



AUA

American University of Armenia



New Faculty Orientation

Instruction and Assessment at AUA: Overview

Mission Statement

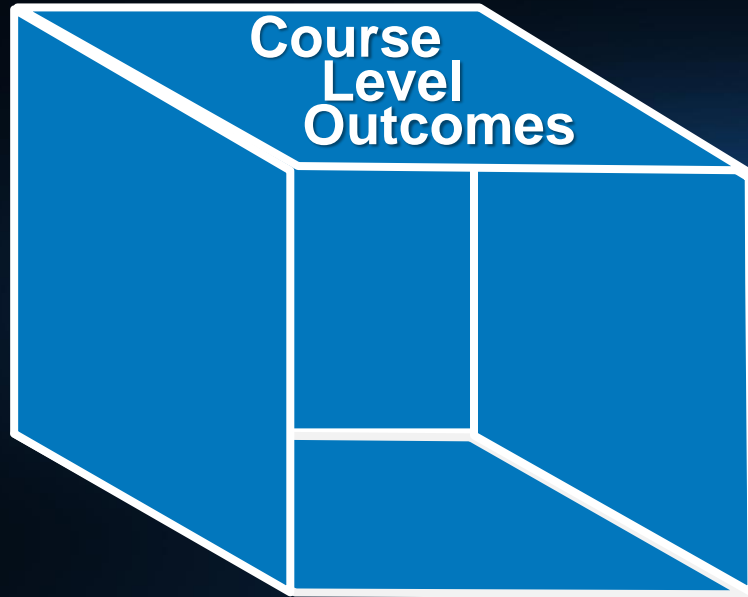
The American University of Armenia aims to have an impact on students and the community as a **center of academic excellence**, innovation, inquiry and diversity that contributes to the further **development and advancement of Armenia, the region and the world through teaching and scholarship**, fostering creativity, integrity and community service.

Student Learning Outcomes (SLO)

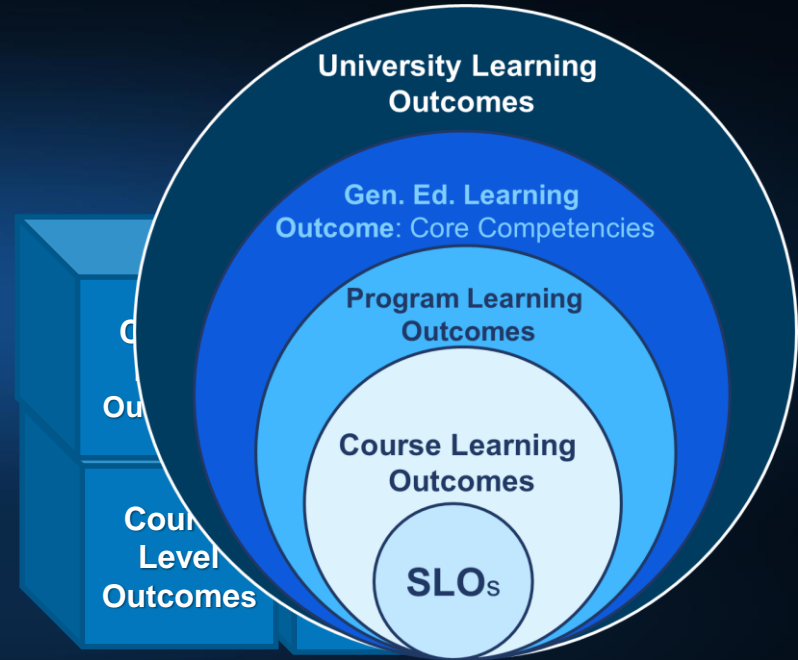
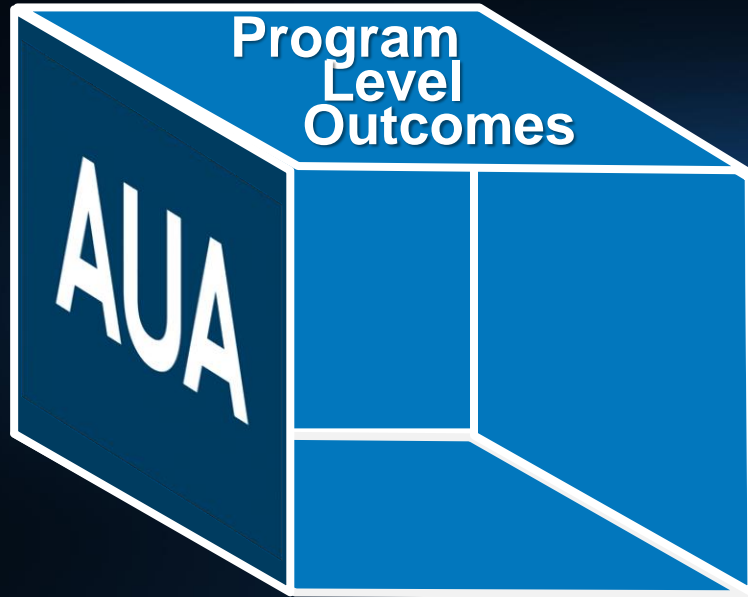
“...statements of what a learner is expected to know, understand and be able to demonstrate at the end of a learning experience.”

