

# TUSCULUM COLLEGE

## COMMONS PROGRAM



*Faculty Handbook*  
*2013-14*

# MISSION STATEMENT FOR THE COMMONS

## **Introduction**

While committed to the same broad goals as the traditional American liberal arts college, Tusculum's mission distinguishes it as a Civic Arts college. In addition to graduating individuals who have the knowledge and skills necessary for continued learning, an education in the civic arts tradition seeks to graduate students who are prepared to participate in the public discourse that is at the heart of any democratic society and to strive for the continuous improvement of their communities and of the emerging global society.

## **Purpose**

The Commons is rooted in the republican tradition of responsible and virtuous citizenship that informs modern pluralistic civil societies and in the Judeo-Christian tradition, with its emphasis on compassion for others and respect for the dignity and worth of all persons.

The Commons is designed

- 1) to be an integrated and coherent core curriculum that establishes intellectual common ground through a series of courses and experiences employing both theory and practice;
- 2) to incorporate innovative pedagogies that will develop students' abilities as engaged learners in both the classroom and the community; and
- 3) to develop the knowledge, skills, perspectives and practical wisdom crucial to effective citizenship. Most specifically, Tusculum seeks to graduate individuals who will become engaged in their communities in various ways and who will know how to most effectively achieve the common good and justice in a global context.

# COMMONS PROGRAM ADMINISTRATION

## **Director of General Education:**

The General Education Director is appointed by the President upon recommendation of the Vice President of Academic Affairs. The General Education Director is to administer the Commons Program and the Gateway Program and reports to the Vice President of Academic Affairs. The Director of General Education:

- Provides vision and leadership for the continual improvement of Tusculum College's general education programs.
- Represents the General Education Program on the Programs and Policies Committee and the Assessment Committee.
- Monitors the progress of student learning by conducting program assessment.
- Helps identify and train instructors to teach general education courses.
- Coordinates scheduling of general education courses with Registrar's Office.
- Supports the Office of Institutional Research in collecting information on the General Education Program.
- Advises Director of Faculty Services on general education standards and policies.
- Sponsors faculty enrichment opportunities.
- Manages the General Education Program budget.
- Maintains and updates sources of information about the General Education Program.
- Promotes appreciation for the mission and purpose of Tusculum College's General Education Program.

The Director also works with faculty across the College to ensure that the General Education learning outcomes are integrated into courses in the major fields of study.

# COMMONS CURRICULUM

**Arts and Lecture Series – Graduation Requirement/ No credit hours.** Students must attend at least two approved events per semester (excluding the summer).

**OREN 105 The Tusculum Experience– 1 hr.** An interactive course designed to assist students in the academic and social transitions associated with life at Tusculum College. This course emphasizes the skills and resources essential for students' academic success and personal growth, and serves as an introduction to the Tusculum College community. Throughout the course, students will engage in community-building exercises and build interpersonal skills. They will be encouraged to use reflection to identify personal strengths and weaknesses as well as identify educational and career goals. They will also participate in a community service project.

- Learning Outcomes: Self-Knowledge and Civility.

## FOUNDATIONAL SKILLS COURSES – 12 OR 16 HRS

**ENGL 110 Composition and Rhetoric – 4 hrs.** This course focuses on writing for a variety of audiences and purposes, as a tool for critical analysis and as a means to achieve a foundation for academic writing. The course will explore interdisciplinary materials related to community, citizenship and society in order to connect students to larger academic and social communities and to understand the relationship between writers, purposes and audience. Emphasis is placed on writing process, including pre-writing, drafting, revising and editing.

- Learning Outcome: Writing.

**ENGL 111 Composition Research and Rhetoric or**

**HIST 112 Introduction to Historical Writing and Research (or a writing-intensive research course in the major) – 4 hrs.** The primary purpose of this course is to conduct research and write an argumentative college-level research paper. Students examine interdisciplinary materials related to citizenship and community for ideas and information relevant to their research. Students focus on thesis development, source selection and evaluation, supporting evidence, organization and proper documentation for research papers.

- Learning Outcomes: Writing and Information Literacy.

