Mission

The University of Maine at Presque Isle faculty has developed the general education curriculum in accordance with the goals of the University: (1) to provide students with the competencies necessary for academic and professional success; (2) to expose students to multiple methods of gathering and employing knowledge in order to facilitate long-term learning not limited to a single discipline; (3) to prepare students to think critically and formulate effective responses to a broader range of texts, media, circumstances, and institutions, so that they may become active and effective participants in communities both local and global. By providing a foundation of information and skills, the General Education Curriculum (GEC) insures that the graduate not only has knowledge of a major field but also the flexibility to think critically and argue persuasively on a range of issues relevant to personal and professional life. Critical and conceptual thinking, sensitivity to the multiplicities of human experience, and acquisition of technical skills are pervasive throughout the educational experience at the University of Maine at Presque Isle. The GEC, then, is not simply a collection of courses representing different disciplines but rather a set of courses with common, interrelated aims. The GEC synthesizes disciplines to provide a total university experience, producing a liberally educated graduate, regardless of major.

GLO1) Effective Oral and Written Communication.
Students will demonstrate effective written and oral communication skills in a variety of contexts.

GLO2) Critical and Creative Thinking.
Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.

GLO3) Quantitative and Scientific Reasoning.
Students will interpret, analyze, and solve diverse problems incorporating quantitative elements.

GLO4) Information Literacy.
Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively and ethically.

GLO5) Global Consciousness and Intercultural Awareness. Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.

Continue for description of individual General Education Learning Outcomes, the courses that deliver them and their rubrics.
GLO 1) Students will demonstrate effective written and oral communication skills in a variety of contexts.

GLO 1A) Students will be able to write with a clear purpose, point of view, and awareness of audience.

Course Options: ENG 100, 101

Definition
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

RUBRIC
GLO 1A1) Context of and Purpose for Writing. Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).
1) Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
2) Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).
3) Demonstrates consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).
4) Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

GLO 1A2) Content Development
1) Uses appropriate and relevant content to develop simple ideas in some parts of the work.
2) Uses appropriate and relevant content to develop and explore ideas through most of the work.
3) Uses appropriate, relevant, and compelling content to explore ideas within the appropriate context. Central idea is well developed throughout.
4) Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and convey the writer's understanding.

GLO 1A3) Control of Syntax and Mechanics
1) Uses language that sometimes impedes meaning because of errors in usage.
2) Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.
3) Uses straightforward language that generally conveys meaning to readers. The language reflects awareness of audience and writing has few errors.
4) Uses graceful language that skillfully communicates meaning to readers with clarity and fluency. Sentences varying in structure and are virtually error-free.
GLO 1) Students will demonstrate effective written and oral communication skills in a variety of contexts.

GLO 1B) Students will engage primary and secondary sources effectively and employ appropriate documentation systems.

Course Options: ENG 121

Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use, share, and document that information for the problem at hand.

RUBRIC
GLO 1B1) Content
1) Demonstrates general purpose but work with source material demonstrates minimal research or limited understanding of how to find and engage appropriate sources.
2) Demonstrates general purpose and includes sources from research as evidence, but may be limited and/or limited to web sources and not properly evaluated for quality.
3) Develops and supports central idea by use of appropriate primary and secondary sources as evidence, including library sources.
4) Develops and supports central idea well by use of appropriate, well-chosen primary and secondary sources as evidence, including library sources.

GLO 1B2) Research and Work with Sources
1) Demonstrates ability to employ summary, paraphrase, and quotation.
2) Demonstrates an attempt to engage in synthesis and analysis of source material and employ supporting evidence from research using summary, paraphrase, and quotation, but integration of source material may be awkward or inappropriate and lack critical engagement.
3) Demonstrates synthesis and analysis of credible, relevant source material throughout the essay, along with proficiency in summary, paraphrase, and quotation.
4) Demonstrates skillful synthesis and analysis of high-quality, credible, relevant source material throughout the essay, along with proficiency in summary, paraphrase, and quotation.

GLO 1B3) Documentation
1) Does not correctly use documentation system throughout; writing may be missing some in-text citations and entries on works cited page or bibliography, and entries may be incomplete and/or contain errors.
2) Demonstrates mainly correct use of documentation system throughout, but in-text citations and works cited page or bibliography may contain inconsistencies or include errors in format.
3) Demonstrates correct use of documentation system throughout for in-text citations and works cited page or bibliography.
4) Demonstrates mastery of documentation system throughout for both in-text citations and works cited page or bibliography.
GLO 1) Students will demonstrate effective written and oral communication skills in a variety of contexts.

GLO 1C) Students will be able to speak extemporaneously and deliver effective oral presentations with clarity, accuracy, and fluency.

Course Options: BUS/COM210, PCJ215, POS101

Definition
Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.

RUBRIC
GLO 1C1) Organization
1) Introduces a topic, but the purpose is not clearly defined.
2) Introduces a topic, but the central message is not clearly defined; organization of topics needs improvement; information is relevant but perhaps incomplete.
3) Introduces topic clearly; central message is clear and consistent with supporting material; outline of talk is provided; information is relevant; points are well-organized and developed with appropriate details.
4) Introduces topic clearly and in an engaging way; central message is compelling (stated, appropriately repeated, memorable, and strongly supported); outline of talk is provided and referenced; clear connections between sections as talk progresses; information is relevant; points are well-organized and developed with appropriate details.

GLO 1C2) Supporting Tools/Material (voice and visual aids)
1) Attempts to use materials. Fonts, images, details are ineffective or missing. Attempts to use voice as tool. Needs more awareness of audibility, pleasantness, variety, animation, fluency, clarity.
2) Uses materials more confidently. Fonts, images, details, while present, need clarity and integration. Uses voice as a tool more frequently. Needs to develop confidence and consistency in taping full range of voice: audibility, pleasantness, variety, animation, fluency, clarity.
3) Uses materials appropriately. Font size or images are large enough to be seen clearly; details emphasize main points; headings and included images are relevant. Taps effectively all elements of voice: audibility, pleasantness, variety, animation, fluency, clarity.
4) Uses materials effectively. Font size or images are large enough to be seen clearly; details are minimized to emphasize main points; headings and included images emphasize main points. Uses to maximum effect all vocal components: audibility, pleasantness, variety, animation, fluency, clarity.