(Adam, 2004, p. 8)

Student Learning Outcomes (SLO)



Student Learning Outcomes (SLO) - Alignment



BS Computer Science

[Home](#) / [BS Computer Science](#)

BS IN COMPUTER SCIENCE

[BS CS Degree Requirements](#)

[General Education Requirements](#)

[BS CS Course Prerequisite Map](#)

[BS CS Typical Schedule](#)

[BS CS Curriculum Map](#)

[BS CS Program Goals & Student Learning Outcomes](#)

[CONTACTS](#)

BS in Computer Science Curriculum Map

	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3
GE- Foundation Freshman Seminar 1											I	I		I	I
GE- Foundation Freshman Seminar 2											A	A		A	A
GE- Foundation Armenian Lang / Lit 1											I	I		I	
GE- Foundation Armenian Lang / Lit 2											A	A		A	
GE- Foundation Armenian History 1														I	
GE- Foundation Armenian History 2														A	
GE-AH (2 courses)										B	I	B		I	
GE-SS (2 courses)										B				I	
GE-QS (2 courses)										B				I	B
CS 100 Calculus 1	B														
CS 101 Calculus 2	B														
CS 102 Calculus 3	I														
CS 103 Real Analysis	I	I												A	
CS 104 Linear Algebra	B	B													
CS 105 ODE	I	I													
CS 107 Probability	B	B													
CS 108 Statistics	I	I													
CS 110 Intro to Computer Science	B		B										A		
CS 111 Discrete Math	B	B													
CS 112 Numerical Analysis		I				I	I		I				A		
CS 120 Intro to OOP			B					B	B				A		
CS 121 Data Structures			B				I	I	I				A		
CS 130 Computer Organization			I										A		B
CS 131 HCI			A			I			I	A			A		
CS 132 Computer Networks			I										A		B
ENGS 121 Mechanics				A											A
CS 202 Functional Analysis		A				A								A	
CS 205 Partial Differential Equations	A	A				A									

Program-wide and university-wide goals have been designed to ensure that AUA's graduates become not only speciali

