in the class.

All individual assignments are due BEFORE start of class. Points will be deducted for being late without prior consent from instructor.

Attendance at all exams is mandatory.

**STUDENT EVALUATION:**

There will be four individual assignments and one group assignment with presentation. The midterm exam will cover materials learned week 1 through week 7. The final exam will cover the entire course material. **Relevant** class participation is essential to earning a top grade.

Student learning will be evaluated on the basis of the following weighted components:

- Class Participation.....30 percent
- Individual Assignments (total 25 percent)
  - Value Chain assignment ..... 10 percent
  - Marketing analysis assignment.....10 percent
  - Strategy assignment .....10 percent
- Midterm Exam .....10 percent
- Final Exam .....10 percent
- Group Project & Presentation.....20 percent

Each percent is 1 point, a total of 100 points.

Grade	Points	Credit
A+	98 - 100	Yes
A	94 - 97	Yes
A-	90 - 93	Yes
B+	87 - 89	Yes
B	84 - 86	Yes
B-	80 - 83	Yes
C+	77 - 79	Yes
C	74 - 76	Yes
C-	70 - 73	Yes
D	60 - 69	No
F	< 60	No

**Final Exam Date**

Please refer to the CBE schedule for the final exam date and time.

**Individual Assignments**

Students work individually to complete assignments that will include preparation of diagrams and spreadsheets. Writing assignments should not be more than 2 pages long, and should mainly follow the format placed in BA 101 Moodle folder.

**Final Paper and Presentation**

Students work in teams of three or four in order to prepare a business plan for a new business (type of business to be assigned by instructor). There is a mandatory meeting with the instructor in week 11 to evaluate project progress and to ask questions. The meeting agenda (with all the questions that need to be discussed with the instructor) should be turned in by end of week 10. Students will be assessed on the quality of their final paper (Business Plan) and Presentation. Business Plans should be 5-8 pages long, adhering to the format explained in class. Presentations should be properly rehearsed and should not exceed 15 minutes. Please see attached rubric for oral presentations.

**MAKE-UP PROCEDURES:**

Please refer to Make-Up Policy in the MBA Student Handbook (<http://CBE.aua.am/download.html>).

**POLICY ON GRADE APPEAL:**

Students are entitled to appeal grades in line with the university's grade appeal policy which is available online (<http://aua.am/students/Handbook.pdf>).

**LIBRARY AND MEDIA/TECHNOLOGY USE:**

Students are required to use appropriate software for their reports. Students are also required to use appropriate presentation software for their group presentation. To successfully complete these assignments, students are encouraged to enrol in library workshops (schedule available at Library Reference Desk) and should seek advice or assistance from the library, ICT or instructor.

**STANDARDS FOR ACADEMIC INTEGRITY:**

Students are required to conduct themselves in an academically responsible and ethical manner in line with the AUA Code of Student Ethics. Acts of academic dishonesty (e.g., plagiarism, cheating during tests, copying homework) impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other members of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics ([http://www.aua.am/students/STUDENT\\_CODE\\_OF\\_ETHICS.pdf](http://www.aua.am/students/STUDENT_CODE_OF_ETHICS.pdf)).

**SPECIAL NEEDS:**

Students requiring special accommodations for learning should contact the instructor or Dean by end of Drop/Add period with such requests.

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**TOPIC SCHEDULE:**

Week	Date	Time	Topic	Reading Assignment	Non-Reading Assignment
1	Sept 3	10:30 – 12:00	<i>Class Outline &amp; Introduction</i>		
		1.30 – 3:00	What are businesses, why do they exist?		
	Sept 5	10:30 – 12:00	Business' environment and	UB Ch 1 pp 12-25	
		1.30 – 3:00	Types of businesses (relevant to Armenia)		
2	Sept 10	10:30 – 12:00	National economy – what is it comprised of? Discussion on Armenia's GDP		
		1.30 – 3:00			
	Sept 12	10:30 – 12:00	Businesses and laws of demand & supply	UB Ch 2 pp 42-45	
		1.30 – 3:00			
3	Sept 17	10:30 – 12:00	Operations: manufacturing vs. services	UB Ch 9, pp 270-284	
		1.30 – 3:00			
	Sept 19	10:30 – 12:00	Value chain, its optimization and introduction to the M&A concept		
		1.30 – 3:00			
4	Sept 24	10:30 – 12:00	Assignment discussion/ presentations by student groups An actual company presentation on supply chain <i>Guest speaker</i> TBA		Value Chain assignment due
		1.30 – 3:00			
	Sept 26	10:30 – 12:00	Assignment discussion/ presentations by student groups An actual company presentation on supply chain <i>Guest speaker</i> TBA		
		1.30 – 3:00			
5	Oct 1	10:30 – 12:00	Marketing explained	UB Ch 13 pp 400-411	
		1.30 – 3:00			
	Oct 3	10:30 – 12:00	Advertising techniques	UB Ch 16 pp 490-502	Marketing assignment due
		1.30 – 3:00			
6	Oct 8	10:30 – 12:00	Accounting explained	UB Ch 18 pp 548-567	
		1.30 – 3:00			
	Oct 10	10:30 – 12:00	Linking Accounting to Finance (Ratios)	UB Ch 18 pp 567-570	
		1.30 – 3:00			
7	Oct 15	10:30 – 12:00	Real-life marketing and advertising case discussion, <i>Guest speaker</i>		
		1.30 – 3:00			
	Oct 17	10:30 – 12:00	Are you a "numbers" person or		In-class self



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		1.30 – 3:00	an “idea” person?		assessment test and discussion
8	Oct 22	10:30 – 12:00	Mid-term Exam		
		1.30 – 3:00			
	Oct 24	10:30 – 12:00	Business Plan structure explained	UB Ch 6 pp 189-195	
		1.30 – 3:00			
9	Oct 29	10:30 – 12:00	Modern technologies in business		
		1.30 – 3:00			
	Oct 31	10:30 – 12:00	Outsourcing of business functions		
		1.30 – 3:00			
10	Nov 5	10:30 – 12:00	Innovation, Information Technologies in business	UB Ch 17 pp 520-523	
		1.30 – 3:00			
	Nov 7	10:30 – 12:00	Internet’s role – classroom discussion		Next week’s group –instructor meeting agendas due
		1.30 – 3:00			
11	Nov 12	10:30 – 12:00	Management explained	UB Ch 7 pp 212-225	Meeting Groups 1-4
		1.30 – 3:00			
	Nov 14	10:30 – 12:00	Mgmt vs. Leadership, Business Strategy	UB Ch 7 pp 225-231	Meeting Groups 5-8
		1.30 – 3:00			
12	Nov 19	10:30 – 12:00	Financial Management explained, Forecasting	UB Ch 19 pp 582-602	Strategy assignment due
		1.30 – 3:00			
	Nov 21	10:30 – 12:00	Funding business operations		Draft Business Plans due
		1.30 – 3:00			
13	Nov 26	10:30 – 12:00 1.30 – 3:00 1.30 – 3:00	Types of risks in business and their mitigation		
14	Dec 3	10:30 – 12:00	Managing Human Resources	UB Ch 11 pp 330-333, pp 338-342	Final Business Plans due
		1.30 – 3:00			
	Dec 5	10:30 – 12:00	Final Presentation Group 1 -3		
		1.30 – 3:00			
15	Dec10	10:30 – 12:00	Final Presentation Group 4-6		
		1.30 – 3:00			
	Dec 12	10:30 – 12:00	Final Presentation Group 7-9		
		1.30 – 3:00			
16	TBA	10:30 – 12:00	Final Exam (TBA)	Final Exam (TBA)	Final Exam (TBA)
		1.30 – 3:00			
	TBA	10:30 – 12:00	Final Exam (TBA)	Final Exam (TBA)	Final Exam (TBA)
		1.30 – 3:00			

## Sample Class Participation Assessment Rubric

	LOW	MEDIUM	HIGH	EXCELLENT
<b>Attendance / Promptness</b>	Student is late to class more than once a week and/or has poor attendance of classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is rarely late to class and regularly attends classes.	Student is always prompt and regularly attends classes.
<b>Level Of Engagement In Class</b>	Student never contributes to class by offering ideas and asking questions.	Student rarely contributes to class by offering ideas and asking questions.	Student oftentimes contributes to class by offering ideas and asking questions once per class.	Student proactively contributes to class by offering ideas and asking questions more than once per class.
<b>Listening Skills</b>	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	Student does not listen when others talk, both in groups and in class.	Student listens when others talk, both in groups and in class.	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.
<b>Behavior</b>	Student almost always displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student usually displays constructive behavior during class	Student always displays constructive behavior during class
<b>Preparation</b>	Student is almost never prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is always prepared for class with assignments and required class materials.

**Course Number and Title:** Intro to French Language & Culture GE AH  
**Number of Credits:** 3  
**Instructor Name:** Catherine Buon  
**Email Address:** cbuon@aua.am  
**Telephone Number:** 51 27 43  
**Office Location:** PAB Room 119 W  
**Office Hours:** Tuesdays and Thursdays 4:30 – 5:30 PM  
**Term/Year:** Fall/2013  
**Class Schedule:** TR 3:00-4:15 PM  
**Prerequisites:** None  
**Moodle enrollment key:** @HSS151AUA

### **Course Description**

In this course, students will explore how French culture has been shaped by language, geography, historical events, and foreign and internal forces and groups. We will also examine how France and the French language have played an important role in the areas of culture, arts, cinema, fashion, and cuisine. The importance of the French language and culture has waxed and waned over the centuries, depending on France's economic, political and military importance. French culture today is marked both by great ethnic, regional, and socio-economic diversity and by strong unifying tendencies. Through the study of a variety of sources including media, film, literature, and visual arts, students will gain an understanding of what constitutes the "French identity" of the 21st century. Three hours of instructor-led discussions and lectures per week.

### **Required Materials**

Readings are listed in the course outline and accessible via Moodle. All reading is to be completed prior to class meetings. Please visit the Moodle class page for complete information on readings: titles, sections, chapters, page numbers, etc. Readings are presented on the Moodle class page week by week.

Writing assignment must be submitted on time via Moodle by 6:00 PM on the assignment due date.

Files should be labeled as follows and should be in Word, unprotected, editable format to permit comments and corrections. Proofread, grammar and spell check your work before submission. Turnitin will also be used, as needed, to determine originality of work. A half grade will be deducted for incorrectly labeled papers.