GLO 1C3) Content
1) Makes effort to cover a topic and indicates importance of doing so. Contains multiple inaccuracies and is missing critical information regarding key concepts; either too much or too little detail for the audience; summary of conclusion absent, incomplete, or adds new information.
2) Presents topic that is recognizable. Contains inaccuracies or is missing critical information regarding key concepts; content from multiple sources is used; either too much or too little detail for the audience; summary of conclusion absent, incomplete, or adds new information.
3) Explanation of key concepts is complete and accurate; content from multiple sources is used and appropriately cited; level of detail is appropriate for audience; summary or conclusions restate main points and emphasize provided evidence.
4) Shows a strong grasp of the topic; explanation of key concepts is complete and accurate; content from multiple sources is synthesized and appropriately cited; listeners gain new insight and perspectives into the topic; level of detail is appropriate for audience; summary or conclusions restate main points and emphasize provided evidence.

GLO 1C4) Presentation Style
1) Attempts to connect with audience. Does not frequently engage audience, use interactive body language, or make frequent eye contact.
2) Connects with audience sporadically. Does not consistently engage listeners, have interactive body language, or make eye contact.
3) Exhibits ease and comfort with the audience and content. Uses notes only as occasional prompt. Engages listeners, has interactive body language, makes frequent eye contact.
4) Exudes poise, ease, and comfort with audience and content. Uses notes minimally or not at all. Fully engages listeners, has interactive body language, makes frequent, appealing eye contact.
GLO 1) Students will demonstrate effective written and oral communication skills in a variety of contexts.

GLO 1D) Students will use written and oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on composing processes.

Course Options: ENG 100, 101

Definition
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.

RUBRIC
GLO 1D1) Existing Knowledge, Perspectives, and Evidence
1) Presents information from sources but it is limited or from irrelevant sources representing limited points of view/approaches.
2) Presents information from relevant sources but is incomplete or represents limited points of view/approaches.
3) Presents in-depth information from credible, relevant sources representing various points of view/approaches.
4) Explores and synthesizes in-depth information from credible, relevant sources representing various points of view/approaches.

GLO 1D2) Analysis, synthesis, and reasoned point of view
1) Demonstrates a limited attempt to use sources and/or the perspectives of others to support ideas in the writing.
2) Demonstrates an attempt to use sources and knowledge of the perspectives of others to support ideas that are appropriate for the purpose, genre, and audience of the writing, but work with sources and development of point of view is incomplete.
3) Demonstrates consistent use of sources to support ideas that are situated within the purpose, genre, and audience of the writing and presents a point of view in light of this analysis.
4) Demonstrates skillful analysis of sources to develop ideas that are appropriate for the purpose, genre, and audience of the writing or oral communication and presents a credible, well-supported point of view that acknowledges and counters objections as appropriate.

GLO 1D3) Reflection
1) Demonstrates reflection on own perspective but may lack evidence of questioning that perspective or ability to identify assumptions.
2) Demonstrates reflection on perspective and an effort to identify assumptions.
3) Demonstrates critical reflection and questioning of assumptions and own perspective in light of cultural context, or personal experience when appropriate.
4) Demonstrates detailed critical reflection and questioning of assumptions and own perspective in light of cultural context, or personal experience when appropriate.

GLO 1D4) Composing Process
1) Demonstrates some understanding of own writing and speaking processes and limited knowledge of writing and speaking strategies.
2) Demonstrates knowledge of own writing and speaking processes and awareness of some writing and speaking strategies.
3) Demonstrates knowledge of own writing and speaking processes as well as composing, creating, and rhetorical strategies.
4) Demonstrates detailed knowledge of own writing and speaking processes, and procedural knowledge of composing, creating, and rhetorical strategies.
GLO 2) Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.

GLO 2A) Students will be able to recognize and analyze problems and arguments.

Course Options: ECO 100, PHI 151, 152, PSY 100

Definition
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.

RUBRIC
GLO 2A1) Explanation of issues
1) States the issue/problem to be considered critically, but statement lacks clarification or description.
2) States and describes the issue/problem to be considered critically, but leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
3) States, describes and clarifies the issue/problem to be considered critically so that understanding is not seriously impeded by omissions; terms are defined, background and boundaries are established.
4) States and describes comprehensively the issue/problem to be considered critically, delivers all relevant information necessary for full understanding.

GLO 2A2) Evidence. Selecting and using information to investigate a point of view or conclusion.
1) Utilizes information from source(s) without any interpretation and/or evaluation. Viewpoints of experts are taken as fact, without question.
2) Utilizes information from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.
3) Utilizes information from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.
4) Utilizes information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.

GLO 2A3) Influence of context and assumptions.
1) Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
2) Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
3) Identifies own and others' assumptions and several relevant contexts when presenting a position.
4) Analyzes systematically and methodically own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
GLO 2) Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.

GLO 2B) Students will be able to identify general and/or disciplinary-specific modes of inquiry.

Course Options: ECO 100, PHI 151, 152, PSY 100, SOC 100

Definition
Inquiry: the process of advancing our knowledge; a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Modes of inquiry are the strategies (or ‘methodologies’) for looking for answers and for establishing their credibility. Methods might include: experiment design, surveys, case studies, fieldwork, quantitative techniques, the search for patterns and connections, the use of thought experiments, different modes of reasoning (deductive, inductive, analogical).

RUBRIC
GLO 2B1) Consider complex questions.
1) Articulates a question that is simplistic or too broad to be manageable.
2) Articulates a complex question, but perhaps focuses too narrowly or leaves out relevant aspects of the topic.
3) Articulates a complex question, addresses relevant aspects of the topic which require further inquiry, and recognizes that it may not have a well-defined answer.
4) Articulates and investigates a potentially significant or less-addressed dimension of a question in a creative, focused manner that facilitates further inquiry.

