

**A Guide to Pathways Submissions:**

- An initial alignment of the Course Learning Outcomes for the proposed course with the Pathways Learning Outcomes for the selected Group (A-E) should be completed to ensure that the course, **as created**, is a “good fit” for Pathways.

Ideally, Course Learning Outcomes should **significantly** align with/map to Pathways Learning Outcomes so as to not create a course with an unmanageable array of Learning Outcomes. A course should **not** be significantly “re-worked” and should **not** include instructor specific assignments as the main means of meeting the Pathways Learning Outcomes (see below *Common Syllabus* bullet). The idea is that the course is a “*natural fit*” for Pathways.

- Inclusion of a **completed Common Syllabus** that reflects the structure, materials, and assignments for the course, regardless of who may be teaching the course, for example, full-time faculty versus adjunct. The inclusion of Recommended and/or Supplemental Materials on the Common Syllabus are welcomed.
- The **Syllabus** is to **clearly** and **explicitly** outline the weekly themes, readings, group work, assignments, etc., for the course. The syllabus is to include **explicit detail** for the work and assignments that you have selected to demonstrate that the course meets the Pathways Learning Outcomes. Include *Sample Assignments* either within the syllabus or as a supplement to the syllabus.
- Always ask yourself – “**What is the ARTIFACT that the student is completing as an assessment of the Pathways Learning Outcome?**” The below table may assist you in ensuring that you have a **matched** artifact for each of the selected Pathways Learning Outcomes

Pathways Learning Outcomes: Three Required	Measurement (Artifact) of Learning Outcome
Gather, interpret, and assess information from a variety of sources and points of view	<p>Group Discussions, Discussion Boards, In-class Discussions of Readings, Low/High-Stakes Writing Assignments, Research Paper, Individual/Group Presentations, Engagement in Critical Arguments About Assigned Text/Readings, Reading Journals with Guiding Question.</p> <p><b>Best to demonstrate that students will be gathering research materials on their own as part of one such assignment.</b></p>
Evaluate evidence and arguments critically or analytically	<p>Position Paper, Group Discussion and report out, Discussion Boards, Short Answer Exam Questions, Reflective Essay, Compare and Contrast Assignments.</p> <p><b>Explain how the chosen assignment demonstrates critical analysis.</b></p>
Produce well-reasoned written or oral arguments using evidence to support conclusions.	<p>Response Papers, Mock-Debate, Analytical Essay, Group Discussion, Discussion Board, Low/High-Stakes Writing Assignment, Reading Journals with Guiding Question.</p> <p><b>Explain how the assignment(s) produce substantial written or oral arguments. Must be required of all students in the class.</b></p>

Pathways Learning Outcomes – Additional Flexible Core SLO's	Measurement (Artifact) of Learning Outcome
<p>Inclusion of the following in the Learning Outcome:</p> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Demonstrate</li> <li>• Differentiate</li> <li>• Engage</li> <li>• Evaluate</li> </ul>	<p>Group Discussions, Discussion Boards, In-class Discussions of Readings, Low/High-Stakes Writing Assignments, Research Paper, Individual/Group Presentations, Engagement in Critical Arguments About Assigned Text/Readings, Reading Journals with Guiding Question.</p> <p>Explain how the chosen assignment(s) demonstrates critical <b>analysis</b> and <b>evaluation</b>.</p> <p>Explain how the chosen assignment(s) allow students opportunities to <b>demonstrate</b> knowledge/learning in regards to themes/topics specified in the selected Pathways Learning Outcome.</p> <p>Explain how the chosen assignment(s) allow students to <b>differentiate</b> between themes/topics specified in the selected Pathways Learning Outcome.</p> <p>Explain how the assignment(s) allow students to <b>engage</b> with themes/topics specified in the selected Pathways Learning Outcome.</p>

- The CCCRC will look to determine if **significant weight** is given to assignments related to the selected Pathways Learning Outcomes.
- The CCCRC will review the **question** related to the assignment – Ask yourself, “Are you connecting the assignment **question directly** to the selected Pathways Learning Outcome?”
- Assignments must make a **substantive** connection to the selected Pathways Learning Outcome.
- The **Pathways Submission Form** goes into detail and provides instructor insight as to the importance of the readings and assignments and **explicitly** demonstrates how the course assignments and course structure meet the Pathways Learning Outcomes. In essence it is an instructor (Kingsborough Faculty) to instructor (CCCRC) conversation about the course. It is your opportunity to explain what students will know and be able to do upon completion of the course - think about the Course Learning Objectives and refer to the sample tables listed above.
- The Pathways Submission form should include **clear** and **concise** mapping of the course assignments to the selected Pathways Learning Outcomes.

The CUNY Common Core Review Committee (CCCRC) should be able to read **HOW** the course meets the Pathways Learning Outcomes on the Pathways Submission Form and look at the Syllabus as **clear confirmation** of the activities/materials/assignments that meet the selected Pathways Learning Outcomes.

Helpful Links:

CUNY Sample Pathways Submission:

<https://www.cuny.edu/about/administration/offices/undergraduate-studies/pathways/about/ccrc/sample-submissions/>