**MATH 122 Quantitative Applications or higher level Math course, excluding MATH 137 – 4 hrs.** These courses cover college algebra, functions (including polynomial, exponential and logarithmic) and application to business and the natural, physical and social sciences.

- Learning Outcome: Mathematics.

**CISC 100 Computer as a Tool – 0 or 4 hrs.** This course provides a survey of computer applications, information needs in business and microcomputers and information systems that meet these needs. Emphasis is on microcomputer hardware and software applications. (Test out opportunity is available.)

- Learning Outcome: Computer Literacy.

## **STUDIES IN THE LIBERAL ARTS AND SCIENCES – 16 HRS**

### **(ONE COURSE IN EACH CATEGORY)**

**Arts & Humanities – 4 hrs.** In these courses, students will study the structures and contributions of the arts, including the role of creativity and imagination in reflecting and shaping society.

To fulfill this requirement, students may choose from the following courses:

ENGL 120, 201, 213, 214, 223, 224, 225, 227, 228, 231, 250; HNRS 101; MUSC 101; RELG 101, 102; THEA 104; VISA 110, 204, 208 or other courses approved for this category by the Programs and Policy Committee.

- Learning Outcome: Public Speaking.

**Natural Sciences – 4 hrs.** These courses focus on the value of the scientific method for enriching our knowledge of the world and for solving problems.

To fulfill this requirement, students may choose from the following courses:

ATEP 252, BIOL 100, 101, 251; CHEM 101; EVSC 111; GEOL 101; PHED 252; and PHYS 201 or other courses approved for this category by the Programs and Policy Committee.

- Learning Outcome: Scientific Inquiry.

**Social Sciences – 4 hrs.** These courses study the intentions and activities of individuals, cultures, organizations and nations.

To fulfill this requirement, students may choose from the following courses:

BUSN 201; CRJU 101; GEOG 200; HIST 101, 102, 201, 202; POLS 203, 205, 207, 209; PYSC 101; SOC 101; SOCI 105 or other courses approved for this category by the Programs and Policy Committee.

- Learning Outcome(s): Reflective Judgment and sometimes Writing and/or Global Awareness

**Wellness - 4 hrs.** These courses will ask students to consider the connection between their physical, emotional and mental well-being and the welfare of their communities.

To fulfill this requirement, students must take PHED 201, PSYC 102 or other courses approved for this category by the Programs and Policy Committee.

- Learning Outcome: Self-Knowledge.

## **WESTERN CIVIC AND RELIGIOUS TRADITIONS – 8 HRS**

**CMNS 330 The Hebrew and Christian Traditions – 4 hrs.** CMNS 330 This interdisciplinary course presents the Hebrew and Christian scriptures as testaments to humanity's spiritual yearning and hope for justice in this world. We will examine the dominant themes of the books of the Old and New Testament, the process through which they become canonical and the historical struggles over their meaning and relevance for issues of social ethics.

Students also may meet this requirement by taking RELG 101 and RELG 102.

- Learning Outcome: Writing.

**CMNS 380 The Political Traditions of the West – 4 hrs.** CMNS 380 This interdisciplinary course explores the intellectual foundations, historical development and contemporary importance of the republican traditions of virtuous citizenship and the individualist tradition of rights and freedoms. We will study the interplay between these two traditions and examine their continuing influence on American political, cultural and social life. The course will also consider the relevance of our political values for societies outside the Western world.

- Learning Outcome: Writing.

## **ENGAGED CITIZENSHIP: ISSUES AND ACTION – 10 TO 12 HRS**

**CMNS 251 Theory and Practice of Citizenship – 4 hrs.** CMNS 251 or other course options approved for this category by the Programs and Policies Committee.

In this course, students will learn how our complex societal system functions and how individuals can effect social change both through private association and action and through participation in governmental policy and decision-making processes.

Students will apply their skills and knowledge to lead and participate in effective deliberation and consensus building.

- Learning Outcomes: Civic Engagement and Reflective Judgment.

**Citizen Issues in a Global Era – 4 hrs.** In these courses, students will develop an understanding of world issues through multiple global perspectives. Students will learn to transform information into knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good.