GLO 2B2) Understand modes of inquiry characteristic to a discipline.
1) Articulates basic knowledge regarding differences in kinds of knowledge and how they might require different methodologies.
2) Identifies different methodologies, and considers the kinds of information produced by such strategies.
3) Identifies characteristic methodologies of a discipline and explains how different kinds of knowledge are produced by different methodologies.
4) Identifies concepts, arguments, and assumptions central to a discipline, and articulates reasons for employing a particular mode/method of inquiry.
GLO 2B3) Understand and apply methodology.
1) Demonstrates impartial awareness of the complexity of the question/issue raised, and/or elements of the theoretical framework are missing, incorrectly developed, or unfocused.
2) Acknowledges that complex questions may require multiple methods of inquiry and can apply one such method. Critical elements of the methodology or theoretical framework may be missing, incorrectly developed, or unfocused.
3) Evaluates different methods of inquiry to determine which are appropriate to address a complex question, and develops critical elements of a methodology; more subtle elements may be unaccounted for.
4) Develops all elements of the methodology or theoretical framework skillfully. Appropriate methodology may be synthesized from across disciplines or from relevant sub-disciplines and student can explain the reasoning for choosing the method(s) used.

GLO 2B4) Critically evaluate and incorporate information.
1) Uses source material in a basic way (contradictions may be ignored) or information may not be the most appropriate or credible.
2) Uses appropriate criteria for evaluating sources (e.g., bias, reliability, accuracy, validity, authority, currency). Information may be presented ‘alongside’ student’s own position (rather than integrated and/or extending student’s thinking).
3) Uses appropriate criteria for evaluating sources, and integrates credible, appropriate and relevant sources to support own position and extend inquiry.
4) Uses appropriate criteria of evaluating sources and synthesizes sources identified as most relevant to question(s) at hand; sources are used to develop ideas, not simply to support one’s original position/point.

GLO 2B5) Conventions and communication.
1) Presents information in oral, written, mathematical or artistic forms as appropriate, but does not adhere to stylistic conventions of discipline (i.e. citation, format, voice, style).
2) Presents information in oral, written, mathematical or artistic forms as appropriate, using conventions of the discipline, although there are errors in evidence.
3) Presents information graphically and concisely; follows discipline-specific conventions in presenting information; minimal errors evident.
4) Presents information graphically, concisely, and creatively utilizing a range of means to convey information (graphs, tables, images, etc.) as appropriate; follows discipline-specific conventions and is free from errors.
GLO 2) Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.

GLO 2C) Students will be able to identify evidence/findings, and evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs, especially those different from their own.

Course Options: ENG 121

Definition
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. The process of reasoning involves the use of inferential, reflective, creative and critical modes of thinking to make evaluations and arrive at conclusions (or ‘knowledge’).

RUBRIC
GLO 2C1) Accuracy, reliability, and relevance of evidence.
1) Locates some supporting evidence, but identifies few or no obvious assumptions, values, and perspectives informing the reasoning process student dismisses evidence due to own assumptions.
2) Locates supporting evidence but may accept evidence/findings without questioning reliability, accuracy, and relevance. Obvious bias(es) and assumptions in data/interpretation are noted.
3) Locates supporting evidence/findings and questions reliability, relevance, and accuracy of the information. Opinions, assumptions, and bias(es) in data/interpretation are noted, and strengths and weaknesses in such thinking are identified.
4) Locates supporting evidence/findings and questions relevance, reliability, and accuracy of the information. Assumptions or values which underpin the argument, and strengths and weaknesses in the reasoning process, are identified even if the results do not support their own self-interests, assumptions, or beliefs.

GLO 2C2) Analysis
1) Makes unexplained/unsupported inferences regarding reasoning/arguments; makes multiple errors in distinguishing fact from fiction or in selecting relevant evidence.
2) Addresses superficially obvious alternative points of view; uses superficial reasoning to make inferences regarding reasoning/argument; shows some confusion regarding facts, opinions, and relevant information.
3) Addresses implications and consequences of the argument; offers analyses of obvious alternative points of view; identifies facts and relevant information correctly.
4) Addresses implications and consequences of the argument; thoughtfully analyzes major alternative points of view; identifies facts and relevant information correctly.

GLO 2C3) Evaluation
1) Identifies obvious errors in data OR information and evidence skewed by invalid or biased assumptions; accepts credibility of claims without questioning source.
2) Identifies obvious assumptions or errors in information; accepts credibility of claims on basis of ‘authority’.
3) Identifies assumptions or errors in information; establishes credibility of reasoning; identifies fallacies in reasoning; distinguishes appropriate arguments from extraneous elements.
4) Insightfully identifies obvious as well as hidden assumptions or errors in information; establishes credibility of reasoning; identifies fallacies in reasoning; distinguishes appropriate arguments from extraneous elements.

GLO 2C4) Student's position (thesis or hypothesis, synthesis, argument, and conclusion).
1) States a specific position (perspective, thesis, or hypothesis) but is simplistic and obvious. Poorly integrates information from more than one source to support position/solution; incorrectly predicts the effect of new information; makes an argument but conclusions or solutions are not supported with sufficient evidence or logic (organization of ideas may be unclear, errors in data and interpretation may be present, and/or student may use inappropriate sources of information). Conclusion may be missing, oversimplified, or not sufficiently connected to information discussed.
2) States a specific position (perspective, thesis, or hypothesis) that acknowledges different sides of an issue. Works incompletely with evidence from different sources; may not account for effect of new information on position/solution. Makes an argument using weak support for conclusions (including some errors in data or interpretation of information, or insufficient acknowledgment of opposing viewpoints).
3) States a specific position (perspective, thesis, or hypothesis) that takes into account the complexities of an issue and others’ points of view. Accurately relates concepts and ideas from multiple credible sources; uses new information to enhance position/solution; makes a well-articulated and convincing argument. Connects conclusion logically to a range of information, including opposing viewpoints.

4) States a specific and significant position, taking into account the complexities of an issue and others’ points of view. Insightfully synthesizes concepts and ideas from multiple credible and well-chosen sources; uses new information to enhance position/solution; makes an insightful, well-articulated, effectively structured, and convincing argument. Connects conclusions and related outcomes logically to a range of information including opposing viewpoints.
GLO 2) Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.

GLO 2D) Students will be able to produce a tangible expression of creativity.

Course Options: ART 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, ENG 211, HUM 103 [YourPace Only]

Definition
Creativity: the ability to generate new ideas by combining, changing, or reapplying existing ideas. Thus, the ability to produce something new and of value through imaginative skill and thought processes, whether a new solution to a problem, a new method or device, or a new artistic object/form.

