**Oversight Table for LLT 180 - Fall 2013**

**Course name:** LLT 180 “The Heroic Quest”

**Section Approval Process:**

By design, LLT 180 “The Heroic Quest” can be taught using a wide diversity of specific cultures and texts. Prior to the beginning of Fall Semester 2013, all sections of LLT 180 “The Heroic Quest” will be evaluated by the Course Coordinator, in consultation with the MCL Department Head, for compliance with the Course Assessment Targets (see below for a list of the Course Common Goals):

1. The overarching theme of “The Heroic Quest” as contained in the course description.
2. Cultural Competence, as defined by General Education Goal 13 and addressed in Course Common Goals 1 and 2.
3. Ethical Leadership, as defined by General Education Goal 14 and addressed in Course Common Goals 3, 4, and 5.

If a section of “The Heroic Quest” is found to be non-compliant, it will not be scheduled for the next or any succeeding semesters until the issues have been satisfactorily addressed. This procedure will be repeated as necessary for new instructors and/or new versions of “The Heroic Quest,” at least one semester before the new instructor or new version is added to the Schedule of Classes.

**Assessment Process:**

Effective Fall Semester 2013, each of the following assessment-related essay questions is to be asked, at some point in the semester, of all students in all sections of LLT 180. These questions have been designed to represent, in essence, the Course Assessment Targets.

To best reflect the specific cultures and texts covered in a given section, the precise wording of the questions is left up to the individual instructor. But the clear essence of the question must be carefully retained.

1. How do the protagonists’ interactions with the diverse world around them reflect and inform their attitudes toward the diverse world around them? (Cultural Competence)
2. How do the actions of the protagonists and the nature of their quests reflect and inform their concepts of leadership and decision-making? (Ethical Leadership)

Each instructor will score on a common rubric representative sample answers for each question at the end of each semester, and provide a brief written self-evaluation of how their section or sections met the Course Assessment Targets. The Course Coordinator will keep an electronic record of all Assessment Process results submitted.

**Application of Assessment Results:**

Before the beginning of each semester, the Course Coordinator will meet with the faculty teaching LLT 180 (The Heroic Quest) in the upcoming semester to cover the following topics.

1. Update from the Course Coordinator on the results of the previous semester’s Assessment Process.
2. Open discussion of the Assessment Process results and their application to the upcoming semester’s LLT 180 (The Heroic Quest) courses.
3. Open discussion of any external circumstances (e.g., General Education restructuring, staffing concerns) which may effect educational outcomes.

At the end of each academic year, the Course Coordinator will provide the MCL Department Head with a report on LLT 180 (The Heroic Quest) and the assessment of its educational outcomes. In consultation with the MCL Department Head, the Course Coordinator will identify and see to the implementation of any necessary changes based on the Assessment Process results. The Assessment Process results and notice of any changes made will be communicated to CGEIP at the end of every academic year.

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| **CGEIP General Goals for Public Affairs “Focus on Cultural Competence” Courses** | **Course Common Goals for LLT 180** |
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| **General Goal 13 - Cultural Competence: *Students will be able to recognize and consider multiple perspectives and cultures.*** |  |
| 2. Understand, critically examine, and articulate key similarities and differences between their own cultural perspectives and those of other cultures, past and present | 1. To conceptualize the key similarities and differences between the student’s cultural perspectives and those of the diverse other cultures, past and present, addressed in the course readings |
| 4. Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior. | 2. To analyze how diverse languages, cultures, institutions, and beliefs have shaped individual and collective behavior, as revealed through study of the literary pattern of “the heroic quest.” |
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| **General Goal 14 – Ethical Leadership: *Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.*** |  |
| 1. Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent. | 3. To construe the student’s values and behaviors both in his or her own personal life and in the diverse society at large, as reflected in course readings. |
| 3. Identify areas of difficulty in responding to situations demanding ethical inquiry. | 4. To appreciate through application of pertinent examples the ethical dimensions of providing leadership in difficult situations. |
| 5. Understand and evaluate the causes of societal problems and potential solutions. | 5. To discern via the literary pattern of “the heroic quest” the ways in which individuals from diverse societies, past and present, have evaluated and worked to solve important problems. |