Revised Framework for
General Education at
Western Oregon University

Proposal from the General Education Committee

Table of Contents

Statement from the General Education Task Force

As faculty, we are justifiably proud of the work we do with our students. We all feel satisfaction in seeing students progress during their careers at WOU. At the same time, most of us undoubtedly have moments of reflection on where our students' educations fall short.

Many of us can likely recall conversations with colleagues about how too many of our students aren't demonstrating the writings skills we want them to have, or, aren't showing the reading habits and abilities that they need not only for academic success, but to continue learning effectively after college. We may also have had similar conversations around a range of skills and abilities, like critical thinking and scientific or quantitative literacy.

While we may be able to address some of these concerns in our respective programs, these kinds of skills and abilities are also clearly relevant to the general education of our students. For this reason, the members of the Faculty Senate General Education Committee began a critical examination of the LACC and degree requirements at WOU. That process was started over a year ago. In the interim, campus administration proposed a new degree structure and announced the formation of a task force to address general education reform. That action may have changed the venue and process for revising general education requirements at WOU, but the faculty interest in this endeavor remains the same: to serve our students better.

The membership of the General Education Task Force not only reflects the university's colleges and academic divisions, but also different perspectives on general education. Some members of the task force were prepared to enact far-reaching changes to the curriculum. Other members preferred an incremental approach. And still others only perceived a need for minor adjustments to improve general education. The recommendations in this report reflect an authentic coming together of these different perspectives.

We invite you to review our revised recommendations. As before, we welcome questions, comments, and suggestions. We also want to make clear that adopting a new structure for general education will only be the beginning of the reform process. Implementing, executing, and managing the new curriculum will also be performed by faculty, notably by Faculty Senate and your colleagues on the General Education Committee. Faculty judgment and interests are the foundation of the recommendations from the Task Force and will continue to be the basis for implementing those recommendations.

General Education Mission and Learning Outcomes

General Education Mission

Adopted for use by GETF by Faculty Senate July 11, 2017

General Education is a crucial component of the learning experience at Western Oregon University, providing students with fundamental skills for lifelong learning. Students apply, communicate, and integrate ideas from a variety of disciplines. They gain abilities to think and act critically as citizens of a complex and ever-changing world. The curriculum empowers students to pursue diverse interests and perform varying roles in their personal, social, and professional lives.

General Education Learning Outcomes (GELO)

Adopted for use by GETF by Faculty Senate July 11, 2017

1. Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning. (Intellectual foundations and breadth of exposure)
2. Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions. (Critical thinking) (ULO: Inquiry & Analysis)
3. Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world. (Citizenship) (ULO: Diversity)
4. Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems. (Multidisciplinary learning) (ULO: Integrative Learning)

General Education Framework

	Credits		
	Min	*Typical*	*Max*
Foundations			
Mathematics	0	4	8
Writing	0	8	8
Communication and Language	3	3	4
Critical Thinking	3	3	4
Health Promotion	4	4	4
First Year Seminars			
Quantitative-focused Seminar	4	4	4
Writing-focused Seminar	4	4	4
Exploring Knowledge			
Literary and Aesthetic Perspectives	3	4	4
Literary and Aesthetic Perspectives	3	4	4
Scientific Perspectives	4	4	5
Scientific Perspectives	4	4	5
Social, Historic, and Civic Perspectives	3	4	4
Social, Historic, and Civic Perspectives	3	4	4
Integrating Knowledge			
(each course includes at least one high-impact practice)			
Citizenship, Social Responsibility, and Global Awareness	3	4	4
Science, Technology, and Society	3	4	4
Total	**44**	**62**	**70**

Foundations

Description
Foundational Skills are distinct points of study which, when encountered at the beginning of the college experience, help set students up for continuing success in the classroom and beyond.

Implementation
The GETF has identified a suite of Foundational Skills, including *Communication, Technological Literacy, Critical Thinking, Creative Thinking, Information Literacy, Reading, Health Promotion, Mathematics, Quantitative Literacy,* and *Writing.*

The following skills are recommended to be covered in discrete **Foundational Skills** courses:

A.	**Mathematics**	**up to 2 courses**
B.	**Writing**	**up to 2 courses**
C.	**Critical Thinking**	**1 course**
D.	**Communication and Language**	**1 course**
E.	**Health Promotion**	**1 course**

Content Areas

Mathematics

Description
Mathematics courses provide opportunities for students to learn and practice problem solving, modeling, and quantitative reasoning and the communication of mathematical and logical arguments and concepts.