Course Alignment: Backwards Design

**1. Identify
Desired
Results**

SLOs

**2. Determine
Assessment
Evidence**

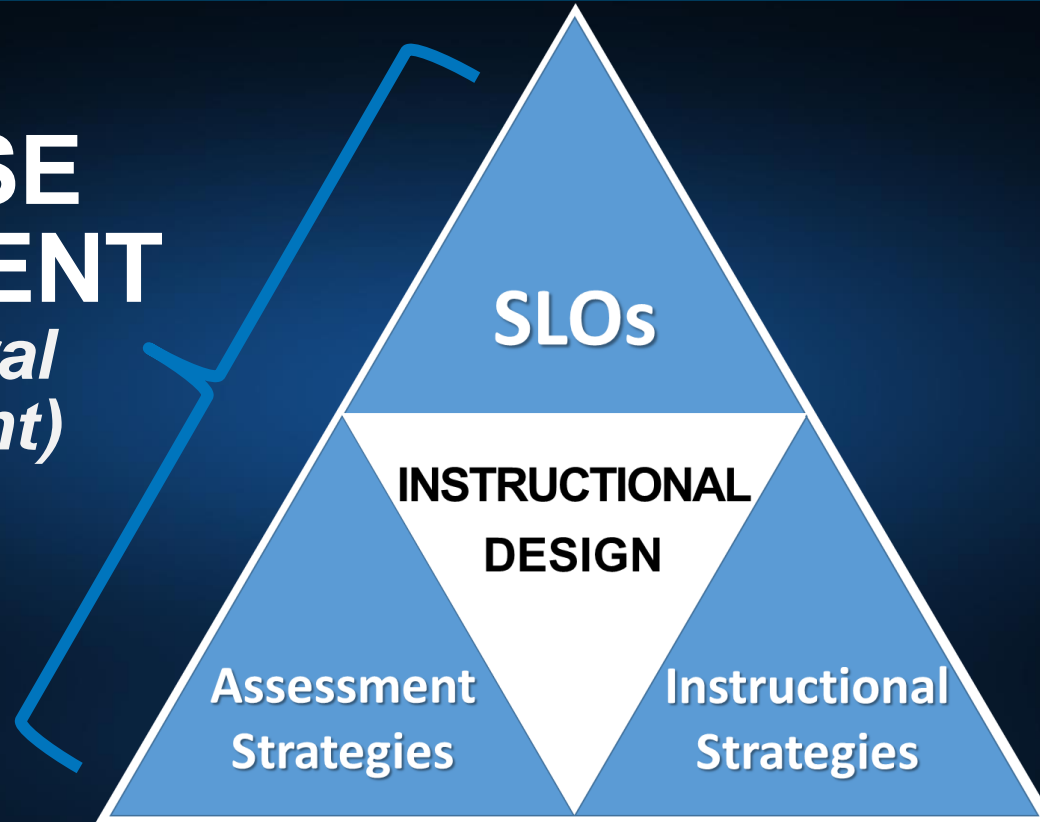


**3. Plan
Learning
Experiences &
Instruction**



Course Alignment

**COURSE
ALIGNMENT**
*(Structural
Alignment)*



Course Syllabus Template

Term/Year:

Subject Code and Course Number:

Course Title:

Number of Credits:

Instructor Name: *[Note: Include Teaching Assistants, if any]*

Email Address:

Telephone Number: *Note: This is the telephone number that students may use to contact the instructor.]*

Office Location:

Office Hours: *[Note: Include Office Hours for Teaching Assistants, if any]*

Class Schedule: *[For example, Mondays & Wednesday: 6 PM – 7:30 PM]*

[Note: If not held during a full semester or term include dates of first and last class. For example, Course Dates: October 1 – December 10]

Moodle Enrollment Key:

Course Description: *[Note: Taken word for word from the AUA Catalog (catalog.aua.am).]*

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."]*

More about this course: *[Note: This is an optional section, a place to provide students with more information about your course or section (if this is a multiple-section course). In addition to the course description and outline of expected learning outcomes, what else might students want to know about this course? What are the questions that will be explored? What connections can be made between the learning in this course and other courses, a student's program, or their live?.]*

Required Materials: *[Note: Include all required materials: Textbooks, readers, calculator....]*

Notes: This is a template only for inclusion of necessary components. Use your creativity to make it your own.

1. Add information as noted.
2. Sections with [] are notes only for explanation. Remove these [] before finalizing your syllabus
3. Sections in grey shading are EXAMPLES only.
4. Add due and review dates for major assignments (quizzes, papers, projects, mid term, scaffolding of larger assignment).
5. Add any additional information you would like to include in your syllabus.
6. Delete this box.

Syllabus

Method of Evaluation *[Note: These should be fully described. Rubrics should be attached to the syllabus as appropriate or supplemented when the assignment is announced. Evaluation methods should link to both course-based and program student learning outcomes. How will this particular method of evaluation help students learn and faculty assess the intended student learning 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:

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

Syllabus

[Note: The policies and notes below must appear on all syllabi.]