RUBRIC
GLO 2D1) Imaginative Expression and Creative Intent.
1) Presents work that displays a basic understanding of conventional concepts and forms.
2) Presents work that is a reflection of concepts and forms but lacks personal direction.
3) Presents work that is a thorough understanding of context, process, and informed choice.
4) Presents work that exhibits an individualized approach to content and reflects advanced understanding of process and form.

GLO 2D2) Risk-Taking
1) Displays little attempt to experiment with process or ideas.
2) Displays a tentative attempt to take risks in process, materials, or ideas.
3) Displays a successful approach with experimentation.
4) Displays a high degree of experimentation by testing new approaches or using common material(s) in new ways.

GLO 2D3) Craftsmanship
1) Demonstrates basic knowledge of media, some techniques, and tools/methods of design. Care and precision in detail is missing.
2) Demonstrates an awareness of media, some techniques, and tools/methods of design. Care and attention to detail need improvement.
3) Demonstrates command of media, techniques, and tools/methods of design, which strengthens creative intent. Care and attention to detail is obvious.
4) Demonstrates an excellent command of media, techniques, and tools/methods of design, which strengthens creative intent. Care and attention to detail is remarkable.
GLO 2) Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.

GLO 2E) Students will develop knowledge and understanding of the arts and literature, including the analysis and critique of individual works of art, theater, film, music, or literature.

Course Options: ART 107, 211, 212, ART/ENG 116, ENG 151

Definition
Analysis refers to the process of recognizing and using features or qualities of a text to build a more advanced understanding of the meaning of a text. Qualities refers to formal characteristics, such as genre, style, tone, technique, and medium. When referring to context, we mean historical, religious, political, cultural influences, reception theory, and backgrounds which inform any work.

RUBRIC
GLO 2E1) Knowledge and Understanding.
1) Identifies qualities of work in sporadic or incomplete manner and vaguely identifies contexts that shape creation of literary/artistic texts.
2) Identifies some qualities of a work but makes generalized statements regarding their significance; OR identifies context that shapes the creation and reception of literary/artistic works.
3) Identifies qualities of particular examples of literature/art/film and can say why they are significant; and sufficiently relates context to the form of the work OR identifies the relationship of a particular example of literature/art/ music to the traditions from which they have emerged.
4) Identifies qualities of particular examples of literature/art/film and discusses significance in a thoughtful, well-developed manner; relates context to the form of the work and its reception and identifies the relationship of particular examples of literature/art/ music to the traditions from which they have emerged.

GLO 2E2) Analysis
1) Provides literal readings of the work (summary or descriptions); ventures only obvious inferences.
2) Provides discussion of some ‘meaning’ not immediately obvious in the work; draws basic inferences.
3) Demonstrates significant implications of a work’s ‘meaning’ and evaluates how formal features contribute to the work’s message; draws basic inferences about context and purpose of work.
4) Advances an evaluation of the work’s ‘meaning’ (genre, language, tone, purpose, explicit or implicit logic and historical context) beyond author’s stated message; considers further questions and draws insightful conclusions.

GLO 2E3) Evidence
1) Supports claims/position with evidence that is off-topic, OR makes assertions without providing sufficient evidence.
2) Supports claims/position with evidence that is incomplete, or off-topic OR not well integrated.
3) Supports claims/position with information and evidence that is accurate and appropriate; alternative perspectives (interpretations) may be considered.
4) Supports claims/position with information and evidence that is accurate, integrated well and novel; alternative interpretations/readings are considered.

GLO 2E4) Interpretation and Critique
1) States a position that is obvious, simplistic or irrelevant.
2) States a position supported by relevant discussion; acknowledges different possible interpretations.
3) States a specific position that fully engages and explores the complexities of the topic while engaging different possible interpretations.
4) Advances a specific position that is imaginative; complexities of topic are taken into account and limits of own position are considered. Other/scholar’s points of view are synthesized.

GLO 2E5) Communication
1) Demonstrates basic grasp of appropriate conventions of discipline (tone/voice, format) and/or multiple errors in grammar and presentation evident.
2) Uses inconsistently conventions (tone/voice or formatting) appropriate to discipline; errors in grammar or presentation evident.
3) Consistently employs conventions (tone/voice and format) appropriate to the discipline without obvious errors.
4) Demonstrates mastery of the stylistic conventions of discipline and personal intent; uses specific vocabulary/terms effectively and effortlessly. No errors in presentation.
GLO 3) Students will interpret, analyze, and solve diverse problems incorporating quantitative elements.

GLO 3A) From a given situation, students will be able to construct a mathematical model which incorporates the important quantitative aspects and makes accurate predictions.

Course Options: MAT 101, 117, 121, 131, 140, 166, 201 or higher, PHY 153, 154, [MAT186 Quantitative Reasoning (temporary course)]

Definition
To construct mathematical models is a very important part of applications of mathematics. Students will be able to create mathematical models for studies and research related to mathematics, science, social studies and other subjects as well as people’s daily lives.

RUBRIC
GLO 3A1) Interpretation. Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
1) Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
2) Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.
3) Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.
4) Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.

GLO 3A2) Representation. Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
1) Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
2) Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.
3) Competently converts relevant information into an appropriate and desired mathematical portrayal.
4) Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

GLO 3A3) Application/Analysis. Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
1) Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
2) Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.
3) Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.
4) Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.

GLO 3A4) Communication. Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).
1) Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)
2) Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.
3) Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.
4) Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.
GLO 3) Students will interpret, analyze, and solve diverse problems incorporating quantitative elements.

GLO 3B) Students will be able to perform college-level mathematical operations.

Course Options: MAT 101, 117, 121, 131, 140, 201 or higher, PHY 153, 154, [MAT186 Quantitative Reasoning (temporary course)]

Definition
Students will be able to do both numerical and logical operations. They will be able to analysis the question, make plans of solving the question, do calculations by using correct formulas and present solutions clearly.

RUBRIC
GLO 3B1) Basic Formulas. Ability to remember and understand basic formulas, equations, graphs, diagrams, tables, words.
1) Does not remember and does not understand basic formulas. Cannot read tables, graphs and does not understand mathematical definitions.
2) Attempts to solve questions by using incorrect formulas or does not remember the basic formulas.
3) Using correct formulas solves the problem.
4) Using correct formulas solves the problem. Compares different formulas, and different ways to solve problems wisely.