***Check with your advisor* to determine which of the following courses will satisfy the mathematics requirement for *your* program:**

A. MTH 105
B. MTH 110
C. MTH 111
D. MTH 112
E. MTH 211 **AND** 212
F. MTH 231
G. MTH 243
H. MTH 251

Alternatively, students may show competency by scoring 61 or higher on the WOU ALEKS Math Assessment, earned in a proctored and timed testing environment (see http://www.wou.edu/math/aleks/ for more information).

Assessment Criteria
- Course activities and content should demonstrate clear alignment with **GELO 1.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Quantitative Literacy** rubric at a minimum level of two.

Writing

Description

Writing is a form of critical learning that is developed through meaningful, iterative experiences across the curriculum. In the General Education, Writing courses provide an *introduction* to processes, strategies, and conventions that promote the effective development and communication of ideas in writing.

Course Criteria
- A. Writing 121 (or demonstrated competency**)
- B. Writing 122 (or demonstrated competency**)

Assessment Criteria
- Course activities and content should demonstrate clear alignment with **GELO 1.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Written Communication** rubric at a minimum level of two.

*** See http://www.wou.edu/writingctr/first-year-writing/ for Writing placement information

Communication and Language

Description

Communication is characterized by the ability to create, deliver analyze, and receive meaningful messages, particularly in forms other than Writing, including, but not limited to: oral, signed, visual, gestural, and non-verbal languages.

Content Criteria

Courses in this category focus on developing the student's ability to convey and receive ideas to others through one or more of the following:
- A. active practice and application of communication-centered knowledge;
- B. preparation for effective participation in academic and public dialogues, discussions, and exchanges;
- C. create and analyze messages appropriate to purpose and context; and

D. learn to negotiate meaning and express oneself in a variety of registers and in more than one cultural or linguistic context.

Assessment Criteria
- Course activities and content should demonstrate clear alignment with **GELO 1.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Foundational Skills** rubric at a minimum level of two.

Critical Thinking

Description
Critical thinking is characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. It is a habit of mind that empowers individuals to effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines throughout their lifetimes.

Content Criteria
Courses in this category develop a student's ability to do one or more of the following:
A. use investigative and analytical thinking skills to clearly articulate issues, examine alternatives, explore complex questions, and solve challenging problems;
B. identify and analyze how contexts, biases, and assumptions can affect a position;
C. evaluate the logic and validity of arguments, and the relevance of data and information;
D. synthesize information in order to arrive at reasoned conclusions; and
E. recognize and avoid common logical and rhetorical fallacies.

Assessment Criteria
- Course activities and content should demonstrate clear alignment with **GELO 2.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Inquiry and Analysis** rubric at a minimum level of two.

Health Promotion

Description
The focus of these courses will be on health promotion and disease prevention as it pertains to maintaining and improving health across the lifespan, with a particular focus on how college students can apply this in their own lives. Courses in this area will include both a lecture and physical activity lab.

Content Criteria
Courses in this category will explore one or more of the following:

A. genetic predispositions / heritable traits that impact health;
B. assessment of health behaviors;
C. impact of social determinants and environment on physical activity, nutrition, and mental health behaviors;
D. application of physical activity in promoting health and preventing disease;
E. application of healthy nutritional practices in promoting health and preventing disease;
F. application of stress management in promoting health and preventing disease; and
G. goal setting and programming for behavior change relative to physical activity, nutrition and positive mental health behaviors.

Assessment Criteria
- Course activities and content should demonstrate clear alignment with **GELO 1** and **GELO 2.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Foundational Skills** or **Inquiry and Analysis** rubric at a minimum level of two.

First Year Seminars

Description
The First-Year Seminars at Western are topical/integrative seminars designed to incorporate the development of a subset of foundational skills (reading, information literacy, creative and critical thinking, technological literacy, and either writing or quantitative literacy) into topical coursework. *Seminar enrollment is limited to no more than 25 students.*

Courses
These courses will be listed in the catalog with a general description of the nature of seminars, but listed in real-time availability, registration, etc. with additional title/description information (similar to the current 407 courses).