*Assignment No. \_LastName\_FirstName = 1\_Aramyan\_Ani*

### **Course Structure**

Three hours of instructor-led discussions and lectures per week.

### **Method of Evaluation**

Student learning will be evaluated on the basis of the following weighted components:

- Class participation – 10%
- Class presentation – 20%
- Research assignment – 20%
- Midterm exam - 20%
- Final exam – 30%

*Class participation* – students are expected to participate actively in class discussions. A rubric is provided at the end of this syllabus, explaining how students will be graded and how to improve participation.

*Class presentation* – Students are expected to present a reading or media piece assigned during the semester in pairs or small groups. Presentation guidelines will be provided. (See grading rubric for class presentations at the end of this syllabus.)

*Research assignment* – students are required to identify a topic for research and turn in a short research project. Research project guidelines will be provided. (A grading rubric for research projects will also be provided.)

*Midterm exam* – students are required to take a midterm exam in week seven of the semester. The exam will consist in multiple choice questions and short essay questions on topics discussed and studied in class. A study guide will be provided. (An exam grading rubric will be provided.)

*Final exam* – students are required to take a final exam at the end of the semester. The exam will consist in multiple choice questions and short essay questions on topics discussed in class and studied during the semester. A study guide will be provided. (An exam grading rubric will be provided.)

### Program Goals and Learning Outcomes

The following chart shows alignment between course-specific learning outcomes and program learning outcomes and goals as identified in the Program Curriculum Map.

Program Goals	Student learning outcomes	Course Learning Outcomes
<p><b>Goal 4:</b> Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.</p>	<p>4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. B</p> <p>4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives. B</p> <p>4.3 Work productively in diverse teams and solve problems collaboratively. B</p>	<ul style="list-style-type: none"> <li>• Give a group presentation to demonstrate an understanding of how the French differentiate between individual, group, national, and international identities.</li> <li>• Identify common facets of French culture, with regional and ethnic variations.</li> <li>• Recognize and understand French cultural iconography, from both a French and non-French perspective.</li> <li>• Participate in class discussions to demonstrate an understanding of French history and creative expression within French culture.</li> </ul>
<p><b>Goal 5:</b> Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning.</p>	<p>5.2 Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines. B</p> <p>5.3 Properly document and synthesize existing scholarship and data, keep current with developments, conduct independent research, and discover and learn new material on their own. B</p>	<ul style="list-style-type: none"> <li>• Recognize and understand patterns of French behavior and attitudes, including thoughts, communications, actions, customs, beliefs, and values.</li> <li>• Compare and contrast the French cultural identity with their own culture.</li> </ul>

### Library and Media/Technology Use

In library resources or technology, they should confer with library staff, ICT, or the instructor.

### **Attendance Policy**

Attendance will be taken at each class. More than three absences will result in a one-point deduction of the class participation grade for each additional absence. In cases of medical or other emergencies, which require extended absence, students should contact the instructor.

### **Late Policy**

A half grade will be deducted from an assignment each day that it late (e.g. an assignment graded as an A will become a B+ if it is submitted two days late). The instructor might not penalize the student if the student submits convincing evidence of a medical or other emergency that made completing the assignment at the scheduled time impossible.

### **Make-up Procedures**

Make-up assignment, exam, and quiz will be given at the instructor's discretion. Students must submit convincing evidence of a medical or other emergency that makes completing an assignment or taking an exam or quiz at the scheduled time impossible.

### **Policy on Grade Appeal**

Students are entitled to appeal grades in line with the university's grade appeal policy which is available online at <http://students.aua.am/student-handbook/>

### **Standards for Academic Integrity**

Students are required to conduct themselves in an academically responsible and ethical manner in line with the AUA Code of Student Ethics. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics (<http://students.aua.am/student-code-of-ethics/>)

### **Special Needs**

Students requiring special accommodations for learning should contact the Student Services Coordinator by the end of the Drop/Add period with such requests.

### **Course outline and topics**

<b>Week</b>	<b>Topic</b>	<b>Required reading</b>	<b>Task due/resources</b>	<b>Media</b>
<b>1</b>	<i>Geography</i> of France	Nadeau & Barlow –	Complete reading worksheet on Moodle	View youtube videos in

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		chapter 1 (3-14) Nadeau & Barlow – chapter 2 (15-29)	– week 1a Complete reading worksheet on Moodle – week 1b	Moodle
2	<i>Historical context</i> – Les Gaulois, La Revolution Française, Napoléon, WWII, l'Algérie	Nadeau & Barlow – chapter 7 (85-99) Nadeau & Barlow – appendix I	Complete reading worksheet on Moodle – week 2a Complete reading worksheet on Moodle – week 2b	<b>Film <i>La Rafle</i> (2010)</b>
3	<i>Histoire de la langue française</i>	Nadeau & Barlow – chapter 12 (161-175)	Complete reading worksheet on Moodle – week 3	View youtube videos
4	<i>Internal influences</i> (religion, multiculturalism, racism, political divide, social issues)	Nadeau & Barlow – chapter 21 (295-311)	Complete reading worksheet on Moodle – week 4	<b>Film <i>La Haine</i> (1995)</b>
5	<i>External influences</i> (EU, Internet, media)	Nadeau & Barlow – chapter 19 (261-278) Nadeau & Barlow – chapter 23 (325-339)	Complete reading worksheet on Moodle – week 5a Complete reading worksheet on Moodle – week 5b	
6	<i>The French Education system</i>	Nadeau & Barlow – chapter 13 (177-190) <b>Guardian</b> article on why French are gloomy	Complete reading worksheet on Moodle – week 6	

7	<b>MIDTERM EXAM – cumulative – covers topics from weeks 1 through 6</b>			
8	<b>Class presentations – group 1 – work on research paper</b>			
9	<b>Class presentations – group 2 - work on research paper</b>			
10	<b>Class presentations – group 3 - work on research paper</b>			
11	The importance of “ <i>cuisine</i> ”	<b>Time magazine</b> article on French Food	Complete reading worksheet on Moodle – week 11	Visit link to National Geographic posted on Moodle  <b>Film <i>Julia &amp; Julie</i> (2010)</b>
12	<i>The Arts (cinema/music/literature)</i> – from <i>Les Classiques</i> to contemporary filmmakers, contemporary music, current artistic trends	<b>Article on French Academy</b> Académie Française  <b>Article on history of French art</b>  <b>Article on Timeline of French art history</b>  <b>French literature: A beginner’s guide – selected passages</b>	Complete reading worksheet on Moodle – week 12	<b>Film <i>Molière</i> (1978)</b>



		<b>French literature: A very short introduction – selected passages</b>		
<b>13</b>	<i>Paris – city of light</i> French fashion, Haute Couture	<b>IB Times</b> article about Paris	Complete reading worksheet on Moodle – week 13	Visit link to IB Times posted on Moodle  View youtube short films in Moodle
<b>14</b>	<i>Les manifs</i> – protests and strikes – France’s future	Nadeau & Barlow – chapter 17 (233-245)  <b>NY Times</b> article on why French youth is leaving the country	Complete reading worksheet on Moodle – week 14	View youtube video on Moodle
<b>15</b>	<b>Research paper due</b>			
<b>15</b>	<b>Review for final exam – wrap up sessions</b>			

**Video links**

<https://www.youtube.com/watch?v=iGYPQLOUKeI> French geography

<http://travel.nationalgeographic.com/travel/city-guides/paris-france/>

[https://www.youtube.com/watch?v=3jD\\_8l8f7Cg](https://www.youtube.com/watch?v=3jD_8l8f7Cg)

<https://www.youtube.com/watch?v=NUQYfjp-7aI>

<https://www.youtube.com/watch?v=j1lreM8e6EM>

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[https://www.youtube.com/watch?v=AeQ7ig\\_SCB8](https://www.youtube.com/watch?v=AeQ7ig_SCB8) French revolution long film

<http://www.youtube.com/watch?v=VkGjHPKrOI0> manifs

<http://www.youtube.com/watch?v=TPh03KsGrAA> Latin and French

[http://www.youtube.com/watch?v=\\_qiDNbAmzps](http://www.youtube.com/watch?v=_qiDNbAmzps) French language

<http://www.youtube.com/watch?v=MFL5syLvFAQ> French words used in English

**Article links**

Paris – Let the City of Light Seduce Business

*Retrieved from* <http://au.ibtimes.com/articles/462191/20130429/paris-city-light-seduce-business.htm#.UcRJsPnYIVA> *on June 21, 2013*

The Best Hope for France's Young? Get Out

*Retrieved from:* <http://www.nytimes.com/2013/06/30/opinion/sunday/the-best-hope-for-frances-young-get-out.html?ref=contributors&r=0> *July 9, 2013*

French are 'taught to be gloomy by their culture'

*Retrieved from* <http://www.guardian.co.uk/world/2013/mar/24/french-taught-to-be-gloomy>, *July 9, 2103*

Will World Heritage Status Be Good for French Food?

*Retrieved from* <http://www.time.com/time/world/article/0,8599,2032377,00.html> *on June 21, 2013*

French Academy

*Retrieved from* <http://arthistory.about.com/od/academic-art-academies/a/french-academy.htm> *on July 11, 2013*

History of French Art

*Retrieved from* <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ad14> *on July 11, 2013*

Timeline of French Art History

*Retrieved from* <http://www.metmuseum.org/toah/ht/?period=11&region=euwf> *on July 11, 2013*

Economist – The Death of French Culture

*Retrieved from* [http://www.economist.com/blogs/certainideasofeuropa/2007/12/death\\_of\\_french\\_culture](http://www.economist.com/blogs/certainideasofeuropa/2007/12/death_of_french_culture) *on July 16, 2013*

**Course Number:** IE 360

**Course Title:** Computer-Aided Design

**Number of Credits:** 3

**Instructor:** Sargis Zeytunyan

**E-mail address:** [sacozey@aua.am](mailto:sacozey@aua.am)

**Telephone number:** 512637 (city phone) and 2637 (internal)

**Office location:** 329W (PAB)

**Office Hours:** On request

**Term/Year:** Fall/2013

**Class Schedule:** Tuesdays and Thursdays, 13:30 - 14:45

**Prerequisite:** None

**Co-requisites:** None

### **Course Description**

Fundamentals of engineering design. Computer-aided design tools and data structures. Geometric modeling. Transformations. CAD/CAM data exchange. Mechanical assembly. This course aims to provide students with principles of product design process. Through theoretical and practical classes they will learn how to define the problem, solve it conceptually, and then implement computer-aided tools for the final solution.