GLO 3B2) Make plans to Solve Questions. Ability to make plans and choose correct formulas in order to solve given questions. All important mathematical considerations are discussed.
1) Confused about questions and given conditions.
2) Understands questions and given conditions, attempts to solve, but cannot make feasible plans to approach solutions.
3) Understands questions and given conditions. Makes feasible plans to approach solutions.
4) Understands questions and given conditions. Makes feasible plans to approach solutions. Compares different methods, contributes to a further or deeper understanding.
GLO 3B3) Numerical and Logical Calculations. Ability to show step by step work clearly by providing used formulas, graphs and all theorems.
1) Mathematical expressions are incorrectly presented. Proofs and calculations are not logical or not correct.
2) Mathematical expressions are partially correctly presented. Not all proofs and calculations are logical and correct.
3) All Mathematical expressions are correctly presented. All proofs and calculations are logical and correct.
4) All Mathematical expressions are correctly presented. All proofs and calculations are logical and correct. Work shown is correct and sufficiently detailed. Necessary visual aids (graphs, diagrams, figures) are included, rendered accurately and with appropriate labeling and detail.

GLO 3B4) Quality of Mathematical solutions. Solution is comprehensible overall; solution answers the question asked is clearly stated; final answers are correct; mathematical language is used with precision and clarity.
1) Solutions are not completed or incorrect. Mathematical expression and language are not appropriate.
2) Solutions are not completed or partially incorrect. Mathematical expression and language are not perfect.
3) Solutions are completed and correct. Appropriate mathematical expressions and language should be used. Final answer should be in simplified form.
4) Solutions are completed and correct. Appropriate mathematical expressions and language should be used. All important mathematical considerations are discussed. Final answer should be in simplified form.
GLO 3) Students will interpret, analyze, and solve diverse problems incorporating quantitative elements.

GLO 3C) Students will demonstrate the ability to be consumers of biological and other scientific information to better inform one’s daily life.

Course Options: BIO 103, 104, 105, 112, 113, 262, 300, HPR 101

Definition:
Scientific information is presented by media sources and interpreted for the public. Stories about scientific findings and natural phenomena may directly relate to one’s daily life. To be able to evaluate the validity of the interpretations and better inform one’s life, one will need to be able to place the information into a relevant context, and evaluate the technical and scientific quality and accuracy of the information. In addition, one will need to be able to find the primary source as well as additional sources of relevant information, evaluate the sources and integrate the analysis of all the findings.

RUBRIC
GLO 3C1) Evaluation of scientific information.
1) Finds stories presented by news and other media sources, but does not appropriately place in a relevant context and/or does not consider credibility and accuracy of sources.
2) Places stories presented by news and other media sources in a relevant context, but evidence is not identified and information is not evaluated.
3) Places stories presented by news and other media sources in a relevant context. Compares information with a basic understanding of the topic. Identifies evidence in the source and evaluates for credibility, quality, and scientific accuracy.

GLO 3C2) Supplemental sources of information.
1) Performs searches, but supplemental information is not evaluated for credibility, accuracy or relevant to the initial information and is presented ineffectually.
2) Uses appropriate terminology for online or written searches and finds relevant supplemental information, but new sources are not appropriately reported, and/or supplemental information is not integrated into an analysis of the original information.

3) Uses appropriate terminology for online or written searches and finds several related supplemental sources. Reports sources appropriately. Evaluates quality of supplemental information. Synthesizes the original and supplemental information to provide a more complete understanding of the topic.

4) Uses appropriate terminology for online or written searches and finds extensive supplemental sources. Reports sources appropriately. Provides expertise of the author(s) of new source and/or evaluates the accuracy of the new information. Synthesizes the original and supplemental information to provide a more complete understanding of the topic.

GLO 3C3) Application to one’s daily life.

1) Provides an example of an issue in one’s daily life, but does not discuss future implications, or the example is not directly related to the new scientific information.

2) Provides a relevant example of the impact of new scientific information on one’s daily life, but ignores evaluation and/or no predictions are made about possible future impacts of the new information.

3) Provides a relevant example of the impact of the new scientific information and its evaluation on one’s daily life. Makes predictions about possible future situations in which the new information can better inform choices.

4) Provides several relevant examples of the impact of the new scientific information and its evaluation on one’s daily life. Makes predictions about possible future situations in which the new information can better inform choices. Analyzes the consequences of these choices.
GLO 3) Students will interpret, analyze, and solve diverse problems incorporating quantitative elements.

GLO 3D) Students will be able to describe environmental or physical aspects of the Earth and its abiotic systems, and discuss humankind’s effect on and place within these systems.

Course Options: CHY 111, 112, 122, 221, 222, ENV 110, 120, 125, 130, 201, 301, 302, 308, GEY 112, 114, PHY 153, 154

Definition:
The Earth’s systems include water, energy, climate, biogeochemical (e.g. nutrients), soils, geological, atmospheric and other non-living systems. By first gaining an understanding of the natural patterns and processes inherent to some of these systems, students will then be able to evaluate how humankind interacts with, benefits from, or negatively affects these systems.

RUBRIC
GLO 3D1) Earth’s environment and abiotic systems.
1) Identifies some basic components of Earth’s systems.
2) Articulates the components of select Earth systems, but lacks a complete understanding of the full system and its variation.
3) Fully articulates all of the components of select Earth systems, and how these systems may vary temporally, spatially, or in relation to other systems.
4) Fully articulates all of the components of select Earth systems, and how these systems may vary temporally, spatially, or in relation to other systems. Can identify complex interactions between various systems.

GLO 3D2) Articulation of human influence on the observed natural systems.
1) Able to identify some general human effects on Earth systems, but without any mechanism (e.g. ‘runoff’ instead of non-point source pollution).
2) Articulates aspects of human effects on Earth systems, but cannot identify all components.
3) Articulates a detailed explanation of what specific behavior or input from humans disrupts a natural Earth system.
4) Articulates a detailed explanation of what specific behavior or input from humans disrupts a natural Earth system. Can articulate this understanding to a scientist or non-scientist.
GLO 3) Students will interpret, analyze, and solve diverse problems incorporating quantitative elements.

GLO 3E) Students will perform scientific inquiry including aspects of the scientific method, such as observation, hypothesis, experiment, evaluation, and communication.