FYS 101 Quantitative-focused Seminar
FYS 102 Writing-focused Seminar

Course Criteria
Each seminar should be topic/issue-oriented and refine students' ability to:
   A. read and analyze for interpretation and comprehension (reading);
   B. find, evaluate, and use credible information. (information literacy);
   C. think innovatively, use evidence and make connections to solve problems (creative/critical thinking); and
   D. appropriately select and responsibly use technology, with a particular emphasis on systems at WOU (technological literacy).

Seminars should focus on topics of general interest, reflective of faculty specialities and expertise, but not rooted in any particular discipline's theoretical or methodological frameworks. Topics should be used to spark student curiosity and inquisitiveness in a broad way and to provide a foundation for practicing the requisite skills. Faculty should model these attributes in their selection of materials and also, potentially, by inviting other WOU faculty to participate in the course as co-teachers or guest lecturers. Faculty may also develop complementary or parallel seminars that address a common topic from different perspectives.

Additional Course Criteria for Quantitative-focused Seminars:
   ● Integrate assignments that require the use and understanding of quantitative information/evidence.

Additional Course Criteria for Writing-focused Seminars:
   ● Integrate several writing assignments and a variety of types of writing.

Assessment Criteria
   ● Course activities and content should demonstrate clear alignment with **GELO 1** and **GELO 4.** Because these courses will be taken very early in a student's academic career and cover topics broadly, they represent an introduction to skills and concepts, rather than a mastery.

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Foundational Skills** rubric at a minimum level of two. Signature assignments for Writing-focused seminars and Quantitative-focused seminars should also demonstrate at least two additional features specific to the appropriate rubric.

Sample Topics:

All in: The Economics and Psychology of Gambling

Art in Science and Nature

The Birds and the Bees: Pollinators, pollution, and biodiversity

Sports and Civil Disobedience

Clone wars: Food, science, and society

The Creative Process

Darwin and Dating

Gender and the Gig Economy

Glitches: Accidental technology that changed the world

What is Home?

Living in the Internet Age

My Space: Nationalism and Immigration

Why Natural Disasters Suck for People

Examples from other institutions:
- Appalachian State University: https://firstyearseminar.appstate.edu/welcome-first-year-seminar-1
- University of Denver: https://www.du.edu/fsem/index.html
- Dickinson College: http://www.dickinson.edu/homepage/99/first_year_seminars
- The University of Kansas: http://firstyear.ku.edu/fys
- University of Maryland-Baltimore County: http://fye.umbc.edu/fye-peers/first-year-seminars-fys/

Exploring Knowledge

Description

The "Exploring Knowledge" curriculum provides students with perspectives beyond what they will learn in their major by promoting discovery of new content and ideas through exploration of a wide variety of scholarly topics. Students are required to select courses from each of the three perspective areas and may count any of these courses toward their major or minor.

Implementation
Students must complete two courses from each of the three perspective areas:

    A.   Literary and Aesthetic Perspectives   2 courses
    B.   Scientific Perspectives   2 courses
    C.   Social, Historical, and Civic Perspectives   2 courses

If applicable, courses may count toward a major or minor.

Content Areas

Literary and Aesthetic Perspectives

Description
Literature and the arts help us make sense of ourselves and our world. By studying and participating in creative work, we gain insight into our own subjectivity and that of others.

Courses in this area are designed to engage students in studying material of literary and aesthetic dimensions, i.e. artistic creations, including those using that unique human creation – language. Material to be studied will come from a variety of cultural contexts and social perspectives, and investigate how culture is constructed and manifested. Courses will apply recognized techniques and methods of literary analysis of literature, and/or aesthetic and conceptual analysis of art. Courses will either focus on particular areas of art (such as literature, poetry, music, visual art, dance, theater, or performance art) or may consider multiple areas of aesthetic works. While courses will come from specific disciplines, they should be designed and delivered for a broad student population. As language and art is central to human cultures, the study of both is an integral part of the general education curriculum, to foster a deeper comprehension of human culture and the ways in which it affects who we are, both as communities and individuals.