### **Course Materials**

#### Required:

1. Pahl, G., Beitz, W., Feldhusen, J., Grote, K. H. *Engineering Design*, Springer, 2007
2. Giesecke, F. E., et al. *Technical Drawing*, 10<sup>th</sup> edition, Prentice Hall, 1997
3. Zeid, I., *Mastering CAD/CAM*, McGraw-Hill, Inc., 2005
4. SolidWorks Student Handbook
5. Planchard, D. & Planchard, M., *Engineering Design with SolidWorks 2003*, SDC Publications, 2003

#### Recommended:

6. Faux, I. D., Pratt, M. J., *Computational Geometry for Design And Manufacture*, 1979
7. Chang, T. C., Wysk, R. A., and Wang, H. P., *Computer-Aided Manufacturing*, 3<sup>rd</sup> Edition, 2006

**Schedule & Topics:**

Week	Topic	Reading	Non-Reading Home Tasks
1	<u>Engineering design Fundamentals:</u> <ul style="list-style-type: none"> <li>• Tech systems (plant, machine, equipment);</li> <li>• Systematic approach;</li> <li>• Product planning, solution finding, &amp; evaluation</li> </ul>	(1), (4)	SolidWorks practice: Lessons 1 – 4 (Student’s Guide to Learning SolidWorks)
2	<u>Engineering design Fundamentals:</u> <ul style="list-style-type: none"> <li>• Product development process;</li> <li>• Conceptual design;</li> <li>• Embodiment design</li> </ul> Quiz1	(1), (4)	SolidWorks practice: Lessons 6, 8 –10 (Student’s Guide to Learning SolidWorks); Home assign. #1
3	<u>Engineering design Fundamentals:</u> <ul style="list-style-type: none"> <li>• Dimensions and tolerances;</li> <li>• Surface finish, fits;</li> <li>• Geometric tolerances</li> </ul> Quiz2	(2), (5)	SolidWorks practice: Project 4 (Engineering Design with SolidWorks 2003); Home assign. #2
4	<u>Introduction to Computer-Aided Design:</u> <ul style="list-style-type: none"> <li>• Representation;</li> <li>• Applications;</li> <li>• Design tools</li> </ul> Quiz3	(3), (5)	SolidWorks practice: Project 2 (Engineering Design with SolidWorks 2003); Home assign. #3
5	<u>Geometric modeling:</u> <ul style="list-style-type: none"> <li>• Parametric vs. non-parametric representation;</li> <li>• Parametric representation of analytic curves</li> </ul> Quiz4	(3), (5)	SolidWorks practice: Project 3 (Engineering Design with SolidWorks 2003); Home assign. #4
6	<u>Geometric modeling:</u> <ul style="list-style-type: none"> <li>• Parametric representation of synthetic curves</li> </ul> Quiz5	(3), (5)	SolidWorks practice: Project 5 (Engineering Design with SolidWorks 2003)
7	<u>Geometric modeling:</u> <ul style="list-style-type: none"> <li>• Parametric representation of surfaces;</li> <li>• Solid representation</li> </ul> Quiz6	(3)	Home assign. #5
8	Summary and synthesis of topics in Weeks 1-7; Midterm examination		

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9	<u>Project assignment</u>  <u>Geometric transformations:</u> <ul style="list-style-type: none"> <li>• Translation, scaling, mirror, rotation;</li> <li>• Lab class</li> </ul>	(3)	Project
10	<u>Geometric transformations:</u> <i>Attachment G. Selection of Syllabi</i> <i>Graduate: Computer-Aided Design</i>	(3)	Project Home assign. #6
11	<u>Geometric transformations:</u> <ul style="list-style-type: none"> <li>• SolidWorks Practice</li> </ul> <u>Project interim presentations and discussions</u>	(3)	Project
12	<u>Mechanical assembly:</u> <ul style="list-style-type: none"> <li>• Top-down vs. bottom-up assembly design;</li> <li>• Mates and connections</li> </ul>	(3)	Project
13	<u>Mechanical assembly:</u> <ul style="list-style-type: none"> <li>• Computer-aided assembling tools;</li> </ul> <u>Project interim presentations and discussions</u>	(3)	Project
14	<u>Data exchange:</u> <ul style="list-style-type: none"> <li>• Data types;</li> <li>• Direct vs. indirect data exchange;</li> <li>• Data exchange standards</li> </ul> <u>Lab class</u>	(3)	Project
15	<u>Summary and synthesis of topics in Weeks 9-14;</u>  <u>Project discussions;</u>  <u>Project final presentations;</u>		Project
16	<u>Final examination</u>		

**Learning Outcomes:**

The following chart shows alignment between course-specific and program learning outcomes and goals as identified in Program Curriculum Map.

Program Goal	Program Student Learning Outcomes	Course Outcomes
	The students completing the course are expected to possess the following skills and abilities:	

*Attachment E. Selection of Syllabi  
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<p>1. To define, diagnose, and solve real-life problems from an industrial engineering and systems perspective and within a multi-disciplinary, enterprise-wide context.</p>	<p>1.2 Identify, formulate and solve engineering problems through the techniques, skills and modern tools of Industrial Engineering. 1.3 Consider alternatives and make a decision based on a proper engineering justification. 3.1 Produce and deliver professional written and oral presentations.</p>	<p>1.2.1 Identify, formulate, and solve design problems. 1.2.2 Use computer-aided design tools for product design. 1.3.1 Consider design alternatives, make a decision based on the proper engineering justification, and design a system to meet desired needs. 3.1. 1 Produce and deliver written and oral presentations.</p>
<p><i>Attachment G. Selection of Syllabi Graduate: Computer-Aided Design</i></p> <p>DO NOT WITHHOLD AND outside the field.</p>		

**Course Structure**

Two 75-minute class meetings per week, with homework in accordance with the schedule. All submissions must be completed before class on the day due. Weekly quizzes based on SolidWorks assignments. Class attendance is mandatory.

**Method of Evaluation**

Student learning will be evaluated on the basis of the following weighted components:

- Midterm Exam 30%
- Final Exam 30%
- SolidWorks Project 20%
- Quizzes 7%
- Home Assignments 7%
- Class Attendance and Participation 6%

To assess students' work the following rubrics that correspond to the learning objectives and weighted components, are developed.

Topic of assessment: Course outcome #1.2.1 - Problem Solving Rubric

	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Competent</b>
Understands the problem.	Identifies special factors that influence the approach before starting the problem.	Understands the problem.	Understands enough to solve part of the problem or to get part of the solution.	Doesn't understand enough to get started or make progress.
Uses information appropriately.	Explains why certain information is essential to the solution.	Uses all appropriate information correctly.	Uses some appropriate information correctly.	Uses inappropriate information.

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Applies appropriate procedures.	Explains why procedures are appropriate for the problem.	Applies completely appropriate procedures.	Applies some appropriate procedures.	Applies inappropriate procedures.
Answers the problem.	Correct solution of problem with explanations and conclusions.	Correct solution	Copying error, computational error, partial answer for problem with multiple answers, no answer statement, answer labeled incorrectly.	No answer or wrong answer based upon an inappropriate plan.

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Topic of assessment: Course outcome #1.2.2. – CAD Tools Utilization Rubric

	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Competent</b>
Successfully masters Computer-Aided Design tools.	Models are created adequately with proper use of features and reference geometry.  Assemblies are created adequately with proper use of mates or connections. File management is done properly. Good use of toolbox library.	Models are created adequately but with non-optimal use of features and with some inaccuracies.  Assemblies are created adequately but with non-optimal use of mates. Small inaccuracies in component placement.	Wrong approach in modeling, regeneration failures, and bad mistakes.  Misunderstanding of assembling concept, wrong assembling order, extra mates, wrong placement of components, poor file management.	Problems while crating part or assembly models.

Topic of assessment: Course outcome #1.3.1 – Engineering Design Rubric

	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Competent</b>
Uses multiple search strategies, to generate a variety of ideas and systematically explore possible solution paths.	Search strategies, including both internal and external searches, are used to systematically generate and explore concepts.  External searches are current, relevant, and accurate.	Evidence that multiple search strategies were used to generate concepts, but the approach may not have been systematic.  External searches are mostly current, relevant, and accurate.	Little evidence that specific search strategies have been used to generate concepts.  External searches are frequently not current, relevant, and/or accurate.	No evidence that specific search strategies have been used to generate concepts.  External searches are ignored.
Skillfully synthesizes the results of modeling and simulation to refine the design and/or reformulate the	Modeling and simulation have been skillfully handled and demonstrate the appropriate application of quantitative tools.	Modeling and simulation have been adequately handled but quantitative tools may sometimes have been applied incorrectly.	Modeling and simulation are poorly handled and quantitative tools have frequently been misapplied.	Simulation and calculations are ignored or wrong

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problem.  <i>Attachment G. Selection of Syllabi Graduate: Computer-Aided Design</i>	Calculations are complete, accurate, and show a deep understanding of the mathematical concepts. Careful  problem reformulation.	Calculations are mostly accurate, but may display some misunderstanding about underlying mathematical concepts. Analysis is adequate, but does not go beyond routine ideas for problem clarification or problem reformulation.	Calculations are frequently inaccurate. Little evidence that the underlying mathematical concepts have been grasped. Analysis is inadequate for the target design.	
Proposes insightful recommendations for future design work that recognizes the limits and constraints of the current project.	Recommendations are based on analyses that are reasonable and balanced and that consider the limits and constraints of the current project.  Innovative yet practical ideas about how future design work could proceed are included in the recommendations.	Recommendations are mostly reasonable and balanced, but may not have fully considered the limits and constraints of the current project.  Routine ideas about how future work might proceed are included in the recommendations.	Recommendations for future work seem to have little connection with the results of the current work.  Ideas about how future work might proceed are lacking and/or are very impractical.	Recommendations for future work are missing or they seem to have no connection with the results of the current work.  Ideas about how future work might proceed are missing or they are very unrealistic.