Course Options: BIO 105, 112, 113, 261, CHY 111, 112, 122, 221, 222, ENV 308, GEY 112, 114, PHY 153, 154

Definition:
The process of science, i.e. the scientific method, is an approach that leads to a deeper understanding of natural phenomena. The practiced application of this approach will enhance problem-solving skills and provide a basis for understanding the depth and complexity of knowledge accumulated by scientists. Scientific problems are identified by observation and research, experiments are designed to address a hypothesis, data are collected and analyzed, and results are communicated to a broader audience with scientifically accurate conclusions in scientific format.

RUBRIC
GLO 3E1) Problem identification and research.
1) Presents problem, but description of the problem is unclear, simple, or contains inaccuracies and lacks research.
2) Describes problem clearly and correctly, but problem is not placed into its proper context, lacks research, detail or does not show attributions.
3) Describes problem clearly and correctly based on observations and research at appropriate level of detail. Places problem into its proper context and explains the significance. Shows awareness of the interrelationships in natural systems. Presents attributions from research appropriately.
4) Describes problem clearly and correctly based on observations and research at appropriate level of detail. Places problem into its proper context and explains the significance. Provides historical background including previous attempts at solutions or explanations. Shows awareness of the interrelationships in natural systems. Presents attributions from research appropriately.

GLO 3E2) Testable Hypothesis.
1) States hypothesis that does not clearly address problem and/or is not testable.
2) States hypothesis that addresses identified problem, but hypothesis is not testable and/or the level of detail of the hypothesis needs improvement or clarification.
3) States hypothesis that clearly addresses identified problem, is testable and is described at the appropriate level of detail.
4) States hypothesis that clearly addresses identified problem, is testable and is described at a high level of detail. Identifies potential outcomes.

GLO 3E3) Experimental Design.
1) Designs experiment but it does not address hypothesis or contains major flaws in design.
2) Designs experiment that is related to hypothesis, but methods are not outlined and plan is not fully developed or may not produce results that apply to problem.
3) Designs experiment(s) from which results could support or disprove hypothesis that is/are realistic. Acknowledges strengths and weaknesses of the experiment(s). Outlines methods and describes expected form of data. Includes and identifies control groups when appropriate.
4) Designs experiment(s) from which results can support or disprove hypothesis that is/are realistic and sophisticated. Acknowledges strengths and weaknesses of the experiment(s). Provides potential improvements and alternate approaches. Describes methods and expected results for each experiment. Includes and identifies control groups when appropriate.

GLO 3E4) Data collection and analysis.
1) Collects data, but they are not appropriate, not appropriately analyzed, or are not clearly summarized.
2) Collects appropriate data in a clear and easy to understand format, but data are not analyzed or major trends are not summarized.
3) Collects appropriate data in a clear and easy to understand format. Documents the data and analyzes them using appropriate methods. Summarizes the major trends in the data in a written description.
4) Collects appropriate data in a clear and easy to understand format. Documents the data and analyzes them using appropriate statistical tests. Summarizes the major trends in the data in a written description. Identifies outliers or other data abnormalities.

GLO 3E5) Conclusion and synthesis.
1) Presents and summarizes data, but not in correct scientific format, and interpretation is lacking.
2) Presents data in scientific format as text, table, figure, or graph, but does not interpret the results in the context of the hypothesis correctly or make an accurate scientific conclusion.
3) States relationship of data to known information or data previously obtained. Interprets whether the results support or disprove the hypothesis correctly. Presents data in scientific format as text, table, figure, or graph. Comments on all observations and data, and draws scientifically accurate conclusions.
4) States relationship of data to known information or data previously obtained. Interprets whether the results support or disprove the hypothesis correctly. Presents raw and summarized data in scientific format as text, table, figure, or graph. Comments on all observations and data, and draws scientifically accurate conclusions. Develops future experiments and predictions based on results.

GLO 3E6) Communication
1) Presents report of scientific inquiry in written format, but report lacks major sections. Shows only minor evidence of editing, and major grammatical or spelling errors are present.
2) Presents written report of scientific inquiry, but sections are not complete or not in correct format. Shows only some evidence of editing and minor grammatical or spelling errors are present.
3) Presents written report of scientific inquiry with all sections included in correct format. Shows evidence of editing and uses correct grammar and spelling.
4) Presents both written and oral reports of scientific inquiry with all sections included in correct format that are of professional quality. Shows evidence of editing in writing and practice in performance. Uses correct grammar and spelling.
GLO 4) Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively and ethically.

GLO 4A) Students will capably identify, locate, evaluate, and responsibly use information from a variety of sources, including those essential to the college environment and beyond.

Course Options: FYS 100, [UNV 186 University Experience (temporary course)]

Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share relevant and material information for the problem at hand.

RUBRIC
GLO 4A1) Determine and access appropriate information.
1) Shows basic comprehension of problem and need for information; frames an incomplete research question (parts are missing, remains too broad or too narrow, etc.). Types of information (sources) selected vaguely help answer the research question.
2) Shows emerging comprehension of problem and need for information; frames a basic research question. Types of information (sources) selected may only tangentially relate to the question being investigated.
3) Demonstrates comprehension of the problem and need for information; adequately defines the scope and main elements of the question or problem being investigated. Types of information (sources) selected relate to the research question.
4) Demonstrates comprehension of the problem and need for information; effectively defines the scope and main elements of the question or problem being investigated. Types of information (sources) selected directly relate to the research question.

GLO 4A2) Use Information Effectively to Accomplish a Specific Purpose
1) Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is unclear.
2) Communicates and organizes information from sources. The intended purpose is partially achieved.

3) Communicates, organizes and synthesizes information from sources. The intended purpose is fully achieved.

4) Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.

GLO 4A3) Assess and Manipulate Information Ethically

1) Employs with limited success all information use strategies (distinguishes between common knowledge and ideas requiring attribution; presents ideas in ways that are true to original context; documents and references sources appropriately), and demonstrates understanding of the legal and ethical implications of using and sharing information.

2) Employs correctly some information use strategies (distinguishes between common knowledge and ideas requiring attribution; presents ideas in ways that are true to original context; documents and references sources appropriately), and demonstrates understanding of the legal and ethical implications of using and sharing information.

