

## Sample: Quilting

### IV. Course Competencies, Learning Outcomes and Objectives

#### A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Analyze

[Select from Communicate, Research, Evaluate, Analyze, Think, Investigate, Visualize, or Engage]

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

Students will compare and contrast five differing examples of quilting styles based on photos they have either taken or discovered on the internet.

Students will design an original quilt pattern, discuss the significance of their design, and create a quilt sampler utilizing at least eight pattern blocks.

#### ***[Optional Additional Integral General Education Competencies]***

General Education Competency: Visualize

[Select from Communicate, Research, Evaluate, Analyze, Think, Investigate, Visualize, or Engage]

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

Students will discuss the significance of quilting and quilting patterns from a specific culture or sub-culture assigned to them.

2. Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student's general education along with the general education competency it supports.

#### ***[Optional Additional Supplemental General Education Competencies]***

General Education Competency: Evaluate

[Select from Communicate, Research, Evaluate, Analyze, Think, Investigate, Visualize, or Engage]

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*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

Students will analyze and discuss the geometric properties of a quilting pattern including the variety of tessellation utilized in its creation.

*[\*\*When considering the inclusion of an integral or supplemental competency in this section, faculty should bear in mind the underlying assumption that if a competency is listed as integral (primary), then it is expected the professors will dedicate time and emphasis towards supporting student achievement of the outcome. If the competency is receiving curricular emphasis, it follows that in EVERY section of the course, EVERY faculty member teaching the course is assessing the competency EVERY time the course is taught. Through faculty collaboration and discussion within disciplines and programs, as well as ongoing training related to the competencies and the adopted assessment tools, faculty will utilize an assignment that aligns with the General Education competency identified as integral in the course and therefore could be measured using one of the rubrics established for that competency by the Learning Assessment Committee. However, it is not a requirement that all faculty use the same assessment instrument unless agreed upon by the department or program.]*

### **B. Other Course Objectives/Standards**

*Additional Course Objectives:*

Students will be able to discuss the history of quilting.

Students will be able to tie five different knots.

Students will be able to name the colors in the color spectrum and distinguish between complementary and clashing colors.

*According to the National Quilting Heritage Society, students must also meet the following standards for accreditation.*

**Standard 7.0:** Students will complete 32 hours of apprenticeship with a NQHS member.

**Standard 7.5:** Students will complete a minimum of one quilt with an original design.