Policy on Grade Appeal

Students are entitled to appeal grades in line with the university's *Grade Policies* policy which is available online at <http://policies.aua.am/policy/11>

Standards for Academic Integrity

Students are required to conduct themselves in an manner consistent with the *Code of Ethics*. Acts of academic dishonesty impair the academic integrity of the student involved and other member(s) of the academic community. The standards are outlined in the AUA Student Code of Ethics, <http://policies.aua.am>

The Student Code of Conduct can be found at <http://policies.aua.am>

AI Use Policy:

Advanced generative AI (such as ChatGPT, Google Bard, MS Bing AI) will be used on some assignments. Examples of AI use will be assistance with brainstorming, outlining, and content creation along with review. I will directly inform you when/how you can use AI. If you are not sure whether it is allowed, ask me.

Special Needs:

Students requesting special accommodations for learning should contact the Office of Student Affairs, studentaffairs@aua.am, <https://studentaffairs.aua.am/disability-support-services/> by the end of the Add/Drop period with such requests.

Syllabus Development

Course Syllabus Format Policy: <https://policies.aua.am/policy/37>

Course Syllabus Template

Consultation with OIRA
(open office hours
and by appointment)

COURSE SYLLABUS FORMAT

[Download pdf](#)

Course Syllabus Format
Effective as of: 09.01.2021

*American University of Armenia
Policy for Publication
Policy Number: ACAD20160022*

The syllabus for each credit-bearing course offered shall include certain standardized elements. These elements must be included in the syllabus distributed to students at the start of the course and must be consistent with the corresponding elements approved by the Curriculum Committee.

Faculty shall submit a copy of their syllabi to the academic program office which will in turn submit all program syllabi to the Office of Institutional Research and Assessment for archiving. Academic Programs should also retain copies of their respective syllabi. The faculty member teaching the course shall prepare the syllabus in compliance with the academic program's curriculum. The course syllabus should include the following elements.

A. Administrative

a. Subject Code and Course Number

Classroom Assessment



Formative
Assessment **FOR** learning

Summative Assessment
OF learning

- **Discussions/Debates**
- **Think, Pair, Share**
- **One Minute paper**
- **Muddiest point/Exit Ticket**
- **Quizzes, Simulations, *etc.***
- **Presentations, Projects, *etc.***

Use a Rubric

- Task description
- A scale / skill level
- Breakdown of skills/knowledge (parts of the task)
- Descriptions of what constitutes each level of performance

Rubric Example

Informational Interview – Reflective Essay - *Professional Communications - Professor Anders*

CRITERIA	EXCELLENT (90 - 100%)	ABOVE AVERAGE (80-89%)	AVERAGE (70 - 79%)	BELOW AVERAGE (60-69%)	UNACCEPTABLE (68% & below)
Depth of Reflection	Demonstrated a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students. Fully explains what they felt, learned, and/or thought when hearing interview responses as well as the overall experience.	Demonstrated a thoughtful understanding of the writing prompt and the subject matter.	Demonstrated a basic understanding of the writing prompt and the subject matter.	Demonstrated a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrated little or no understanding of the writing prompt and subject matter. This reflection needs revision.
Use of Experiential Evidence	Used multiple specific and convincing examples from the informational interview networking experience to support claims in writing, making insightful and applicable reflections.	Used one specific and convincing examples from the informational interview networking experience to support claims in writing, making insightful and applicable reflections.	Used 2 non-specific example from the info interview networking experience to support claims in writing, making insightful and applicable reflections.	Used a non-specific example from the informational interview networking experience to support claims in writing, making insightful and applicable reflections.	Did not reference the actual informational interview networking experience.
Effectiveness (word choice-language use)	Used vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	Used vivid words and phrases. The choice and placement of words is accurate most of the times.	Uses words that communicate clearly, but the writing lacks variety.	Used a limited vocabulary. Jargon or clichés may be present and detract from the meaning.	Poor word choice and language used throughout the document.

Course Evaluation Report
EC233 Professional Communication - Section 0 2306279001802902
Fall 2023/24
Course Evaluation

Instructor: Anders, Brent A.