3) Employs correctly all information use strategies (distinguishes between common knowledge and ideas requiring attribution; presents ideas in ways that are true to original context; documents and references sources appropriately), and demonstrates understanding of the legal and ethical implications of using and sharing information.

4) Employs correctly and effectively all information use strategies (distinguishes between common knowledge and ideas requiring attribution; presents ideas in ways that are true to original context; documents and references sources appropriately), and demonstrates full understanding of the legal and ethical implications of using and sharing information.
GLO 4) Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively and ethically.

GLO 4B) Students will distinguish between scholarly, professional, and popular sources, effectively assess the quality of the information (e.g., is it current, reliable, legitimate, and pertinent?), and use sources of information according to academic ethical standards.

Course Options: ENG 121

Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

RUBRIC
GLO 4B1) Evaluate Information and its Sources Critically.
1) Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
2) Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
3) Identifies own and others' assumptions and several relevant contexts when presenting a position.
4) Analyzes thoroughly (systematically and methodically) own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

GLO 4B2) Use Information Effectively to Accomplish a Specific Purpose.
1) Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
2) Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.
3) Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.
4) Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.

GLO 4B3) Access and Use Information Ethically and Legally.
1) Attempts to use correctly one or more of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates some understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
2) Uses correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
3) Uses correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
4) Uses correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
GLO 4) Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively.

GLO 4C) Students will compare and contrast information in order to analyze, synthesize, and create new knowledge.

Course Options: PHI 151, 152, SWK 202

Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

RUBRIC
GLO 4C1) Topic Selection.
1) Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
2) Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.
3) Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.
4) Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.

GLO 4C2) Existing Knowledge Research, and/or Views.
1) Presents information from irrelevant sources representing limited points of view/approaches.
2) Presents information from relevant sources representing limited points of view/approaches.
3) Presents in-depth information from relevant sources representing various points of view/approaches.
4) Synthesizes in-depth information from relevant sources representing various points of view/approaches.

GLO 4C3) Design Process.
1) Demonstrates awareness of a methodology or theoretical framework.
2) Develops a methodology or theoretical framework; however, critical elements of are missing, incorrectly developed, or unfocused.
3) Develops appropriately critical elements of the methodology or theoretical framework, however, more subtle elements are ignored or unaccounted for.
4) Develops skillfully all elements of the methodology or theoretical framework. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.

GLO 4C4) Analysis.
1) Lists evidence, but it is not organized and/or is unrelated to focus.
2) Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.
3) Organizes evidence to reveal important patterns, differences, or similarities related to focus.
4) Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.

GLO 4C5) Conclusions.
1) States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
2) States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.
3) States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.
4) States a conclusion that is a logical extrapolation from the inquiry findings.
GLO 5) Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.

GLO 5A) Students will demonstrate knowledge of the diverse worldviews, power structures, and experiences of multiple cultures in local, regional, and global contexts.

Course Options: ANT 100, 110, GEO 100, 101, SOC 100, SWK 305, WAB 110, WST 101

Definition
Through an understanding of diverse cultures and their beliefs students will develop a knowledge base of specific cultural beliefs, values, and sensibilities that will allow them to empathize with other cultural groups. Through an understanding of globalizations, students will view other cultures through the lenses of social, economic, political and historical lenses to better understand the relationships of the modern world and the impact it will have on them.

RUBRIC
GLO 5A1) Cultural Knowledge.
1) Indicates a limited knowledge of the culture traits of others that is largely stereotypical.
2) Identifies some culture traits characteristic of different regions of the United States and the world.
3) Communicates an informed understanding of diversity within and between culture groups.
4) Interrelates aspects of culture and reflects on how groups perceive cultures.

GLO 5A2) Cultural Self-Awareness.
1) Indicates that self is the norm by which others are judged; does not show ability to reflect on learned aspects of own culture.
2) Shows some knowledge of origins of own culture’s traits.
3) Explains broader social, historical and geographical contexts of their own culture.
4) Situates the impacts of their worldview and analyzes cultural integration and cultural change; shows tolerance for ambiguity.

GLO 5A3) Global Awareness.
1) Does not show awareness of global political and economic relationships.
2) Demonstrates limited awareness of the global political and economic relationships between the United States and other countries.
3) Communicates awareness of and explains relationships between some of the major issues in various regions of the world; indicates some knowledge of global current events.
4) Integrates knowledge of cultural, economic and political relationships; offers explanations for past, current and future global patterns.
GLO 5) Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.

GLO 5B) Students will be able to contextualize historical sources, identify historical progression, and develop an understanding of their own and other societies in a global and historical context.

Course Options: HTY 115, 116, 161, 162, 184

Definition
Thinking historically involves the ability to recognize and understand cause and effect, changes and continuity and major turning points that influence future events. By thinking historically, we better understand the world in which we currently live.

RUBRIC
GLO 5B1) Cause and Effect.
1) Addresses only one or two causes and/or effects. Generally limited to short term and obvious/intended causality only.
2) Addresses multiple causes and/or effects but limited to short term and obvious/intended causality.
3) Distinguishes multiple causes of an event and/or multiple effects of an event including long and short-term causes and effects. Recognizes that different groups were affected in different ways.
4) Distinguishes multiple causes and/or multiple effects, including both obvious and intended and more subtle and unintended causes and effects as well as long and short-term causes and effects. Recognizes that different groups were affected in different ways.

GLO 5B2) Change and Continuity.
1) Addresses change or continuity but fails to address both. Connection of change or continuity to the specific event or series of developments is not clear.
2) Clearly links change and continuity to a specific event or series of developments. Limited attention to either long or short time periods and/or focus on only one type of change or continuity (social, economic, political, cultural).
3) Clearly links change and continuity to a specific event or series of developments.
Addresses change and continuity in terms of both long and short time periods, trend or patterns. May focus on only one type of change or continuity (social, economic, political, cultural). Recognizes that different groups were affected in different ways.

4) Clearly links change and continuity to a specific event or series of developments. Addresses change and continuity on multiple levels including social, economic, political, cultural and over both long and short time periods, trends or patterns. Recognizes that different groups were affected in different ways.