Topic of assessment: Course outcome #3.1.1 – Communication Rubric

	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Not Competent</b>
Produces and delivers well organized written report and oral presentation.	The written document captures and communicates the design process and product accurately and clearly.  Visuals (charts, tables, Gantt charts, diagrams, schematics, photos, etc.) are clear, concise, and have been chosen for their ability to support and extend the written component/oral presentation.  There are no semantic, spelling and/or grammatical errors in the writing and presentation.	The written document captures and communicates the design process and product accurately and clearly for identified audiences.  Visuals (charts, tables, Gantt charts, diagrams, schematics, photos, etc.) generally support the written component/ oral presentation, but some may be complex/simplistic or unclear due to improper resolution.  There are few semantic, spelling and/or grammatical errors in the writing and presentation.	The written document not always adequately captures and communicates the design process and product. Little attention is paid to accuracy.  Visuals (charts, tables, Gantt charts, diagrams, schematics, photos, etc.) are sometimes inappropriate, difficult to understand and may even detract from written communication/oral presentation.  There are few semantic, and many spelling and/or grammatical errors in the writing and	The written document inadequately captures and communicates the design process and product. No attention is paid to accuracy.  Visuals (charts, tables, Gantt charts, diagrams, schematics, photos, etc.) are frequently inappropriate, difficult to understand and detract from written communication/oral presentation.  There are many semantic, spelling and/or grammatical errors in the writing and presentation



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	Presentation has a narrative logic that the audience can easily follow.	Presentation's logic is generally easy to follow with only a few minor gaps and digressions.	presentation. Gaps and digressions make it somewhat difficult for the audience to follow the presentation's logic.	Audience cannot understand the presentation because there is no ordered information.
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Topic of assessment: Attendance and participation - Attendance and Participation Rubric

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Not Acceptable</b>
Class Participation	Attends class regularly and often contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions.	Attends class regularly and sometimes contributes to the discussion in the aforementioned way.	Attends class regularly but rarely contributes to the discussion in the aforementioned way.	Attends class irregularly and does not contribute to the discussion in the aforementioned way.

**Make-up Procedures:**

Students are required to take tests, exams and quizzes when they are scheduled by the instructor. In the event that a student misses a test, exam or quiz, the instructor is under no obligation to give a make-up, unless the student brings convincing, objective evidence that it was impossible for the student to take it at the scheduled time due to a medical or other emergency. Students should give instructors written notice of any absences from tests, exams or quizzes BEFORE the test, exam or quiz. In the event of an unscheduled quiz, the student should have a good reason for absence. If there is no good reason for the absence, it is up to the instructor to decide how or whether to give a make-up exam or take into account the missing work when calculating the final grade.

**Library and Media/Technology Use**

Students are required to use a Computer-Aided software SolidWorks. It is installed in the University computer labs and some practical classes will be held there. Students must use appropriate presentation software for their project presentation. Students are encouraged to use supplemental online and reference materials available in the library to enhance their overall learning in the course.

**Policy on Grade Appeal:**

Students are entitled to appeal grades in line with the university's grade appeal policy which is available online at <http://www.aua.am/students/Handbook.pdf>

**Standards for Academic Integrity:**

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Students are required to conduct themselves in an academically responsible and ethical manner in line with the AUA Code of Student Ethics. Acts of academic dishonesty (e.g., plagiarism, cheating during tests, copying homework) impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other members of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics ([http://www.aua.am/students/STUDENT\\_CODE\\_OF\\_ETHICS.pdf](http://www.aua.am/students/STUDENT_CODE_OF_ETHICS.pdf)).

**Special Needs:**

Students requiring special accommodations for learning should contact the instructor or Dean by end of Drop/Add period with such requests.

MA in Teaching English as a Foreign Language  
TE 309 – Language Curriculum Design and English for Specific Purposes  
(3 credit hours)  
FALL 2013

<b>Meeting Times:</b>	Tuesday and Thursday 1:30-2:50p
<b>Location:</b>	PAB 113W
<b>Instructor:</b>	Raichle 'Rai' Farrelly
<b>Contact Information:</b>	Email: <a href="mailto:rfarrelly@aua.am">rfarrelly@aua.am</a> Phone: 51 27 45
<b>Office Location and Hours:</b>	PAB 131W Wed 10-11:30; Thurs 4:30-5:30; or by appointment

**Prerequisites:** TE 301 - Introduction to TEFL Methods

**Co-Requisites:** None

### Course Description

This course will help students to develop a deeper understanding of the principles and procedures that inform current practices in language curriculum design, how they impact classroom pedagogies and shape materials development. TE 309 will also equip students with a variety of theoretical resources and insights for the formulation and implementation of appropriate language courses. Students will gain insight into EGP (English for General Purposes) and ESP (English for Specific Purposes). ESP includes many areas such as EAP (English for academic purposes), EOP (English for occupational purposes), EST (English for science and technology), etc. In EFL contexts such as Armenia's, a majority of students not majoring in English study the language in ESP programs. Therefore, MA TEFL students need to understand the concepts of both EGP and ESP to be prepared to serve the needs of the Armenian EFL context.

### Course Learning Outcomes

By the end of this course, you will be prepared to:

- discuss historical development and current literature in curriculum design and ESP
- define key terminology related to curriculum design and ESP
- identify the practical application and underlying theoretical assumptions of different methods, approaches and techniques for curriculum design and teaching within ESP
- create a thorough course design grid reflecting your teaching philosophy, situational factors of the teaching context, learning objectives, appropriate assessment and a well developed learning plan (including materials, texts, and activities)
- select appropriate materials for the target learner population(s) (i.e., considering context, resources, age, needs, goals, learning styles)
- develop a lesson plan and sequence teaching tasks within a specific teaching context (i.e., ESP, EAP, EBP, EST, CBI, primary school)
- design learning activities focused on learner autonomy

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### **REQUIRED MATERIALS**

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#### **Primary Textbooks:**

Dudley-Evans, T. & St. John, M. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press. (DESJ) **\*Available on reserve in the library**

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Nation, I. S. P. & McAlister, J. (2010). *Language Curriculum Design*. New York: Routledge. (NM) **\*Available as a pdf in Moodle**

**Suggested Additional Reading:**

Richards, J. D. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press. (RJ) **\*Available on reserve in the library**

Brown, J.D. (2001). *Using surveys in language programs*. Cambridge, UK: Cambridge University Press. (BJ)

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**LEARNING OUTCOMES**

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The following chart shows alignment between course-specific and program learning outcomes and goals as identified in Program Curriculum Map.

<b>Course Objectives</b> By the end of this course, you will be able to:	<b>Program Student Learning Outcomes</b> By the end of the program,	<b>Program Goal</b>
<ul style="list-style-type: none"> <li>discuss historical development and current literature in curriculum design and ESP</li> </ul>	<p><b>Outcome 1.1.</b> Students should be able to use modern theories of applied linguistics in their class presentations, class assignments, theses and portfolios.</p>	<p><b>Goal 1.</b> To develop a sound understanding of modern theories of applied linguistics</p>
<ul style="list-style-type: none"> <li>develop lesson plans and sequence teaching tasks within a specific teaching context (i.e., ESP, EAP, EBP, EST, CBI, primary school)</li> <li>design learning activities focused on learner autonomy</li> <li>select appropriate materials for target learner population(s) (i.e., considering context, resources, age, needs, goals, learning styles)</li> </ul>	<p><b>Outcome 3.1.</b> Students should be able to employ modern and postmodern methods of teaching and develop relevant materials in the Practicum course as well as in their independent teaching in the EEC classes.</p> <p><b>Outcome 4.2.</b> Students should be able to develop classroom pedagogies culturally sensitive to the learning processes of Armenian learners.</p>	<p><b>Goal 3.</b> To employ a variety of teaching methods and materials</p> <p><b>Goal 4.</b> To develop an awareness of various learning styles and strategies</p>
<ul style="list-style-type: none"> <li>create a thorough course design grid reflecting your teaching philosophy, situational factors of the teaching context, learning objectives, appropriate assessment and a well developed learning plan (including materials, texts, and activities)</li> </ul>	<p><b>Outcome 6.3.</b> Students should be able to incorporate traditional and alternative assessment in their own assessment procedures</p>	<p><b>Goal 6.</b> To utilize a variety of assessment techniques</p>
<ul style="list-style-type: none"> <li>investigate linguistic and discourse features of specific types of ESP</li> </ul>	<p><b>Outcome 5.1.</b> Students should be able to conduct their own research employing appropriate methodologies and drawing reasonable conclusions [Advanced]</p>	<p><b>Goal 5.</b> To conduct research in the areas of language education</p>

<ul style="list-style-type: none"> <li>• use professional English in their written work and in oral presentations</li> </ul>	<b>Outcome 2.1.</b> Students should be able to use the English language appropriately in their writings, classroom performance, and their theses and portfolios.	<b>Goal 2.</b> To develop a good command of form and function of English structures
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### **TEACHING AND LEARNING METHODS**

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- Class time will consist of discussions, peer instruction, group and pair work, student presentations and mini-lectures.
- You are expected to be actively involved in every lesson – arriving on time, contributing in discussions, collaborating with your peers, thinking critically about various issues in this course.
- We will use Moodle as our online learning management system (LMS). Online discussions will take place in Moodle. The syllabus, readings, online resources, and assignments will be stored in Moodle. Please visit Moodle (<http://moodle.aua.am/>) and sign-in to access this course. **Your password to enter the course is: elt2013**

### **Teaching Philosophy**

I strive to create a strong sense of community in my classes. I believe that we grow from our interactions with others and our exposure to diverse perspectives on all issues. The process of learning demands curiosity, determination, honesty, humility and humor. I hope that we will create a safe, respectful classroom environment – actively listening to and trying to understand one another. We should also feel free to take risks and challenge or critique ideas (not people) in order to explore topics in more depth. I also want to honor the vast backgrounds of everyone in this class, which requires your participation. Whether your life and professional experience entail teaching, business, science, travel, family, etc. – it is valuable to this class and we want you to share!