Content Criteria
Courses in this perspective area explore one or more of the following:
    A.   the human experience of artistic and/or literary forms;
    B.   the value of aesthetic experience and the role of artistic/literary expression in the development of self and society;
    C.   analytical and historical aspects of literary/aesthetic attitudes and judgments; and

D. creative processes and techniques.

Assessment Criteria
- Course activities and content should demonstrate clear alignment with **GELO 1** and **GELO 2.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Foundational Skills** or **Inquiry and Analysis** rubric at a minimum level of two.

Scientific Perspectives

Description
Courses in this perspective area are designed to engage students in the systematic study of the natural world, including both physical and social phenomena, through observation and investigation. This is accomplished through active learning and inquiry-based labs that employ scientific reasoning, empirical evidence, and application of appropriate techniques to define and solve problems. Introductory science classes with lab components are an integral part of the General Education curriculum because they help students develop a deeper comprehension of science content, as well as gain knowledge about the nature of science, the attitudes of science, and the skills needed for scientific inquiry.

All courses in this category must have a designated lab component as indicated in the course description that accounts for at least 40% of the scheduled class time for the term. "Labs" are defined as instructional opportunities for students to work independently or in small groups with the instructor readily available to provide assistance and supervision. While instructors may give short presentations and supervise some student application of content, the emphasis should be placed on student-driven inquiry and analysis.

Content Criteria
The lab-based classes in this perspective area provide students with opportunities to engage in one or more of the following:
A. make observations and gather evidence to describe, explain, and predict physical and/or social phenomena in the natural world;
B. use experimental evidence, data collection techniques, and/or quantitative methods to build, describe, and test scientific models;
C. design investigations, engage in scientific reasoning, manipulate equipment, record data, evaluate results, and communicate findings; and
D. analyze data from natural systems to study human impacts on the environment.

Assessment Criteria
- Course activities and content should demonstrate clear alignment with **GELO 1** and **GELO 2.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Foundational Skills** or **Inquiry and Analysis** rubric at a minimum level of two.

Social, Historical, and Civic Perspectives

Description

Courses in this area allow students to explore different approaches to the study of society and politics, including the contemporary and historical constitution of social and political ideas, relationships, structures and institutions. This broad area includes the social, historical and political dimensions of art, economics, and human values, beliefs and behavior. Courses vary in terms of both specific content and method, and are drawn from multiple fields. While courses should demonstrate different disciplinary approaches to the content area, they should also be designed and delivered for a broad student population.

Content Criteria

Courses in this perspective area explore one or more of the following:

A. social relationships, structures, and institutions;
B. human thought, beliefs and value systems;
C. political relationships, systems, and institutions;
D. social and political change over time;
E. articulations of social and political relations in cultural, economic and ideological forms; and
F. the interrelationships between natural forces, political systems, and social constructs that shape the world both within and across historical and geographic contexts.

Assessment Criteria

- Course activities and content should demonstrate clear alignment with **GELO 1** and **GELO 2.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Foundational Skills** or **Inquiry and Analysis** rubric at a minimum level of two.

Integrating Knowledge

Description

The "Integrating Knowledge" section of the General Education curriculum intends to promote linkages between academic disciplines and provide students with opportunities to think critically as citizens of a multifaceted and dynamic world. While individual disciplines provide different viewpoints for explaining, understanding, and/or predicting phenomena in natural and human environments, the process of gaining knowledge about the world inevitably leads to intersection of diverse perspectives. Making connections between disciplines and different areas of interest and inquiry enables students to gain a deeper comprehension about wide-ranging phenomena in an increasingly complex and interconnected world. The faculty at WOU hope that these courses inspire students to apply an integrative perspective throughout their formal education and beyond. The Integrating Knowledge section provides distinct opportunities for the General Education curriculum to fulfill two of the GETF's intended design principles. First, courses in this section can, and perhaps should, consist of primarily upper division coursework. Second, this section facilitates the development of new courses offered in collaboration across divisional boundaries.