To fulfill this requirement, students must take CMNS 480, BIOL/EVSC 480, BUSN 446, ENGL 402, HIST 480, PHED 480, PSYC 430, or other course options approved for this category by the Programs and Policies Committee.

- Learning Outcomes: Writing, Information Literacy, and Global Awareness

**Service-Learning Requirement – 2 to 4 hrs.** This requirement may be met through an existing course (SVLN 351, SVLN 354, SVLN 356) OR an approved internship OR a course option approved for this category by the Programs and Policies Committee.

- Learning Outcomes: Civic Engagement and Reflective Judgment.

**TOTAL CREDIT: 46 – 52 CREDIT HOURS**

# TUSCULUM EXPERIENCE

## ORIENTATION COURSE

### **Goals:**

Students who successfully complete the extended orientation will have been exposed to the following:

- Available resources for academic success and opportunities for involvement in the civic arts.
- Reflection on academic and social journey as well as education goals.
- Diversity and multicultural issues that affect the individual, college and community.
- Potential major and career options and self-assessment of appropriate careers.
- Interpersonal communication and conflict resolution skills.
- Academic and social policies at Tusculum College.
- The history, heritage and mission of Tusculum College.
- An appreciation for the impact of the arts.
- Wellness issues that contribute to academic and personal success.

*Assessment is an ongoing process aimed at understanding and improving student learning. (Angelo, AAHE Bulletin, November 1995, p. 7).*

## ASSESSMENT PLAN FOR THE COMMONS PROGRAM

Assessment is a tradition at Tusculum College and although the methods of our assessment program have changed over the years, we remain firm in our commitment to the cultivation of citizenship skills and virtues. Currently, Tusculum's General Education assessment program focuses on the following civic skills and practices:

### **Foundational Skills**

- Computer Literacy
- Information Literacy
- Mathematics
- Public Speaking
- Reflective Judgment
- Scientific Inquiry
- Writing

### **Practices of Virtue**

- Civic Engagement
- Global Awareness
- Self-knowledge

Assessment of student learning outcomes in the Commons Program is multidimensional and value-added. Both direct and indirect methods of assessment are used to measure student improvement over time. The faculty takes personal responsibility for developing student skills and virtues by directly embedding assessment in courses that carry general education credit. Rubrics (see pgs. 11-24) are used to measure the level of student learning demonstrated in actual course work. To post rubric scores, go to the Tusculum College Rubric Entry Tool (TCRET) website at: <http://cs.tusculum.edu/TCRubric/index.html>.

In lieu of a rubric for Reflective Judgment, students take the online survey, Study on Beliefs about Knowledge, at <http://questionpro.com/t/ABcI6ZOQzP>.



The following list of student learning outcomes shows the specific courses in which they are embedded:

**Computer Literacy** is assessed in CISC 100.

**Information Literacy** is assessed in BIOL 480; BUSN 446; CMNS 480; ENGL 111, 402, EVSC 480; HIST 480; PSYC 430; and PHED 480.

**Mathematics** is assessed in MATH 122, 124, 135 and other higher level math courses.

**Public Speaking** is assessed in ENGL 120, 201, 213, 214, 223, 224, 225, 227, 228, 231, 250; HNRS 101; MUSC 101; THEA 104; RELG 101, 102; and VISA 110, 204, 208.

**Reflective Judgment** is assessed in BUSN 201; CMNS 251; CRJU 101; ENGL 402; GEOG 200; HIST 101, 102, 201, 202; POLS 203, 205, 207, 209; PYSC 101; SOC 101; and SVLN 351, 354, 356.

**Scientific Inquiry** is assessed in ATEP 251; BIOL 100, 101, 251; CHEM 101; EVSC 111; GEOL 101; and PHED 252.

**Writing** is assessed in BIOL 480; BUSN 446; CMNS 330, 380, 480; ENGL 110, 111, 402; EVSC 480; HIST 111, 480; PHED 480; POLS 203; and PSYC 430.