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### **ASSIGNMENTS**

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*Written assignments include the following (described in detail below):*

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grading Scale</b>
Teaching Philosophy Statement (2 drafts)	100 (50 per draft)	9/5 - draft 1 12/19 - final	540-600 = A 480-539 = B 420-479 = C 360-419 = D 0-359 = F
Course Design Grid (Phases 1, 2, 3, & Final)	200 (50 per phase)	See schedule 12/19 - final	
Syllabus Design	50	11/7 - draft 1 12/19 - final	
Lesson Plan (2 drafts)	120	11/14 - draft 1 12/19 - final	
Needs Analysis & Presentation	30	See schedule	
Textbook Review	50	11/26 12/19 - Amazon	
Course Design Project Presentation	50	Last 3 sessions	
<b>Optional:</b> One Teaching Observation ( <b>not counted in total</b> )	(50)	12/19	
Total Points for Assignments	600		

### Teaching Philosophy (Individual)

*Directions:* You will write a statement of your teaching philosophy this semester. I will provide information about how to write a teaching philosophy and provide a rubric to guide you. You will exchange feedback

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with at least one peer in this class. The purpose of this assignment is to synthesize what you have learned in the program thus far and what you have figured out for yourself through observations and teaching experiences. These statements are essential to your teaching portfolio and are often requested when you apply for teaching jobs or PhD programs in education related fields. (2 pages, single-spaced, 12pt font)

#### Course Design Grid (Individual or Pair Work)

*Directions: Individually or with a partner*, you will thoroughly develop an English language course. This course design grid is the representation of your curriculum or course design project. You will submit this in 4 phases throughout the semester. The final phase will be the complete course design grid due on Dec. 19<sup>th</sup>. Each phase will be further explained as we go, but here are the four phases briefly:

- Phase 1 - Governing Values (Teaching Philosophy in brief) and Situational Factors (Needs and Situation/Environment Analysis)
- Phase 2 - Learning Outcomes & Course Goals
- Phase 3 - Assessment Plan
- Phase 4 Learning Plan (material selection, class activities, day-to-day lessons); FINAL

#### Needs Analysis & Presentation (Individual or Pair Work)

*Directions: Individually or with your partner*, you will design a needs & situation analysis instrument and conduct an analysis for your chosen teaching context. You will present this to the class. A presentation guide will be provided in class. Presentations should not exceed 5-10 minutes.

#### Lesson Plan (Individual or Pair Work)

*Directions: Individually or with your partner*, you will develop one complete lesson plan for a specific teaching context (i.e., primary school, secondary school, academic English, workplace English, etc.). The lesson plan should include learning objectives, a timeline, selected materials, and procedures (phases) for the lesson. I will provide you with a template for lesson design and we will discuss the various components. We will also workshop our lesson plans in class.

#### Syllabus Design (Individual or Pair Work)

*Directions: Individually or with your partner*, you will design a syllabus using the template I provide. This syllabus should reflect your course design grid, including learning objectives, a tentative schedule of topics, policies you plan to implement in your course, and other 'typical' syllabus items (e.g., name, course, contact, teaching and learning methods, etc.).

#### Textbook Review (Pair Work)

*Directions: With a partner*, you will write a review of a commonly-used textbook. Identify a textbook that is available through [www.Amazon.com](http://www.Amazon.com). The evaluation should include both theoretical grounding and practical implementation of the material, and its effectiveness in the instructional contexts in which it is used. You will submit this review in Moodle AND **publish this review on Amazon.com**. (2-3 pages, single-spaced, 12 pt font; \*Note: Amazon.com review can be abbreviated and should be submitted once as a pair (i.e., don't submit the same review twice).)

#### Course Design Project Presentation

*Directions: Individually or with your partner*, you will present your final course/curriculum design project. Each presentation should entail an overview of the course design grid and thoroughly demonstrate one complete sequence from the grid (i.e., choose one learning objective from your course, explain which

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assessment measures student success and describe a teaching activity that prepares student to succeed with this objective). Presentations are limited to 10 minutes, so prepare well!

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## **EXPECTATIONS AND POLICIES**

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*Late Work:* In general, late work will not be accepted. You have all due dates available to you and should be able to plan your studies accordingly. Of course, life happens so please be in touch with me if something arises. We will then discuss options and repercussions.

*Attendance & Punctuality:* Absences reflect poorly on a course participant's investment in this learning community. Please try to attend all classes and communicate with other members of the learning community when you will be absent. Find out about missed classes and discussions from a peer. Please try to arrive on time and plan to remain for the duration of the class in order to best contribute as a community member.

*Food & Drink:* Operations prefers no food in the classrooms. Drinks are fine.

*Cyber (de)Vices:* It is the aim of this class to be engaging and meaningful to all learning community members, so there should be little opportunity to be distracted by Facebook or the Internet. If you must take a phone call, send a text or send an email, please wait for the break or step outside the class.

*Facebook:* To avoid any awkwardness in the future, I just want to say that I choose not to be 'Facebook friends' with my students until you are no longer my students. I don't want my personal views or yours to influence our teacher-student relationships in any way. However, I am always available to you in real life, so please never hesitate to email, call, or arrange an appointment to visit me.

*Library and Media/Technology Use:* You are encouraged to use supplemental online and reference materials available at the library to enhance your overall learning in the course. You are encouraged to use audio-visual aids and presentation software as appropriate. Please take some time to become comfortable with Moodle. If you have any questions or need additional support in using library resources, technology, or Moodle, you can confer with library staff, ICT, or me.

*Policy on Grade Appeal:* You are entitled to appeal grades in line with the university's grade appeal policy which is available online at <http://students.aua.am/student-handbook/> <http://aua.am/policies>

### **Standards for Academic Integrity**

You are required to conduct yourself in an academically responsible and ethical manner in line with the Student Code of Ethics. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics ([http://aua.am/wp-content/uploads/2012/02/stud\\_code\\_ethics.pdf](http://aua.am/wp-content/uploads/2012/02/stud_code_ethics.pdf))

### **Special Needs**

If you require special accommodations for learning, please contact the Student Services Coordinator by the end of the Drop/Add period with such requests.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in a university setting. Please talk to me if you are having a difficult time. You may also wish to visit the Center for Student Success on the second floor in the Main Building (across from the cafeteria). You can visit them online at:

<http://studentsuccess.aua.am/>

Other Policies or Expectations we should add?

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Week/Date	Topic & Assignments	Readings <i>*To be read for the day it is listed*</i>	Activities/Assignments
<b>Establishing the Context</b>			
1/ Sept 3	Introduction, Teaching Philosophy Statement		Establishing Community & Expectations
1/ Sept 5	Language Curriculum Development - Overview	RJ Ch 1, "The origins of language curriculum development"	<b>Teaching Philosophy Statement - Draft 1 due</b>
<b>Curriculum Design and ESP</b>			
2/ Sept 10	Language Curriculum Development & ESP - Overview	NM Ch 1, "Language Curriculum Design: An Overview" DESJ Ch 1, "Introduction"	
2/ Sept 12	English for Specific Purposes - EAP, EOP & EBP	DESJ Ch. 3 "English for Academic Purposes" DESJ Ch 4, "English for Business Purposes"	
3/ Sept 17	Language Issues in ESP	DESJ Ch. 5, "Language Issues in ESP"	
3/ Sept 19	Skills in EAP and EOP	DESJ Ch. 6, "The skills in EAP and EOP"	
4/ Sept 24	Teachers as Course Developers	GK Ch 1, "Teachers as Course developers" GK Ch 2, "A framework of course development processes"	<b>Peer reports: Linguistic and discourse features for ESP</b>
4/ Sept 26	Backwards Course Design, Course Design Grids	TBD	
<b>Needs and Situation/Environment Analysis</b>			
5/ Oct 1	Needs Analysis	NM Ch. 3, "Needs analysis"	
5/Oct 3	Needs Analysis in ESP; Case Study - ESOL for Workers	DESJ Ch 7, "Needs analysis and evaluation" GK Ch3, "Designing workplace ESOL courses for Chinese health-care workers at a Boston nursing home"	
6/ Oct 8	Situation/Environment Analysis	NM Ch. 2, "Environment analysis"	
6/ Oct 10	<b>Student Presentations - Needs &amp; Situation Analysis</b>		<b>Course Design Grid - Phase 1 due</b>
7/ Oct 15	<b>Student Presentations - Needs &amp; Situation Analysis</b>		
7/Oct 17	<b>Student Presentations - Needs &amp; Situation Analysis</b>		
<b>Goals and Outcomes</b>			
8/ Oct 22	Goals and Outcomes, Case Study	NM, "Goals, Content and Sequencing" GK Ch 4, "Designing a seventh-grade social studies course for ESL students at an international school"	



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8/ Oct 24	Goals and Outcomes, Case Study	NM, "Goals, Content and Sequencing" GK Ch 4, "Designing a seventh-grade social studies course for ESL students at an international school"	<b>Course Design Grid - Phase 2 due</b>
9/ Oct 29	Assessment - Mapping Outcomes to Measurements	NM Ch. 7, "Monitoring and Assessment"	
<b>Learning Plan and Classroom Practice</b>			
9/ Oct 31	Learning Plan	RJ Ch. 6, "Course planning and syllabus design" (pdf) NM Ch. 6, "Format and Presentation" DESJ Ch. 8 "Course design"	
10/ Nov 5	Learning Plan	NM Ch. 6, "Format and Presentation" DESJ Ch. 8 "Course design"	<b>Course Design Grid - Phase 3 Due</b>
10/ Nov 7	Case Study, Grid Workshop	GK Ch 5, Designing an EAP course for postgraduate students in Ecuador"	<b>Syllabus Draft 1 due</b>
11/Nov 12	Classroom Practice	RJ Ch 7, Providing for effective teaching (pdf) DESJ Ch. 10, "Classroom practice and beyond"	
11/ Nov 14	Classroom Practice	RJ Ch 7, Providing for effective teaching (pdf) DESJ Ch. 10, "Classroom practice and beyond"	<b>Lesson Plan - draft 1 due</b>
12/ Nov 19	Researching the Principles	Nation (2010) *reading provided in Moodle	
<b>Role of Materials</b>			
12/ Nov 21	The Role and Selection of Materials	NM Ch. 11, "Adopting and Adapting an Existing Course Book" DESJ Ch. 9 "The role of materials"	
13/ Nov 26	The Role and Selection of Materials	NM Ch. 11, "Adopting and Adapting an Existing Course Book" DESJ Ch. 9 "The role of materials"	<b>Text Review due</b>
13/Nov 28	<b>Thanksgiving Holiday - No Class</b>		
14/ Dec 3	Case Study	GK Ch. 7, "Planning an advanced listening comprehension elective for Japanese college students"	
14 / Dec 5	<b>Student Curriculum Design Projects and Sample Classroom Activity</b>		
15/ Dec 10	<b>Student Curriculum Design Projects and Sample Classroom Activity</b>		

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15/ Dec 12	<b>Student Curriculum Design Projects and Sample Classroom Activity</b>
16/ Dec 19	<b>NO CLASS - FINAL ITEMS DUE: Final Course Design Grid Self-Assessment &amp; Reflection on Course Design Grid Final Lesson Plan Final Syllabus Revised Teaching Philosophy Statement Textbook review posted to Amazon.com (post link in Moodle)</b>

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Graduate. LL.M. Master's Paper (Capstone)

**Course Number and Title: LW390 Master's Paper**

**Number of Credits: 3**

**Instructor Name: Arman Zrvandyan, Ada Baghdasaryan**

**Email Address: [azrvandyan@aua.am](mailto:azrvandyan@aua.am), [adelaida@aua.am](mailto:adelaida@aua.am)**

**Telephone Number: 512753**

**Office Location: 109W**

**Office Hours: 5-6 Thursday during weeks 1-4 and by appointment during weeks 5-15**

**Term/Year: Fall 2013**

**Class Schedule: Thursdays, 6:30 – 9:10pm**

**Prerequisites: Open only to 2<sup>nd</sup> year students**

**Course Description:** This is the Program's capstone experience, completed under the supervision of faculty advisor. The Master's Paper requires substantial research and writing and may include fieldwork or case studies. During the first 4-5 weeks of study, students learn a number of key academic and legal research, writing and analysis skills. Students then select and develop topics and research questions and determine the appropriate format and research methods in conjunction with their faculty advisor. All second year students are required to enroll in this course in the fall term and to complete their Master's Papers by the end of the term.