Implementation

Students must choose one course from each area. Because multiple courses will be offered in each area, students have considerable flexibility identifying those courses that best suit their interests. Courses can be either lower- or upper-division, preferably the latter, and each must include at least one "High-Impact Educational Practice" *(see list in Appendix A).*

Content Areas

Citizenship, Social Responsibility, and Global Awareness

Description
Citizenship, Social Responsibility, and Global Awareness courses pose questions about belonging: how do people, individually and collectively, define who they are, where they belong, who they belong with, and what the responsibilities of belonging are. This includes critically interrogating the answers to these questions, and how those answers work to define who is included and who is excluded from fully participating in public life. In integrating citizenship and social responsibility with global awareness courses in this area should address how people define and articulate their social and political ties to others, especially across international boundaries, and examine the extent and level of our moral responsibility toward each other and the world around us. Citizenship and Global Awareness courses should also offer opportunities for students to examine the intersection of citizenship with other forms of identity, explore the moral and life obligations inherent to being human, and the degree to which they have an obligation to benefit the whole of society and the world. Courses vary in terms of both specific content and method, and are drawn from fields across the university.

Content Criteria

Through the use of ***at least one high-impact practice***, courses in this Integrating Knowledge area involve the explanation and interpretation of one or more of the following:

    A. citizenship in a transnational and/or comparative context;

    B. practices of inclusion and exclusion from public life, particularly in the context of global and transnational issues such as the rights of stateless and undocumented persons;

    C. employing a comparative perspective to investigate questions of social responsibility;

    D. discerning connections across cultural contexts, whether modern or historical;

    E. developing a sense of their own identity and responsibility as a member of local and global communities.

Assessment Criteria

- Course activities and content should demonstrate clear alignment with **GELO 3** and **GELO 4.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Diversity** or **Integrative Learning** rubric at a minimum level of three.

Science, Technology, and Society

Description

Science, Technology, and Society concerns the interactions of sociocultural forces, advances in scientific knowledge, and technological development. Courses in this topic area examine how science and technology influence society, culture, and/or politics. Alternatively, courses may investigate the myriad ways that sociocultural forces impact the scientific enterprise and technological innovation. Regardless of approach, students integrate content knowledge across disciplines while investigating the connections between science, technology, and humans.

Content Criteria

Through the use of ***at least one high-impact practice***, courses in this Integrating Knowledge area provide students with opportunities to engage in one or more of the following:

    A. make meaningful connections between the various fields of science, technology, and mathematics and the arts, social sciences, and humanities;

    B. use scientific inquiry, quantitative analysis, and appropriate technologies to solve problems relevant to society;

    C. examine how scientific achievements and emerging technologies have shaped human societies and critically evaluate the impact on individuals, society, and the environment;

    D. study current environmental issues with an emphasis on the relationship between humans and the environment;

E.   explore the ways in which sociocultural, ethical, political, and/or economic factors influence scientific and technological development; and

F.   appreciate the mutual contributions of science, technology, mathematics, the arts, social sciences, and humanities to social well-being.

Assessment Criteria

- Course activities and content should demonstrate clear alignment with **GELO 3** and **GELO 4.**

- Courses will include a signature assignment that affords students the opportunity to demonstrate attainment of two (or more) features of the **Inquiry and Analysis** or **Integrative Learning** rubric at a minimum level of three.

FAQ

1. How do I get my class into a category?
   Once the criteria for each category are set by the General Education Committee and approved by the Faculty Senate, there will be a call for courses for each category, probably in fall of 2018. At that time, you will need to submit your proposed qualifying courses, along with evidence that they meets the criteria, to the General Education Committee. That process will determine the classes included in each category for the 2019/2020 catalog.

2. Who gets to create and teach First Year Seminar classes?
   Anyone can propose a first year seminar class - we hope that all academic units will get involved. The proposals will be vetted by the General Education Committee and the new General Education Director.

   From Provost Steve Scheck, "Staffing of the general education curriculum will be handled as part of a systematic reallocation of FTE that currently is committed to teaching LACC coursework and, as student enrollment demand increases, with new FTE (re)assignment. Expectation is that both tenure track and non-tenure track faculty will be involved in servicing the new general education curriculum."

3. How will we accommodate transfer students that do not have transfer degrees?
   We will create a working group to look at how best to accommodate transfer students. Our goal was always to create a general education that encourages students to start at WOU and does NOT disadvantage transfer students. We are mindful that there is still work to be done, and welcome feedback and ideas regarding how to support our transfer students.