Meeting Times: TUE 12:00pm-1:20pm, THU 12:00pm-1:20pm

Number of Students enrolled in the course section = 24

Number of Students completing the evaluation = 11

COURSE & ASSIGNMENTS

Course pace was appropriate.	Agree	4 (36.36%)
	Strongly Agree	7 (63.64%)

Course load was adequate.	Neutral	1 (9.09%)
	Agree	4 (36.36%)
	Strongly Agree	6 (54.55%)

Course materials were relevant to course objectives.	Neutral	1 (9.09%)
	Agree	2 (18.18%)
	Strongly Agree	8 (72.73%)

Assignment instructions were clearly explained.	Agree	3 (27.27%)
	Strongly Agree	8 (72.73%)

Grading rubrics were comprehensive.	Agree	3 (27.27%)
	Strongly Agree	8 (72.73%)

Course resulted in substantial learning.	Neutral	1 (9.09%)
--	---------	-----------

The following are the current, exact questions posed to students within the end-of-course evaluation. Ensure proper course alignment and address issues such as good communication, equity/inclusion, and motivation through active hands-on student-centered learning to achieve the best educational experience possible. Contact us for any additional guidance, ctl@aua.am.

COURSE & ASSIGNMENTS

- Course pace was appropriate
- Course load was adequate
- Course materials were relevant to course objectives
- Assignment instructions were clearly explained
- Grading rubrics were comprehensive
- Course resulted in substantial learning

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

INSTRUCTOR

- Manages class effectively
- Encourages student participation
- Responds to in-class queries adequately
- Demonstrates concern about student learning
- Is available for consulting outside of class time
- Provides thorough feedback on assignments
- Classes are structured & well-organized
- Inspires & motivates student interest in course content
- If I had the chance, I would take another course with this instructor

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

Feel free to make open-ended comments about your performance in this course, course content, and the effectiveness of the instructor:

AUA

CENTER FOR TEACHING & LEARNING

SEARCH

[facebook](#) [youtube](#)



EVENTS & WORKSHOPS

Check back later for events

[see more](#)



NEWEST RESOURCES

- Chat GPT
- Academic Integrity Checklist
- Academic Integrity

[see more](#)



PHYSICAL RESOURCES

- Book Collection
- Video Recording Equipment

[see more](#)



SERVICES & ABOUT US

- Our Mission Statement
- Main Service Provided
- Meet our Staff

[see more](#)



Engaging Students in Research



Project Based Learning



Active Learning



Use of Technology



Instructional Design



Online Learning



Resent Survey Findings
New CTL Research

[Other Topics & Categories >>](#)



www.facebook.com/CTLatAUA



Active Learning

- Engagement
- Involvement
- Interaction
- Motivational

AUA
CENTER for
TEACHING
& LEARNING

Center for Teaching and Learning at AUA

59 likes · 75 followers

Following

Search

Posts About Mentions Reviews Followers Photos More

Photos

See all photos



Center for Teaching and Learning at AUA

24m · 🌐

This fun two-day course covers important aspects of course alignment, assessment, instructional strategies, and generative artificial intelligence (AI) literacy. Please fill out this form to attend:

<https://forms.gle/DiuvVGtm7bzcUqxX6> *Note: Gen. Ed. Faculty need to check with their leadership in that there will be a different workshop conducted at the same time by Gen. Ed. that may be a requirement.





www.facebook.com/CTLatAUA



Center for Teaching and Learning at AUA

...

Intro

Providing inspiration, teaching/learning resources, & research on techniques, processes, & technology

Page · Education website

40 Marshal Baghramyan Ave. , Yerevan, Armenia

ctl@aua.am

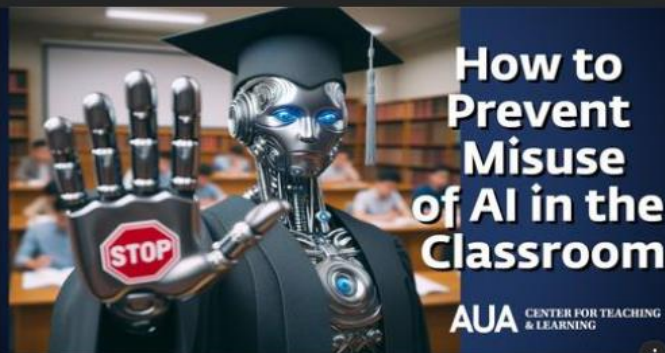
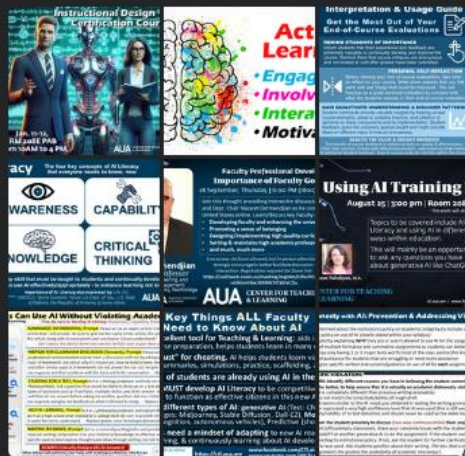
ctl.aua.am