**Required Materials:**

- Dernbach, J.C., Singleton II, R.V. *A Practical Guide to Legal Writing & Legal Method* (2<sup>nd</sup> ed. Fred B. Rothman Publications, 1994)
- Martin, P. W., *Introduction to Basic Legal Citation* (Peter M., 2012)<sup>36</sup>
- Oates, L. C., Enquist, A. *Just Memos* (2<sup>nd</sup> ed. Aspen, 2007)

**Recommended Materials:**

- Billingham, J. *Giving Presentations* (OUP, 2003)
- Godfrey, J. *How to Use Your Reading in Your Essays* (Palgrave Macmillan, 2009)
- Murray, N., Beglar, D. *Writing Dissertations & Theses* (Pearson, 2009)

**Schedule:**

*\*Assignments may be supplemented to address student needs identified through assignments and the midterm exam.*

Week	Topic	Reading	Non-Reading Home Tasks
1.	<b>Research &amp; Writing I</b> Choosing research topics, research questions & hypothesis; preparing background of the research; using reading in your writing; using international best practices	Sample papers	Practice selection of topics by analyzing various aspects of potential questions  Analyze sample paper to identify structure & style
2.	<b>Research &amp; Writing II</b> Sentences & paragraphs; paraphrasing & summarizing; introduction & conclusion; annotated bibliography & literature review;	Sample papers	

<sup>36</sup> Online version may be found here <http://www.law.cornell.edu/citation/>

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Graduate. LL.M. Master's Paper (Capstone)*

	references & citation	Martin Dernbach 140-149	Analyze assigned texts and prepare for class discussion
3.	<b>Legal Writing &amp; Methods I</b> Case briefing; legal memo; working with facts; identifying & applying rules	Dernbach 18-29; 34-39; 187-191 Oates 153-163	Brief a judicial opinion
4.	<b>Legal Writing &amp; Methods II</b> Issue spotting; objective analysis; reaching conclusions	Dernbach 47-61; 150-163; 192-196 Oates 265-269	Prepare a short, objective analysis of a legal problem
5.	<b>Research Report: submission &amp; presentation</b>		Prepare for oral presentation & written submission of the Research Report
6.	Individual or small group meetings with Faculty Advisor to review progress		Apply the relevant rubrics to the Research Report of another student
7.	Individual or small group meetings with Faculty Advisor to review progress		
8.	Individual or small group meetings with Faculty Advisor to review progress		
9.	Individual or small group meetings with Faculty Advisor to review progress		
10.	<b>Draft Paper: submission</b>		Apply the relevant rubrics to the Draft Paper of another student
11.	Review of Draft Paper with Faculty Advisor		
12.	Consultation about revising Draft Paper with Faculty Advisor		
13.	Final consultation about revised Paper with Faculty Advisor		
14.	<b>Final Paper: submission</b>		Apply the relevant rubrics to the Final Paper of another student
15.	Presentations of results in class		Preparation of presentation of the Final Paper

**Learning Objectives & Outcomes:**

Attachment E. Selection of Syllabi.

Graduate. LL.M. Master's Paper (Capstone)

The following chart shows alignment between course-specific learning objectives and program learning outcomes and goals as identified in Program Curriculum Map. (A=Advanced)

<u>Course-based learning outcomes</u>	<u>Program student learning outcomes</u> Students will be able to:	<u>Program Goal</u>
<p><i>Gather legal sources, track their origin, cite precisely with scholarly apparatus and form in annotated bibliography, drafts, and revisions.</i></p> <p><i>Cite check final paper</i></p>	<p>Research, properly cite, and analyze primary and secondary sources of both Armenian- and English-language foreign law, including constitutions, statutes, regulations, court decisions, and treaties or conventions (A)</p>	1.1 Sources
<p><i>Prepare a logical analytic outline of the Master's Paper topic</i></p> <p><i>Transform the outline into a structured paper with paragraphs and sections that flow together and build on each other to a conclusion</i></p>	<p>Write an objective assessment of a factual legal problem, such as a client advisory letter or a legal memorandum (A)</p>	3.1 Objective writing
<p><i>Make oral presentation in class on significance and shape of topic selected</i></p> <p><i>Make oral presentation of key findings of Master's Paper</i></p> <p><i>Answer questions challenging findings</i></p>	<p>Make objective oral presentations as well as engage in oral argumentation in support of a legal position (A)</p>	3.4 Oral Presentation and Advocacy Skills
<p><i>Identify the main issues of controversy, explain why they are controversial to specialists and non-specialist, and diagnose the likely outcomes of such controversies or the key factors on which the outcome depends</i></p>	<p>Advise a client regarding</p> <ul style="list-style-type: none"> <li>• The principal issues likely to arise while undertaking a particular transaction</li> <li>• The principal issues likely to arise during a particular dispute</li> <li>• The relevant documents and information which will be needed during a representation</li> <li>• The likely scenarios, outcomes and future consequences of a situation (A)</li> </ul>	4.1 Issue Spotting

*Attachment E. Selection of Syllabi.  
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<i>Where appropriate, identify international best practice in the handling of an issue or problem treated in the Master's Paper; apply or justify deviation from international best practice in handling of such issues</i>	Assess local practice in common situations in light of international best practice; identify differences and causes of differences, and explain differences to local and foreign clients, policy-makers and law-makers. (A)	4.8 International Best Practices
<i>Discuss master's paper topics in class drawing on common base of substantive knowledge; ask and respond to questions in a knowledgeable manner on basic issues of law; think on one's feet and apply legal ideas by analogy in a relevant manner and distinguish or identify limitations of application of norms</i>	cite or paraphrase major legal norms without special research and to identify issues and efficiently focus on the relevant details of these norms. (A)	5 Substantive Knowledge

**Course Structure:** Instructor-led class, with individual faculty adviser consultations and class presentations. The course is divided into two sections, which may meet together or separately. The first five weeks will be devoted to a development of a number of academic and legal skills, i.e. research methods, legal and academic writing, legal method of analysis, structure, outlining, topic/question development and literature review. In the 4-5 weeks, students will be assigned a faculty advisor who will provide feedback and guidance to students as they research and write their Master's Papers. They will also review each other's work to develop their editing and revising skills.

**Method of Evaluation**

Student learning will be evaluated on the basis of the following weighted components:

- |   |           |
|---|-----------|
| 1. Oral presentation of Research Report | 5%        |
| 2. Research Report                      | 10%       |
| 3. Draft Paper                          | 20%       |
| 4. Final Paper                          | 45%       |
| 5. Application of rubrics               | 15 (3x5%) |
| 6. Oral presentation of Final Paper     | 5%        |

Students are expected to attend classes and demonstrate their understanding of topics by participating in class discussions. Please see attached rubrics for class activities and assignment.

**Library and Media/Technology Use**

Students are expected to use materials available at the library and on-line for their Master's Paper research. Students are encouraged to use audio-visual aids and presentation software as appropriate. If students have any questions or need additional support in using library resources or technology, they should confer with library staff, ICT, or the instructor.

**Late Policy**

*American University of Armenia  
Educational Effectiveness Review Report  
June 2014*

*Attachment E. Selection of Syllabi.*  
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Punctuality is an important part of professional discipline. In case of a medical or other emergency, students should notify the instructor of any delay in submitting assignments in advance whenever possible. Late work may be subject to deductions of up to 1 grade (that is an A becomes a B, or A- a B-).

**Make-up Procedures**

Students must make up all assignments. If students must miss classes or assignments due to a medical or other emergency, they should notify the instructor in advance. It is the student's responsibility to notify the instructor of any absences and to contact the instructor for make-up assignments. Make up assignments may differ slightly in content and form from the original assignment and up to one grade may be deducted if the assignment was missed without good cause.

**Policy on Grade Appeal**

Students are entitled to appeal grades in line with the university's grade appeal policy which is available online at <http://students.aua.am/student-handbook/>

**Standards for Academic Integrity**

Students are required to conduct themselves in an academically responsible and ethical manner in line with the Student Code of Ethics. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Code of Student Ethics (<http://students.aua.am/student-code-of-ethics/>)

**Special Needs:**

Students requiring special accommodations for learning should contact the instructor or Dean by end of Drop/Add period with such requests.