4. How will we accommodate transfer students that do have transfer degrees?
   These students are welcome to participate in General Education courses, but do not have to complete any of the WOU General Education requirements.

5. Where are the Q, W, and D courses?
   While the Q, W, and D designations are not used in this model, the attention to those skills remains. Quantitative literacy is addressed in one of the First Year Seminars as well as the scientific perspectives in exploring knowledge, writing is addressed in one of the First Year Seminars and Writing Intensive is one of the high impact practices included in the integrated learning strands, and diversity is a key component of some of the integrated learning strands.

6. What about House Bill 2998?
   The state has put together a working group to address the mandate in House Bill 2998, which calls for 30 credits of general education which will be accepted at every state institution. The working group includes our own Tad Shannon, who has been communicating with the GETF. While it looks like the flexibility of our new model will work well with what they decide, Tad and the GETF and GEC will continue to work together on this issue.

7. Who is in charge of overseeing this curriculum?
   The General Education Task Force is working through the calendar year. Starting in January, the General Education Committee will continue to work on the proposal in order to submit it to Faculty Senate. Once it passes Faculty Senate, the curriculum will be overseen by Faculty Senate, primarily through the

General Education Committee, under the leadership of the General Education Director, a role which we hope to have in place by summer of 2018.

8. Who is the General Education Director?
    This is an intended position that would be filled by a member of the faculty similar to a Division Chair. The main task would be to handle the administration of the general education program.

    From Provost Steve Scheck, "An announcement will be released in winter term 2018 calling for applications for a .5 AY position for a faculty Director of the General Education Program; this position will be limited to tenure track faculty."

9. Where is all of the background information (including the example class lists) from the previous documents?
    The other documents are still available on the faculty senate web site ([here](#)).

10. Our current LACCs have been largely unchanged for a long time. Will this curriculum be around for the same amount of time?
    A key difference between this curriculum and our LACCs is that this framework creates a General Education Program, which can be modified, like other programs, at any time. Once implementation begins, there will be a process of assessment and data collection that will help determine needs for possible future changes. The General Education Director and General Education Committee will work together to oversee the curriculum within the structure of our Faculty Senate processes.

Appendix A: High-Impact Practices

Each class within the Integrating Knowledge category must include at least one HIP from this AAC&U modified list (www.aacu.org/leap/hips). Faculty proposal and syllabi must include evidence of how at least one HIP is specifically integrated. Two or more of these HIPs may naturally be integrated or have natural ties with one another.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.
Example: Investigating the opioid crisis. Students concurrently take two classes that together delve into the current opioid crisis, such as business / economics and geography, or social science and health. Faculty collaborate on content, readings, projects, etc. more deeply learn about the dilemma from an economic, geo-social, geo-political, and public health perspective.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.
Addendum for WOU: With the 'W' distinction being removed, is there a need for a strict definition for what constitutes writing intensive? Should faculty need to periodically submit examples of how writing is embedded into the courses in which they proposed to embed writing intensive elements?

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions,

empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Addendum to WOU: The students in a given course produce research, scholarship and/or creative activities leading to presentations at the Academic Excellence Showcase.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Appendix B: Learning Communities Recommendation

In addition to changes in the requirements for general education at WOU, the General Education Task Force also recommends the development of a learning communities program that would provide an optional pathway towards fulfillment of at least some of the newly defined requirements.

What is a *learning community*?
In the most basic terms, a learning community is a set or cluster of courses that are:
- Offered in the same term.
- Linked thematically or topically.
- And that share a cohort of students.

What, specifically, is being recommended for WOU?
A learning communities program that would offer students an optional pathway towards fulfillment of general education requirements.

We envision learning communities as being composed of pairs of courses:
- Offered through different departments.
- Where both courses would fulfill a general education requirement, such as the proposed Foundational Skills, Exploring Knowledge, and Integrating Knowledge categories.
- And with enrollment typically capped at 25.

Minimally:
- Learning community courses should be linked through a common theme or topic, articulated by the participating faculty.
- Participating faculty should be encouraged to further integrate their courses through shared readings and other materials, shared assignments, and/or shared activities.
- When proposing a learning community, faculty should also have the option of including a 1-2 credit seminar, lab, or studio that would facilitate direct co-teaching and integrative learning. These additional credits would count as elective credits in a student's degree plan.