Always open

Not yet rated (1 Review)

Photos

See all photos



YOUTUBE.COM

How to Prevent Misuse of AI in the Classroom

Here are five concrete steps that you as the instructor can take to help ens...

You and 1 other

Like

Comment

Share



Write a comment...



Center for Teaching and Learning at AUA

December 5, 2023

Great new video to help you get the most out of end-of-course evaluations along with how AI (like ChatGPT) can be used to help you with the process and follow-on actions.

END-OF-COURSE EVALUATION

Interpretation & Usage Guide

Get the Most Out of Your End-of-Course Evaluations

REMIND STUDENTS
Inform students
extremely valuable

Seek Multiple Data Points:

are the





www.facebook.com/CTLatAUA

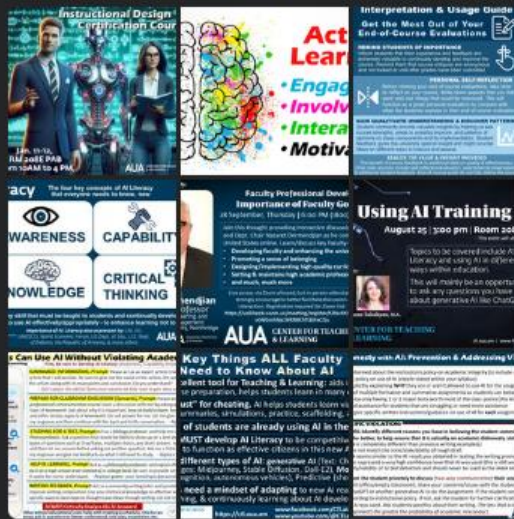
Intro

Providing inspiration, teaching/learning resources, & research on techniques, processes, & technology

- Page · Education website
- 40 Marshal Baghramyan Ave. , Yerevan, Armenia
- ctl@aua.am
- ctl.aua.am
- Always open
- Not yet rated (1 Review)

Photos

See all photos



develop it within ourselves and students, and to realize how important it is for all of us:

AI Literacy

The four key concepts of AI Literacy that everyone needs to know, now

Source: "The AI Literacy Movement: Empowering Professionals & Students" by David A. Anderson, PhD.

AI is all around us and is affecting every aspect of society in different ways (good & bad) awareness needed for action

AWARENESS

CAPABILITY

All must learn when/how to use different AIs (prompt engineering) properly, along with its limitations

Everyone now has access to free AI: students, teachers, businesses, governments, etc. to create or deceive (deepfakes/scams)

KNOWLEDGE

CRITICAL THINKING

All must evaluate AI results and consider aspects such as validity, security of information, effects of use, ethics, & more

★ AI Literacy is a key skill that must be taught to students and continually developed. Students must learn to use AI effectively/appropriately - to enhance learning not to outsource thinking

AUA American University of Armenia | **UNESCO**, World Economic Forum, US Dept. of Edu, U.S. Dept. of Defense, the Republic of Armenia, & many others

AUA CENTER FOR TEACHING & LEARNING

You and 4 others

Like

Comment

Share



Write a comment...