**Civic Engagement** is assessed in CMNS 251; and CMNS 351, 354, and 356

**Global Awareness** is assessed in CMNS 480; BIOL 480; BUSN 446; ENGL 402; EVSC 480; HIST 480; PHED 480; POLS 205; and PSYC 430.

**Self-knowledge** is assessed in OREN 105; PHED 201; and PSYCH 102

Internal course-based assessment is complimented by another direct method of assessment, the use of externally-designed standardized tests, such as the Collegiate Assessment of Academic Proficiency (CAAP). These tests provide the College with assessment results that can serve as a basis for comparison to internally-derived evidence of academic progress and to student achievement in other institutions.

The Commons Program also assesses student learning outcomes indirectly. For example, the Cooperative Institutional Research Program (CIRP) Freshman Survey is used to measure student values, attitudes, beliefs and self-knowledge and the National Survey of Student Engagement (nicknamed “Nessie”) is given to Tusculum students to determine the extent to which they are engaged in good educational practices.

In order to document academic progress over time toward the intended learning outcomes, the general education program engages in value-added assessment. In other words, the various assessment instruments are used to pre-test students early in their college career and to post-test students as they near graduation. The results from the pre- and post-tests are compared to demonstrate the effects of the Commons Program on student learning. When the major programs of study reinforce the general education learning outcomes by integrating them into their disciplinary courses, assessment becomes a continuous process.

The Office of Institutional Research collects and archives all assessment documentation and reports the results to the Commons faculty for program improvement.

# COURSE ASSESSMENT


Course-based assessment, or embedded assessment, plays an important role in the College's efforts to improve student learning in the general education program. Integrating assessment directly into course work improves student motivation and strengthens faculty involvement. More importantly, it connects what is taught in the classroom to what is assessed. To facilitate the practice of embedded assessment, rubrics have been developed for evaluating student work or performance. A rubric identifies assessment criteria and describes a range of performance levels. Using rubrics can make the assessment process more efficient and can produce assessment results that are more transparent, consistent and objective.

Assessment information from coursework (and from standardized published tests) is collected and analyzed by the Office of Institutional Research and reported to faculty assessment teams. Each general education learning outcome is represented by a faculty team that meets periodically to review assessment instruments, norm expectations and consider improvements to the Commons curriculum based on assessment results. The Commons Steering Committee then reviews the recommendations of the assessment teams and decides if program-level reform is necessary. Any substantive changes in the Commons Program curriculum or in the general education learning outcomes must be submitted to the Programs and Policies Committee for final approval.


At the course level, the rubrics on the following pages of this handbook can be used for formative and summative feedback on assignments. Students can be asked to use the rubrics in peer or self-assessment exercises. Faculty teaching courses in major fields of study are also encouraged to adapt or refine these rubrics as needed.

# COMPUTER LITERACY RUBRIC


## Hardware and Software Concepts

- 
5. Demonstrates proficient understanding in all areas of hardware concepts, software concepts, the Windows operating system, and various computer networking technologies, such as the Internet and email.
  - 4.
  3. Demonstrates average understanding in most areas of hardware concepts, software concepts, the Windows operating system, and various computer networking technologies, such as the Internet and email.
  - 2.
  1. Demonstrates little to no understanding in any areas of hardware concepts, software concepts, the Windows operating system, and various computer networking technologies, such as the Internet and email.

## Word Processing Software

- 
5. Demonstrates proficient skill and knowledge in all areas of templates, layouts, text formatting, styles, themes, and managing research sources using word processing software.
  - 4.
  3. Demonstrates average skill and knowledge in most areas of templates, layouts, text formatting, styles, themes, and managing research sources using word processing software.
  - 2.
  1. Demonstrates little to no skill or knowledge in any areas of templates, layouts, text formatting, styles, themes, and managing research sources using word processing software.

## Presentation Software

- 
5. Demonstrates proficient skill and knowledge in all areas of slide creation, slide transition, bullet animation, graphics illustration and overall presentation design using presentation graphics software.
  - 4.
  3. Demonstrates average skill and knowledge in most areas of slide creation, slide transition, bullet animation, graphics illustration and overall presentation design using presentation graphics software.
  - 2.
  1. Demonstrates little to no skill or knowledge in any areas of slide creation, slide transition, bullet animation, graphics illustration and overall presentation design using presentation graphics software.