In addition, faculty should be encouraged to design and propose learning communities that could serve a variety of student and program needs, including communities:
- That could be recommended to students interested in particular majors, minors, and certificates.
- Meant to emphasize breadth and interdisciplinarity.
- That entail integration between skills instruction and content areas.

Why is the Task Force making this recommendation?

A learning communities option would provide an additional opportunity for faculty and students to, "Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems," which is one of the newly adopted General Education Learning Outcomes (GELOs).

As noted above, learning communities also provide an opportunity to integrate Foundational Skills instruction with specific content learning. This opportunity would allow faculty to address another newly adopted GELO, that students should: "Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning."

A learning communities program is consistent with the university's Strategic Plan for Academic Initiatives, and would specifically address the call to, "Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways."

Sounds great, why not make learning communities a requirement?

The Task Force had two main reservations about making learning communities a required part of the general education program.

- The needs of part-time students.
- The degree of logistical uncertainty.

Requiring participation in a learning community, or, learning communities, could force some part-time students to enroll in more credits than they wish or are able to afford or manage. For others, fulfilling a learning communities requirement could significantly constrain their choice of credits in a given year or term, which could pose difficulties for timely fulfillment of other parts of their degree plan, an outcome that would run counter to the university's strategic planning for Academic Program Initiatives in general education (see section 4.5 of the Strategic Plan).

While any change in the curriculum and degree requirements comes with some level of uncertainty for faculty, staff, and administration, learning communities pose a number of unknowns regarding, for example, management of faculty workloads and achieving and maintaining a sufficient number of communities to serve all students.

As can be seen in the examples from other institutions provided below, learning communities are frequently employed as an optional or alternative, rather than a required, means of fulfilling general education and degree requirements.

The expectation of the Task Force is that review and assessment of the general education program would include consideration of how learning communities can be a more effective tool for facilitating student learning and completion of requirements.

Why might a student choose to participate in a learning community?

Learning communities make it possible for students to:

- Combine areas of interest.
- Think creatively (a Foundational Skill).
- Enhance their learning by sharing the experience with a cohort of peers and faculty.
- Simplify their selection of courses for fulfillment of general education requirements.

Why should faculty participate?

For faculty, participating in a learning community is an opportunity to:
- Practice interdisciplinarity by connecting with a colleague from another department.
- Think creatively about their field and areas of interest.
- Interact with students in a unique context for teaching and learning.
- Highlight their courses.

Where can I find out more about learning communities in higher education?

General background and reference:
- In the following article at the AAC&U, Barbara Leigh Smith (Evergreen State College) reviews the history of learning communities at U.S. colleges and universities and includes reflection on challenges to be considered when planning and implementing a learning communities program: https://www.aacu.org/publications-research/periodicals/challenge-learning-communities-growing-national-movement
- The following page at the Center for Engaged Learning at Elon University reviews the literature on the effectiveness of learning communities: http://www.centerforengagedlearning.org/doing-engaged-learning/learning-communities/
- U.S. News and World Report has a list of U.S. colleges and universities that emphasize the use of learning communities in their curricula: https://www.usnews.com/best-colleges/rankings/learning-community-programs

Specific examples referenced during the Task Force discussion of this option:
- Wagner College (2,200) has a general education program that relies on learning communities. You can see a variety of specific communities from the linked page: http://wagner.edu/academics/undergraduate/general-education/
- CSU-East Bay (13,340) also has a well-developed program, but primarily at the lower division. CSU-East Bay offers learning communities recommended for specific majors and ones that are "for everyone": http://www.csueastbay.edu/ge/index.html
- The First-Year Interest Groups (FIGs) at UO (20,067) are an optional learning communities program. The FIGs include an integrative course component: https://fyp.uoregon.edu/fig-what

What needs to happen next?

The main next step is to draft a formal proposal for implementing a learning communities option as part of the general education program. Critical needs include:
- A process for soliciting, reviewing and approving proposals for learning communities from faculty.
- Identifying necessary administrative supports, such as incentives and workload adjustments for participating faculty.
- A process for scheduling, reviewing, assessing, and renewing available communities.