Attachment E. Selection of Syllabi.  
 Graduate. LL.M. Master's Paper (Capstone)

<i>Research Question Project Scope Justification</i>	<b>Not Yet Competent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<u>Research Report</u>  <u>Draft Paper</u>  <u>Final Paper</u>	a) Research question is simplistic and unclear.  b) Project scope remains unaddressed.  c) Justification is absent.	a) Research question is simplistic but clear.  b) Project scope is mentioned but parameters and variables are not well defined.  c) Justification for research is simplistic. Need for and potential contribution of the research is mentioned but not well supported with evidence.	a) Research question is clear and relevant to field of interest.  b) Project scope addresses research parameters and main variables.  c) Justification for research is developed and clearly identifies and supports the need for and potential contribution of the research.	a) Research question is clear, focused and well-articulated.  b) Project scope is concise and thoroughly addresses research parameters and variables.  c) Justification for research is well developed, thorough, and compelling, clearly identifying and providing supporting evidence for the need for and potential contribution of the research.
<b>Relevant SLO</b>	1.1 Sources, 4.1 Issue Spotting, 5. Substantive Knowledge			



Attachment E. Selection of Syllabi.  
 Graduate. LL.M. Master's Paper (Capstone)

<i>Application of Rubrics by Students</i>	<b>Not Yet Competent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<u>Research Report</u> <u>Draft Paper</u> <u>Final Paper</u>	a) Application of rubric criteria is missing or is inadequately justified or explained.  b) Did not demonstrate editorial skill, missed most mistakes/important details, as well as unbalanced and emotional or biased language	a) Some explanation or justification for application of some rubric criteria to text.  b) Demonstrated poor editorial skill, noticed some obvious details or mistakes	a) Provided sufficient explanation and justification for most rubric criteria applied to text.  b) Demonstrated editorial skill, noticed details and displayed ability to use balance in language, objectivity and nuance	a) Thoroughly explained and justified application of each rubric criteria to reviewed text.  b) Demonstrated high standard of editorial skill, attention to details, ability to use balanced, objective and nuanced language
<b>Relevant SLO</b>	1.1 Sources, 4.1 Issue Spotting, 3.1 Objective writing			

Attachment E. Selection of Syllabi.  
 Graduate. LL.M. Master's Paper (Capstone)

	<b>Not Yet Competent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<i>Literature Review</i>	a) Review of literature is absent.  b) Sources are inappropriate and/or irrelevant.  c) Literature is not analyzed or synthesized.	a) Review of literature includes inadequate number of sources.  b) <u>Most</u> sources are appropriate and relevant.  c) Literature is superficially analyzed and synthesized.	a) Review of literature includes adequate number of sources.  b) <u>All</u> sources are appropriate and relevant and provide breadth and depth.  c) Literature is analyzed and synthesized well.	a) Review of literature is comprehensive.  b) <u>All</u> sources are appropriate and relevant and provide breadth and depth. Includes seminal research and highlights most relevant sources.  c) Literature is thoroughly analyzed and synthesized.
<b>Relevant SLO</b>	1.1 Sources, 4.1 Issue Spotting, 3.1 Objective writing, 5. Substantive Knowledge			

Attachment E. Selection of Syllabi.  
 Graduate. LL.M. Master's Paper (Capstone)

<i>Written Work I: Fact Finding, Legal Analysis and Application</i>	<b>Not Yet Competent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<p><u>Draft Paper</u></p> <p><u>Final Paper</u></p>	<p>a) Fact-finding is inadequate and unsystematic.</p> <p>b) Little or irrelevant evidence of ability to use legal principles and theories to analyze data and formulate well-reasoned conclusions.</p> <p>c) Analysis and conclusions do not address or weigh ethical, legal, and social concerns or take into account global trends, national and regional prosperity sustainable development.</p>	<p>a) Fact-finding collection is adequate and generally systematic</p> <p>b) Some evidence of ability to use legal principles and theories to analyze data and formulate well-reasoned conclusions.</p> <p>c) Analysis and conclusions minimally address and weigh ethical, legal, and social concerns as well as global trends, national and regional prosperity and sustainable development.</p>	<p>a) Fact-finding is adequate and systematic.</p> <p>b) Significant evidence of ability to use legal principles and theories to analyze data and formulate well-reasoned conclusions.</p> <p>c) Analysis and conclusions address and weigh ethical, legal, and social concerns as well as global trends, national and regional prosperity, sustainable development.</p>	<p>a) Fact-finding is thorough and critically systematic.</p> <p>b) Extensive evidence of ability to use legal principles and theories to analyze data and formulate well-reasoned conclusions.</p> <p>c) Analysis and conclusions thoroughly address and weigh ethical, legal, and social concerns as well as global trends, national and regional prosperity and sustainable development.</p>
<b>Relevant SLO</b>	1.1 Sources, 3.1. Objective Writing, 4.8 International Best Practices, 5. Substantive Knowledge			

Attachment E. Selection of Syllabi.  
 Graduate. LL.M. Master's Paper (Capstone)

<i>Written Work II: Language, Organization, References</i>	<b>Not Yet Competent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<u>Research Report</u> <u>Literature Review</u> <u>Draft Paper</u> <u>Final Paper</u>	a) Writer shows significant errors in written language: syntax and grammar. b) Text is not organized, complete or clear. c) References are not included.	a) Writer shows some errors in written language: syntax and grammar. b) Text sometimes misses organization, clarity and structure. c) References are included but have errors in citation.	a) Writer shows proficient command of written language: syntax and grammar. b) Text is organized, complete and clear. c) References are included but include a few minor errors in citation.	a) Writer shows strong command of written language: syntax and grammar. b) Text is comprehensive, clear, well-organized and structured (paragraphs, sentences). c) References are included and free of errors.
<b>Relevant SLO</b>	1.1 Sources, 3.1 Objective writing, 4.1. Issue Spotting			

Attachment E. Selection of Syllabi.  
 Graduate. LL.M. Master's Paper (Capstone)

<i>Oral Presentation</i>	<b>Not Yet Competent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<u>Research Report</u>  <u>Final Paper</u>	d) Presenter shows significant difficulty in fluency and accuracy while communicating orally in English.  e) Presentation is incoherent and unorganized.  f) Follow-up questions are not adequately answered.  g) Presentation is not suitable for public presentation.	d) Presenter shows some difficulty in fluency and accuracy while communicating orally in English.  e) Presentation is simplistic, but mostly clear and organized.  f) Follow-up questions are superficially and/or answered unsatisfactorily.  g) Presentation needs some revision before it is suitable for public presentation.	d) Presenter shows proficient command of communicating orally in English (generally free of errors).  e) Presentation is well developed, clear and organized.  f) Follow-up questions are answered satisfactorily.  g) With minor revisions, presentation is suitable for public presentation.	d) Presenter shows strong command of communicating orally in English (free of errors).  e) Presentation is comprehensive, clear and organized.  f) Follow-up questions are answered thoroughly.  g) Presentation is suitable and ready for public presentation.
<b>Relevant SLO</b>	3.4 Oral Presentation and Advocacy Skills, 4.1 Issue Spotting			

## TE 306 – Practicum (3 credits)

### Course Syllabus – Spring 2014

Instructors: Raichle Farrelly, PhD Lilianna Edilyan, MA Rubina Gasparyan, MA Office hours:	Office: PAB 131W, 130W, 129W Email: <a href="mailto:rfarrelly@aua.am">rfarrelly@aua.am</a> ; <a href="mailto:rgaspari@aua.am">rgaspari@aua.am</a> ; <a href="mailto:edlil@aua.am">edlil@aua.am</a> ; Office phones: 51.27.45 (Farrelly); 51-27-36 (Edilyan); 51-27-39 (Gasparyan) by appointment
Pre-requisites: Co-requisites:	TE 304, TE 301 None
Class meets:	By appointment with MA TEFL Faculty Mentors

#### Key Terms:

Student Teacher & Practicum Student = You ☺  
Cooperating or Mentor Teacher = Primary Instructor of your EFL Class  
Practicum Supervisors = Dr. Rai, Ms. Gasparyan, Ms. Edilyan

#### Course Description:

Effective teaching, like any other skill, requires practice and the guidance of skilled faculty members. The teaching practicum provides feedback and supervision by a faculty member who oversees a guided teaching/learning experience. It is designed to give the student actual teaching experience and developmental feedback by providing inexperienced as well as experienced student teachers with the benefit of instructional expertise and mentoring of faculty. It is an internship course, the primary purpose of which is to provide the students with a carefully mentored experience to help them develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development. It gives the student the opportunity to relate the theoretical aspects of foreign language teaching to practical issues. It provides a base for the development of the professional skills required to teach English as a foreign language. The promotion of critical reflection is another aspect, which defines the very nature of the teaching practicum, and bridges the gap between a solid theoretical knowledge and its required practical application.

#### Course Schedule

Dates	Meetings and Responsibilities	Possible Placement Options
Jan 22 <sup>nd</sup> , Jan 29 <sup>th</sup> , Feb 5 <sup>th</sup>	Meet in PAB 113W as a Practicum Cohort	AUA English Language Program for Children (currently EEC) AUA Extension Program IAB English Language Centre
Jan 27 <sup>th</sup> – Jan 31 <sup>st</sup>	Schedule Initial Consultation with Cooperating Teacher	
Feb 3 <sup>rd</sup> – Feb 14 <sup>th</sup>	Lesson Observations (3 @ 1 hour each)	
Feb 17 <sup>th</sup> – May 2 <sup>nd</sup>	Lesson Delivery (1 @ activity only; 4 @ 1-hour lessons)	
May 7 <sup>th</sup>	Meet in PAB 113W as a Practicum Cohort	

## Learning Outcomes:

The following chart shows alignment between course-specific learning objectives and program learning outcomes and goals as identified in the MA TEFL Program Curriculum Map.

<u>Course Objectives</u>	<b>Program Student Learning Outcomes</b> Students will be able to:	<i>Program Goal</i>
<u>Students will be able to</u> 1. Develop supplemental teaching materials to accompany textbooks 2. Design their own lesson plans 3. Teach several EFL lessons 4. Critically reflect on their teaching and connections between theory to practice	<b>Outcome 2.1.</b> Students should be able to use the English language appropriately in their writings, classroom performance, and their theses and portfolios. [intermediate]  <b>Outcome 3.1.</b> Students should be able to employ modern and postmodern methods of teaching and develop relevant materials in the Practicum course as well as in their independent teaching in the EEC classes. [intermediate]  <b>Outcome 4.2.</b> Students should be able to develop classroom pedagogies culturally sensitive to the learning processes of Armenian learners. [intermediate]  <b>Outcome 6.1.</b> Students should be able to develop assessment tools to evaluate students' achievement in language classes [intermediate]	<b>Goal 2. To develop a good command of form and function of English structures</b>  <b>Goal 3: To employ a variety of teaching methods and materials</b>  <b>Goal 4: To develop an awareness of various learning styles and strategies</b>  <b>Goal 6. To utilize a variety of assessment techniques</b>

## Course Structure

### Classroom Components

- 3 lesson observations (1-hour each)
  - \*Note: these should be conducted in 3 unique sessions. If you are working in Extension and classes are 3-hours long, you may not observe one 3-hour class and count it as 3 observation hours. You do not need to stay for the entire 3 hours; you may leave after your 1-hour observation (if you want).
- 5 Supervised teaching hours
  - Lesson #1: Design and deliver one activity within a lesson
  - Lessons #2-5: Design and deliver 1-hour lessons independently
  - Your independent teaching (lesson plan and delivery) will be observed and rated using the In-class observation and lesson plan feedback form (Appendix A).