Center for Teaching and Learning at AUA

September 27, 2023

Join us for this great educational professional development event (28 Sept, 6PM, Akian Art Gallery)! If you want to join by Zoom, please register: <https://us02web.zoom.us/j/7Z0scOCspjMuGNGm59jx1NRN8CSTQ...>

Presented By:



Faculty Professional Development: Importance of Faculty Governance

28 September, Thursday | 6:00 PM (h800) | Akian Art Gallery

Join this thought provoking interactive discussion with Professor and Dept. Chair Nazaret Dermdjian as he comes to us from the United States online. Learn/discuss key Faculty Governance aspects:

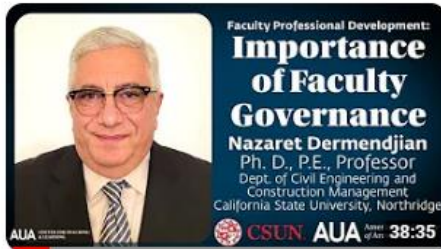
- Developing faculty and enhancing the university
- Promoting a sense of belonging
- Designing/implementing high quality curricula
- Setting & maintaining high academic/professional standards



How to Prevent Misuse of AI in the Classroom



Getting the Most Out of Your End-of-Course Evaluations



Faculty Governance Discussion Facilitated by Professor Nazaret Dermendjian



Jenzabar Overview at AUA
66 views • 3 months ago • 1.8x

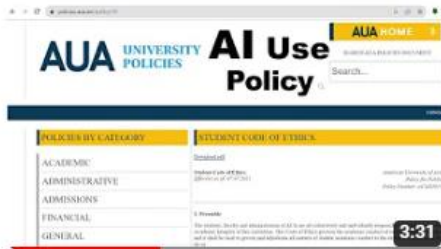
YouTube www.youtube.com/@CTLatAUA/videos



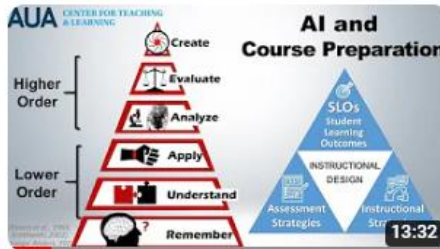
Academic Dishonesty with AI
42 views • 4 months ago • 1.1x



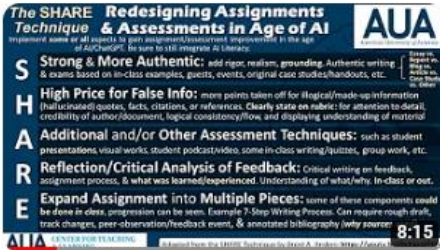
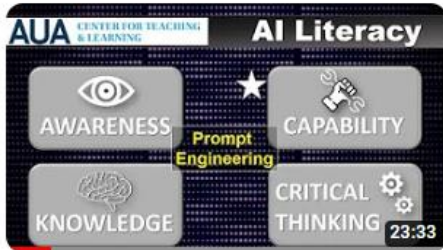
AI Integration into Learning
35 views • 4 months ago • 1x



AI Use Policy at AUA
60 views • 4 months ago • 1.6x



AI and Course Preparation
43 views • 4 months ago • 1.2x



Resources

- OIRA webpage at: <https://ira.aua.am>
- CTL webpage at: <https://ctl.aua.am>
- Workshops, faculty brown bag discussions
- Office of Institutional Research and Assessment
- Program chairs, deans, one another
- Managing your Moodle course
(Moodle) https://docs.moodle.org/38/en/Managing_a_Moodle_course
- AUA's Moodle instructor guide
(AUA), <http://libguides.aua.am/content.php?pid=519385&sid=4442070>

References and information

- Angelo, T. A., and Cross, K. P. (1993). Classroom Assessment Techniques: A handbook for college teachers. San Francisco: Jossey-Bass.
- Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved July 14, 2019 from <https://cft.vanderbilt.edu/understanding-by-design>.
- Wiggins and McTighe. (2011). The Understanding by Design Guide: Creating High-Quality Units. Alexandria, VA: ASCD
- [Understanding by Design. Vanderbilt University, https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#stages](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#stages)
- <https://lib.guides.umd.edu/c.php?g=598357&p=4144008>
- <https://educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf>
- <https://citl.indiana.edu/teaching-resources/assessing-student-learning/classroom-assessment-techniques/>
- ira.aua.am



Baghramyan 40, Yerevan, Armenia 0019

00 374 00 000 000

info@aua.am

www.aua.am



The American University of Armenia is accredited by the WASC Senior College and University Commission, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

Copyright © 2024 American University of Armenia