### **Desktop Database Software**



5. Demonstrates proficient skill and knowledge in all areas of table definition, data entry, query formation, form design and report generation using database management software.
- 4.
3. Demonstrates average skill and knowledge in most areas of table definition, data entry, query formation, form design and report generation using database management software.
- 2.
1. Demonstrates little to no skill or knowledge in any areas of table definition, data entry, query formation, form design and report generation using database management software.


### **Spread Sheet Software**




5. Demonstrates proficient skill and knowledge in all areas of data entry, formula and data manipulation, chart formation, and formatting in spreadsheet software.
- 4.
3. Demonstrates average skill and knowledge in most areas of data entry, formula and data manipulation, chart formation, and formatting in spreadsheet software.
- 2.
1. Demonstrates little to no skill or knowledge in any area of data entry, formula and data manipulation, chart formation, and formatting in spreadsheet software.

# INFORMATION LITERACY RUBRIC


## **Determines the nature and extent of information needed.**

- 
5. Articulates an important research objective and retrieves information from primary and secondary sources in a wide variety of formats.
  - 4.
  3. Clearly states an appropriate research objective and identifies a sufficient number of relevant information sources in multiple formats.
  - 2.
  1. Fails to develop a research focus; finds few information sources relevant to assignment.


## **Accesses needed information effectively and efficiently.**

- 
5. Adopts a scholarly investigative approach(s); develops a professional-quality research plan and efficiently executes the plan.
  - 4.
  3. Uses an investigative method(s) appropriate to the academic discipline; develops a sound research plan and executes the plan in a timely manner.
  - 2.
  1. Fails to organize information search process effectively or develop a coherent, systematic research plan for collecting information efficiently.

## **Evaluates information and its sources critically.**

- 
5. Demonstrates a scholarly appreciation for the relevant literature; synthesizes ideas to construct new concepts and compares new knowledge to prior learning.
  - 4.
  3. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view or bias.
  - 2.
  1. Fails to fully understand ideas and information selected; ignores qualitative distinctions between information sources.

## **Uses information to successfully complete an assignment.**

- 
5. Skillfully and creatively uses information in response to an assignment.
  - 4.
  3. Competently uses information to complete an assignment.
  - 2.
  1. Fails to use information for the intended purpose of the assignment.

**Accesses and uses information ethically and legally.**



5. Understands and employs all of the conventions of proper citation and demonstrates an understanding of what constitutes an ethical and legal use of borrowed information.
- 4.
3. Understands and employs the conventions of citation, though some nonstandard usage may be present. Demonstrates an awareness of what constitutes the ethical and legal use of borrowed information.
- 2.
1. Misunderstands or makes little attempt to employ the conventions of proper citation. Demonstrates a lack of awareness of what constitutes the ethical and legal use of borrowed information.

# MATHEMATICS

The following areas are covered in MATH 122:

- Students will be able to identify a variety of mathematic situations and their application
- Students will be able to explain quantitative ideas in a variety of situations
- Students will be able to show comprehension of logic related to quantitative components
- Students will be able to recognize the need for and reproduce their mathematical, graphing, and computational skills
- Students will be able to interpret and explain new quantitative topics

The following area are covered in MATH 124:


- Student is able to demonstrate an understanding of quantitative representation and calculation
- Student is able to demonstrate an understanding of symbolic representation and manipulation
- Student is able to demonstrate an understanding of model-theoretic analysis
- Student is able to demonstrate an understanding of the presentation of mathematical proof as convincing argument

The following areas are covered in MATH 135:


- Algebraic Expressions and Math Fundamentals
- Equations and Inequalities
- Graphs and Functions
- Exponents and Logarithmic Operations

# PUBLIC SPEAKING RUBRIC


## Content

- 
5. The body of the presentation adopts an insightful perspective on the topic.
  - 4.
  3. The body of the presentation demonstrates comprehension of the topic.
  - 2.
  1. The body of the presentation does not demonstrate an adequate understanding of the topic.