### Consultation and Planning Components

- Initial consultations with Cooperating Teachers
  - Meet with your cooperating teacher during **the week of January 27<sup>th</sup>**. Email or call him/her and make an appointment to discuss the students, level, materials, and how you will work together.
- Lesson plan consultations with Cooperating Teachers
  - Prior to every independent teaching experience, you must consult with your cooperating teacher about your lesson plan.
  - Take feedback and revise as necessary.
- Lesson plan consultations with observing supervisor
  - After consulting with your cooperating teacher, make an appointment with the supervisor who will observe that lesson to go over the lesson plan.
- Follow-up consultations after independent teaching
  - Following each of your independent teaching experiences, you should make a plan to consult with the supervisor who observed you as well as your cooperating teacher.
  - **\*Note:** It is up to you to make these appointments. Email your supervisor immediately after class and make an appointment.

### Reflection Components

- Observation Reports
  - Complete the In-Class Observation Rubric (Appendix B) and respond to questions at the end of the rubric.
- Teaching Journal (Post-Consultation Reflection)
  - After consulting with a supervisor or cooperating teacher about your independent teaching, please respond to the questions listed in Appendix C (below).
  - The grading rubric for these entries is included in the Appendix.
- Final Reflection and/or Teaching Philosophy Revision
  - Write a 1-2 page reflection on the teaching practicum experience (open reflection) OR take time to revisit your teaching philosophy from TE 301 and revise it based on your teacher learning and experience in Practicum.

### Method of Evaluation

The practicum course is graded. Student teachers' classes are observed by all three instructors and the final grade is decided cooperatively by your supervisors based on your lesson design, lesson delivery and reflections. Input from your cooperating teachers will also be considered.

### Assignments/Tasks

Assignment/Task	Points	Deadline
Observations Reports	3 x 20pts = 60 pts total	Completed by Feb 14 <sup>th</sup>
Lesson Plans & Observed Teaching	3 x 60pts = 150 pts	As scheduled according to placement
Teaching Journal	4x 15 pts = 60 pts	Completed by May 6 <sup>th</sup>



Final Reflection/TPhil Revision	30 pts	Completed by May 6 <sup>th</sup>
<b>Total:</b>	<b>320 pts</b>	

### Appendix A: In-Class Observation & Lesson Plan Feedback Form

Student Teacher Name:

Observed by:

# of Learners:

Date:

Age of Learners:

Level of Class:

<u>Category</u>	Rating	3=Completely Effective 2= Moderately Effective 1 = Ineffective
		Comments
<b>SUMMARY</b> <i>(completed at end of evaluation)</i>		
Strengths of lesson overall, including: <ul style="list-style-type: none"> <li>Lesson Planning (e.g., objectives, activity selection, pacing, assessment)</li> <li>Teacher Presence</li> <li>Teaching &amp; Learning Methods</li> </ul>		
Opportunities for growth, including: <ul style="list-style-type: none"> <li>Lesson Planning (e.g., objectives, activity selection, pacing, assessment)</li> <li>Teacher Presence</li> <li>Teaching &amp; Learning Methods</li> </ul>		
<b>LEARNING OBJECTIVES</b> <i>(provided in Lesson Plan &amp; stated explicitly for learners)</i>		
<ul style="list-style-type: none"> <li>Appropriate <b>number</b> of learning objectives provided (2-5)</li> <li><b>Aligned</b> with overall lesson</li> <li>In-class <b>activities</b> are explicitly linked to lesson objectives</li> </ul>		
<b>LESSON PLAN &amp; IMPLEMENTATION</b>		
<b>Warm-up/Review</b>		

<ul style="list-style-type: none"> <li>• <b>Lesson outline</b> given at the beginning of class, verbally and visually</li> <li>• <b>Activates Schemata</b> - Activity elaborates upon prior courses, lessons, assignments, and/or readings; activates background knowledge</li> </ul>		
<b>Presentation and Practice Phases of Lesson</b>		
<ul style="list-style-type: none"> <li>• <b>Activity Selection &amp; Variety</b> – authentic, meaningful, level-appropriate, engaging; draws on students’ background and experience</li> <li>• <b>Communicative</b> - Promotes student-student and student-instructor interaction</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• <b>Monitoring</b> – during activities, teacher monitors learning; addresses any questions</li> <li>• <b>Feedback</b> – activities provide feedback about student learning to both the teacher and the students</li> </ul>		
<b>Wrap-up &amp; Connections</b>		
<ul style="list-style-type: none"> <li>• Provides opportunity to review main points or <b>summarize learning</b></li> <li>• <b>Applies learning to real-life</b> situation (homework, out-of-class tasks)</li> </ul>		
<b>INSTRUCTOR-STUDENT AND STUDENT-STUDENT INTERACTION</b>		
<ul style="list-style-type: none"> <li>• Instructor gives <b>clear instructions</b></li> <li>• Instructor checks or is <b>aware when students are lost, hurried</b></li> </ul>		
<b>INSTRUCTOR INTERPERSONAL SKILLS</b>		
<ul style="list-style-type: none"> <li>• <b>Teacher Presence</b> – professional, confident, supportive</li> <li>• <b>Teacher Language</b> – good rate of speech, level-appropriate, good English</li> <li>• <b>Error Correction</b> – balanced, effective</li> </ul>		
<b>OVERALL FLOW OF LESSON</b>		
<ul style="list-style-type: none"> <li>• <b>Flow</b> – activities build on one another</li> <li>• <b>Progression</b> – moves from controlled to</li> </ul>		

<ul style="list-style-type: none"> <li>guided to communicative</li> <li>• <b>Pacing</b> – appropriate amount of time for successful completion of task (not too much, not too little)</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Classroom Management</b> – creates successful learning environment; manages behavior effectively; keeps Ss on task; engages shy learners/manages dominant Ss</li> </ul>		
<b>PRESENTATION TOOLS</b>		
<b>Audio-Visuals &amp; Technology</b>		
<b>Total Possible (30 x 2 = 60)</b>	____/60	
Thank you for the opportunity to visit your classroom.		

**Appendix B: In-Class Observation Form (Student Teacher Observations of Cooperating Teachers)**

Observed by:  
 # of Learners:  
 Age of Learners:  
 Level of Class:

<u>Category</u>	Rating	C=Completely Effective M= Moderately Effective I = Ineffective
		Comments
<b>SUMMARY</b> <i>(completed at end of evaluation)</i>		
Strengths of lesson overall, including: <ul style="list-style-type: none"> <li>• Lesson Planning (e.g., objectives, activity selection, pacing, assessment)</li> <li>• Teacher Presence</li> <li>• Teaching &amp; Learning Methods</li> </ul>		
Opportunities for growth, including: <ul style="list-style-type: none"> <li>• Lesson Planning (e.g., objectives, activity selection, pacing, assessment)</li> <li>• Teacher Presence</li> </ul>		

<ul style="list-style-type: none"> <li>Teaching &amp; Learning Methods</li> </ul>		
<b>LEARNING OBJECTIVES</b> <i>(provided in Lesson Plan &amp; stated explicitly for learners)</i>		
<ul style="list-style-type: none"> <li>Appropriate <b>number</b> of learning objectives provided (2-5)</li> <li><b>Aligned</b> with overall lesson</li> <li>In-class <b>activities</b> are explicitly linked to lesson objectives</li> </ul>		
<b>LESSON PLAN &amp; IMPLEMENTATION</b>		
<b>Warm-up/Review</b>		
<ul style="list-style-type: none"> <li><b>Lesson outline</b> given at the beginning of class, verbally and visually</li> <li><b>Activates Schemata</b> - Activity elaborates upon prior courses, lessons, assignments, and/or readings; activates background knowledge</li> </ul>		
<b>Presentation and Practice Phases of Lesson</b>		
<ul style="list-style-type: none"> <li><b>Activity Selection &amp; Variety</b> – authentic, meaningful, level-appropriate, engaging; draws on students’ background and experience</li> <li><b>Communicative</b> - Promotes student-student and student-instructor interaction</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li><b>Monitoring</b> – during activities, teacher monitors learning; addresses any questions</li> <li><b>Feedback</b> – activities provide feedback about student learning to both the teacher and the students</li> </ul>		
<b>Wrap-up &amp; Connections</b>		
<ul style="list-style-type: none"> <li>Provides opportunity to review main points or <b>summarize learning</b></li> <li><b>Applies learning to real-life</b> situation (homework, out-of-class tasks)</li> </ul>		
<b>INSTRUCTOR-STUDENT AND STUDENT-STUDENT INTERACTION</b>		

<ul style="list-style-type: none"> <li>• Instructor gives <b>clear instructions</b></li> <li>• Instructor checks or is <b>aware when students are lost, hurried</b></li> </ul>		
<b>INSTRUCTOR INTERPERSONAL SKILLS</b>		
<ul style="list-style-type: none"> <li>• <b>Teacher Presence</b> – professional, confident, supportive</li> <li>• <b>Teacher Language</b> – good rate of speech, level-appropriate, good English</li> <li>• <b>Error Correction</b> – balanced, effective</li> </ul>		
<b>OVERALL FLOW OF LESSON</b>		
<ul style="list-style-type: none"> <li>• <b>Flow</b> – activities build on one another</li> <li>• <b>Progression</b> – moves from controlled to guided to communicative</li> <li>• <b>Pacing</b> – appropriate amount of time for successful completion of task (not too much, not too little)</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Classroom Management</b> – creates successful learning environment; manages behavior effectively; keeps Ss on task; engages shy learners/manages dominant Ss</li> </ul>		
<b>PRESENTATION TOOLS</b>		
<b>Audio-Visuals &amp; Technology</b>		
Additional Comments:		

## Appendix C – Teaching Journal Prompts

Based on the post-teaching consultation with your supervisor or cooperating teacher, address the following questions:

1. In light of your instructional objectives, how do you think the class went?
2. Did the students learn what you wanted them to? How do you know?
3. Were the choices of teaching methods or strategies effective? How do you know?
4. Were the materials you used helpful? How do you know?
5. If you could teach this lesson over again to the same class:
  1. What would you do differently? Why?
  2. What would you do the same? Why?

### GRADING RUBRIC

<b>Content:</b> The entry <ul style="list-style-type: none"><li>• addresses the questions.</li><li>• demonstrates an in-depth analysis of your teaching experience</li><li>• makes connections to assigned readings when applicable</li></ul>	10
<b>Length:</b> The entry is 400-700 words long	3 points
<b>Language:</b> The entry contains no or few language-related errors.	2 points

### General Flow of the MA TEFL Practicum Experience