The members of the General Education Task Force welcome suggestions for moving forward with this proposal.

Appendix C: Rubrics

Images of rubrics follow on the subsequent pages. PDF files are linked below for easier online viewing.

- [Draft Foundational Skills Rubric](#)

- [Quantitative Literacy VALUE Rubric](#)

- [Written Communication VALUE Rubric](#)

- [Inquiry and Analysis VALUE Rubric](#)

- [Integrative Learning VALUE Rubric](#)

- [Draft Diversity Rubric](#)

FOUNDATIONAL SKILLS - DRAFT

Intellectual foundations, or knowledge and skills fundamental to learning across academic and applied fields.

	4	3	2	1
Knowledge of Context	Expertly presents relevant information into a contextually appropriate and desired portrayal or position. (i.e., demonstrates a thorough understanding of context, audience, assumptions, genre, and purpose.)	Competently converts relevant information into a contextually appropriate and desired portrayal or position.	Demonstrates awareness of context, but resulting work is only partially appropriate or accurate.	Demonstrates minimal attention to context, resulting work is minimally accurate and/or appropriate.
Analysis	Uses deep and thoughtful judgments to draw insightful, logical, and carefully qualified conclusions that shape the work towards its specific purpose.	Uses informed judgment to draw reasonable conclusions that shape the work toward its specific purpose.	Uses competent judgment to draw feasible conclusions that shape the work toward its specific purpose.	Draws tentative or only partially supported conclusions in the completion of the work.
Utilization of Evidence	Completes all evaluation, interpretation, and conversion necessary to successfully integrate evidence from disparate sources into the completion of the assigned task.	Completes all evaluation, interpretation, and conversion necessary to successfully integrate evidence from appropriate sources into the completion of the assigned task.	Evaluation, interpretation, and conversion sources of evidence are partially complete, or sources of evidence are not entirely appropriate to the task.	Attempts to evaluate, interpret, and convert sources of evidence in the completion of the task.
Application of Conventions and Mechanics	Uses appropriate conventions, mechanics, and approaches elegantly (i.e., skillfully), logically, comprehensively) to accomplish the assigned task.	Uses appropriate conventions, mechanics, and approaches used are sufficient (though not ideal) to accomplish the assigned task.	Conventions, mechanics, and approaches used to address the assigned task are generally more successful than not.	Conventions, mechanics, and approaches used suggest lack of skill and comprehensiveness.

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create 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).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	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.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	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.*	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.*
Representation *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions *Ability to make and evaluate important assumptions in estimation, modeling, and data analysis*	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
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)*	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.	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.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	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)

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate 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).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

29

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

30

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning,** making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form,** demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form.**
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

DRAFT Diversity VALUE RUBRIC

Developed from the Global Learning and International Knowledge and Competence Rubrics, for more information, please contact value@aacu.org

	Capstone 4	Milestones 3	2	Benchmark 1
Knowledge *Self-awareness*	Articulates insights into familiar cultural rules, biases, and identity in local and/or global contexts	Recognizes new perspectives about familiar cultural rules, biases, and the impact of individual actions in local and/or global contexts.	Identifies familiar cultural rules, biases, or identity in local and/or global contexts	Shows minimal awareness of familiar cultural rules, biases, and identity in local and/or global contexts (even biases and rules shared with a cultural group(s)
Knowledge *Cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets and applies more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group within human and natural systems.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions or investigations of subjects within human and natural systems.	Identifies components of other cultural perspectives but responds in all situations with own worldview when exploring subjects within natural or human systems..	Views and identifies the experience of others but does so through own worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of worldview and other cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact or use which communicating in different contexts or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in worldview and other cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some worldview and other cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of worldview and other cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about others, including others' worldviews, experiences, and power structures, as well as seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about others, including others' worldviews, experiences and power structures as well as, seeks out answers to these questions.	Asks simple or surface questions about others, including others' worldviews, experiences and power structures.	States minimal interest in learning more about others, including others' worldviews, experiences and power structures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, Is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and? is unaware of own judgment.
Applications *Personal and social responsibility*	Takes informed and responsible action to address ethical, social, cultural, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, cultural, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, cultural, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Applications *Understanding global systems*	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.