

Signature Assignments

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Signature Assignments

Signature Assignments and General Education Learning Outcomes

This section of the CourseBook provides guides and instructions for the completion of a set of assignments referred to collectively as “Signature Assignments.”

According to the Association of American Colleges and Universities:

Signature assignments require students to demonstrate and apply their proficiency in one or more key learning outcomes. This often means synthesizing, analyzing, and applying cumulative knowledge and skills through problem- or inquiry-based assignments or projects. Signature assignments may also follow a theme across curricular and co-curricular experiences tied to the institutional mission or features of the surrounding community, allowing students to apply their growing knowledge and

abilities to meaningful questions over time. At some institutions, all signature assignments must include specific components, such as a “real-world” application, reflective writing, or collaborative work.

The most distinctive feature of signature assignments is the way programs integrate them across the educational pathway to help students demonstrate their growth, make connections across the curriculum and co-curriculum, and apply their knowledge to real world problems.

[AAC&U, Retrieved June 14, 2017](#)



The AAC&U has defined what it feels is essential knowledge and skills for undergraduate education and defines them through their VALUE Rubrics (Value Added Learning in Undergraduate Education.)

These outcomes outline important expectations for higher education.

Click [HERE](#) to visit the AAC&U website that outlines each of these areas.

KVCC and the Educated Person (Essential Learning Outcomes)

Kennebec Valley Community College has adopted a number of recognized general education learning outcomes (aligned closely with the VALUE Rubrics) to provide an operational definition of the outcomes we ensure all students have upon graduation from any program.

Here is a summary of the KVCC Essential Learning Outcomes

Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (AAC&U)

Problem Solving is the process of defining the problem, designing, evaluating and implementing a strategy to answer a question, achieve a desired goal, or reach a solution. (AAC&U modified)

Quantitative Reasoning also known as Numeracy or Quantitative Literacy (QL) - is a habit of mind characterized as competency in working with numerical data. Individuals with QR skills possess the ability to reason and solve quantitative problems

from a wide array of contexts. They understand and can create reasonable sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). (AAC&U modified)

Effective Communication is the transactional process of sending and receiving verbal, nonverbal, and visual symbols to create and share meanings based on form and purpose.

Students will demonstrate effective communication in written communication.

Written Communication is the development and expression of ideas and information in writing. Written communication involves learning to work in many genres and styles. Written communication abilities develop through iterative experiences across the curriculum. (AAC&U modified)

And students will demonstrate effective communication in one or more of the following ways:

- **Oral Communication** is a prepared and delivered purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, emotions, values, beliefs, or behaviors. (AAC&U modified)

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- **Interpersonal Communication** is the process of message transaction between two or more people for developing and maintaining professional and personal relationships. (West & Turner; University Nebraska Lincoln)
 - **Teamwork** consists of the behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team process) to achieve mutual goals. (AAC&U modified)

What you will see...

To address this aspect of your education, we have designed a variety of assignments that engage students in higher-order thinking targeting a number of specific learning outcomes and contextualized within the course material.

You will find assignments throughout this program (in the CourseBooks) that align with teaching and learning of EVERY one of the VALUE Rubrics and the KVCC ELOs. We feel it is essential that we address each of these across the curriculum to ensure that all of our graduates not only leave KVCC with the skills specific to their field, but the general abilities and knowledge that they need to be successful at anything they want to do.

It is hoped that most of these assignments could be categorized as “high-impact” activities. “High impact” activities may be defined as those that require a higher degree of creativity, engagement, attention, and an ability to integrate information and skills.

In addition...

You might, on occasion, see other types of assignments in this section. Assignments that are important to the course but are not necessarily identified as “Signature Assignments” or aligned with a specific general education learning outcome.

These assignment will still be high impact and engaging.

Lifelong Learning

Seeing the Whole Picture



Seeing the Whole Picture: Supported Employment Team

In this lesson we will be looking at the perspectives of a Vocational Rehabilitation Counselor, Job Coach/Developer, and a client receiving Vocational Rehabilitation Services. This assignment will provide you with an opportunity to ask questions about how each person views the vocational process, what they feel their role is and what their responsibilities are.

Learning Outcomes

1. Students will have an increased understanding of how each member of a job search team views the journey to gainful employment.
2. Students will be able to identify the importance of each person within a job search team and what their responsibilities are.

Teaching

This lesson will focus on the individual roles of the usual supports in a supported employment relationship. Each person within the team has a responsibility and a unique perspective. Successful collaboration between each member of the team requires communication, follow through and trust among other things. Clients have a right to choose who they work with for job

development/coaching and in most cases who their vocational rehabilitation counselor is. There are regular "provider fairs" that are held at the career centers which provide clients an opportunity to interview job developers and choose whom they would like to work with.

<http://www.employmentforme.org/job-seekers/support.html>

http://askearn.org/refdesk/Recruitment/Working_with_Job_Coaches

<https://www.ldsjobs.org/ers/ct/articles/choosing-a-job-coach?lang=eng>

Interview Presentation Assignment

For this lesson you will interview one Vocational Rehabilitation (VR) Counselor, one Job Coach/Developer and one Client receiving Vocational Rehabilitation Services.

You will conduct the interviews in person or via telephone. I recommend that you look into conducting these interviews at one of the four Maine Clubhouses. This will provide you an opportunity to talk with a team working towards the same goal, as opposed to separate individuals not working together. Clubhouse programs have designated Vocational Rehabilitation Counselors and most of their staff are trained job coaches/developers.

Also, Clubhouse members love being interviewed and helping out students.

You will develop questions to ask each member of the support team individually. You will ask them about their role within the job search relationship and the nature of supports to be provided/requested by client before and after employment is obtained.

Possible Questions for VR Counselor & Job Coach/Developer:

1. What is the role of the VR Counselor and the Job Coach/Developer?
2. What are their job requirements, and what do they do to help others obtain employment?

Possible Questions for Client:

1. What do you look for in a Job Coach & VR Counselor? (characteristics, personality traits).
2. What is your current employment goal, and how are you utilizing your supports to work towards it?

You will schedule meetings with a Vocational Rehabilitation Counselor, Job Coach/Developer and a client receiving VR Services. Prior to meeting you will review the above websites and develop questions for each individual. You will then assem-

ble a paper, movie, or narrative based on the information you obtained.

Click [HERE](#) to view the grading rubric that will be used to evaluate your assignment.

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