GLO 5B3) Turning Points.
1) Does not identify any historical changes or events as a turning point which set a new course or new set of parameters.
2) Recognizes major, traditionally-studied historical events (wars, industrial revolution, etc.) as turning points in history. Does not adequately explain why or how these developments established a new set of parameters or established a different path of historical development.
3) Recognizes major, traditionally-studied historical events (wars, industrial revolution, etc.) as turning points in history. Explains why or how these developments established a new set of parameters or established a different path of historical development.
4) Recognizes both major historical events (wars, industrial revolution, etc.) and less obvious events (migration, demography, social or cultural changes, etc.) as turning points in history. Substantially explains why or how these developments established a new set of parameters or established a different path of historical development.

GLO 5B4) Using the Past.
1) Makes no connections between past events or trends and contemporary life.
2) Recognizes similarities and/or differences between past events and contemporary issues, but makes simple, linear connections that jump over decades/centuries of time without addressing impact of intervening developments.
3) Traces development relationship, over time and space, between past events or patterns and contemporary events or patterns. Recognizes factors that have contributed to changes over time in parallel event or patterns.
4) Distinguishes elements of or patterns in past events or periods that are similar to and that are different from a contemporary situation. Using knowledge of that past event or period draws supportable conclusions about the contemporary situation.
GLO 5) Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.

GLO 5C) Students will demonstrate linguistic skills and cultural knowledge.

Course Options: ASL 101, CHI 101, 102, FRE 101, 102, 201, 202, RUS 101, 102, SPA 101, 102, WAB 100, 105

Definition
Through an understanding of diverse cultures and their beliefs students will develop a knowledge base of specific cultural beliefs, values, and sensibilities that will allow them to empathize with other cultural groups. Through an understanding of globalizations, students will view other cultures through the lenses of social, economic, political and historical lenses to better understand the relationships of the modern world and the impact it will have on them.

RUBRIC
GLO 5C1) Grammar and Vocabulary.
1) Demonstrates some basic knowledge of vocabulary and grammar but frequent mistakes may create barriers to comprehension, either in writing or oral presentations/discussion.
2) Demonstrates knowledge but incomplete mastery of basic vocabulary and grammar conventions; comprehension is negatively impacted at specific junctures during presentations or discussion.
3) Demonstrates an appropriate use of vocabulary and grammar conventions; infrequent errors have minimal impact upon comprehension in written work or oral presentations.
4) Demonstrates excellent knowledge and use of vocabulary; minimal grammatical mistakes provide for ease of comprehension in written and/or oral venues.

GLO 5C2) Pronunciation, Fluidity, and Expression.
1) Pronunciation and lack of fluidity with language conventions cause the oral presentation or discussion to be often incomprehensible. The student cannot truly participate in a conversational exchange.
2) Mistakes are made with regularity in pronunciation and there is little fluidity in speech. Comprehension is frequently negatively impacted.
3) Pronounces the majority of words correctly and speaks clearly with only minor mistakes. Comprehension is not affected by the performance. The student is understood by a native speaker accustomed to dealing with non-native speakers.
4) Demonstrates excellent fluidity in speech and pronunciation; actively facilitates comprehension. The student is easily understood by a native speaker.

GLO 5C3) Cultural Knowledge: self-awareness.
1) Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others).
2) Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others).
3) Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).
4) Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

GLO 5C4) Cultural Knowledge: cultural worldview frameworks.
1) Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
2) Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3) Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
4) Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
GLO 5) Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.

GLO 5D) Students will demonstrate knowledge of essential components of moral reasoning and ethical behavior.

Course Options: PHI 151, 152, POS 211, SWK 202

Definition:
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

RUBRIC
GLO 5D1) Ethical Self-Awareness.
1) States either their core beliefs or articulates the origins of the core beliefs but not both.
2) States both core beliefs and the origins of the core beliefs.
3) Discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.
4) Discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.

GLO 5D2) Understanding Different Ethical Perspectives/Concepts.
1) Names the major theory she/ he employs.
2) Names the major theory she/ he uses, and is able to present the gist of the named theory.
3) Names the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but may include some inaccuracies.
4) Names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.
GLO 5D3) Ethical Issue Recognition
1) Recognizes basic and obvious ethical issues but may not yet grasp complexity or interrelationships.
2) Recognizes basic and obvious ethical issues and grasps (with limitations) the complexities or interrelationships among the issues.
3) Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.
4) Recognizes ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.

GLO 5D4) Application of Ethical Perspectives/Concepts.
1) Applies ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
2) Applies ethical perspectives/concepts to an ethical question, independently (to a new example) with varying levels of accuracy.
3) Independently (to a new example) applies ethical perspectives/concepts to an ethical question, accurately, but may not necessarily identify the full implications of the application.
4) Independently applies ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

GLO 5D5) Evaluation of Different Ethical Perspectives/Concepts.
1) States a position but cannot state the objections to and assumptions and limitations of alternative different perspectives/concepts.
2) States a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts.
3) States a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts.
4) States a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.
GLO 5) Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.

GLO 5E) Students will be able to use their civic knowledge and understanding of social institutions to actively participate in civic life.

Course Options: POS 101, 211, 332

Definition:
Civic knowledge is understanding how social, governmental and civic institutions operate, how they are influenced by groups in society, and how they affect those groups by implementing public policy, including allocating resources and imposing sanctions. It includes possessing the skills to work individually and with others to influence government institutions in ways judged to be positive.

RUBRIC
GLO 5E1) Understanding of social science theory relevant to civic knowledge.
1) Can identify social science theories when they are described to them.
2) Can articulate the basic elements of social science theories.
3) Can describe social science theories and cite examples drawn from contemporary culture.
4) Can apply social science theories to ongoing or new phenomena, such as political movements or social developments.

GLO 5E2) Analysis of data relevant to civic life.
1) Can, with active assistance, interpret basic data relevant to social science and civic life.
2) Can interpret basic data relevant to social science and civic life.
3) Can analyze and interpret uncomplicated data relevant to social science and civic life.
4) Can analyze and interpret multifaceted data relevant to social science and civic life.

GLO 5E3) Engagement in civic life at local, regional, national, or international level.
1) Demonstrates incomplete understanding of how to engage in civic life.
2) Demonstrates capability to engage in civic life through limited participation in organizations or through basic communications to officials or civic organizations.
3) Demonstrates capability to participate effectively in organizations, social institutions, or movements concerning civic life.
4) Demonstrates ability to actively participate in organizations, social institutions, or movements concerning civic life.