## Introduction and Conclusion

- 
5. Introduction previews main points and captures audience attention; concluding remarks creatively restate main points and bring presentation to a memorable close.
  - 4.
  3. Introduction prepares audience for topic, and conclusion reviews the high points of the presentation.
  - 2.
  1. The presentation lacks a distinct introduction or conclusion.

## Voice


- 
5. The speaker manipulates tone, rate and volume to dramatically engage the audience in the presentation.
  - 4.
  3. The speaker uses some variance in tone, rate and volume to emphasize main points and hold audience attention.
  - 2.
  1. The speaker's vocal delivery detracts from the presentation.

## Poise


- 
5. The speaker is confident; uses eye contact to hold attention of audience; body language and attire establish credibility.
  - 4.
  3. The speaker appears comfortable; consistently establishes eye contact with audience; body language and attire are appropriate.
  - 2.
  1. The speaker is tense; refuses to make eye contact with the audience; body language and attire are inappropriate.



### **Vocabulary**

- 
5. The speaker's vocabulary is precise and descriptive; transitional words and phrases contribute to the flow of the presentation.
  - 4.
  3. The speaker's word choices convey an adequate understanding of the topic; vocal fillers are avoided.
  - 2.
  1. The speaker's vocabulary is vague, awkward or inaccurate; relies on vocal fillers.

### **Time**

- 
5. The presentation is completed within the allotted time.
  - 4.
  3. The presentation is slightly over or under the time limits.
  - 2.
  1. The presentation is well over or well under the time limits.

# SCIENTIFIC INQUIRY RUBRIC


The Scientific Inquiry rubric addresses the following areas:

- Hypothesis
- Variables
- Graphing
- Data Analysis
- Conclusions


# WRITING RUBRIC

When scoring essays using these rubric, instructors should do “holistic” scoring (not analytical scoring) by evaluating the overall assignment.


## Purpose

- 
5. Sharp, distinct, controlling main point made about a single topic with a unified or strong awareness of task; thesis is clear and skillfully integrated with the text.
  4. Controlling main point made about a single topic with purposeful awareness of the task. Thesis is clear and integrated with the text.
  3. Clear main point made about a single topic with awareness of the task; thesis is clear and mostly integrated with the text.
  2. A single topic is identified; thesis is contrived or simplistic and may not be integrated into text.
  1. Minimal evidence of topic; no controlling idea or thesis.

## Coherence

- 
5. Sophisticated arrangement of content into clearly developed and well connected paragraphs with appropriately strong transitions and internal coherence.
  4. Clear arrangement of content into paragraphs that follow the main idea; for the most part uses clear transitions and internal coherence.
  3. Adequate arrangement of content into paragraphs that follow the main idea; transitions and internal coherence are mostly effective.
  2. Simple or confused arrangement of content; paragraphs may not establish a logical pattern of organization; poor transitions.
  1. Paragraphs have weak organization and transitions.

## Content

- 
5. Substantial, specific and/or illustrative content demonstrating development and support of thesis; paraphrasing, quoting and summarizing are skillful, seamlessly integrated into the text and cited completely and clearly; complex argument that considers multiple angles. Counter arguments are clear and answered.
  4. Well-developed content demonstrates support through appropriate and useful details and development of the thesis; paraphrasing, quoting and summarizing are skillful, integrated into the text and properly cited; complex argument includes some counter arguments.
  3. Sufficiently developed content with adequate use of details related to the main idea; paraphrasing, quoting and summarizing are obvious, appropriate and cited; complexity of argument recognized but does not necessarily include counter arguments.
  2. Limited content; details not all related to a main idea; paraphrasing, quoting and summarizing is appropriate but is often disjointed and disconnected from the text; citation are appropriate but may not be clear or complete; simplified argument; no counter argument recognized.
  1. Little or no details specific to a main idea; no explanation of details as they relate to topic; paraphrasing, quoting and summarizing are off task and not integrated nor cited properly; no complexity of argument; no counter argument.

## Style



5. Wide-ranging sentence and paragraph structures and verb usage; precise and appropriate choices in language; meticulous attention to cohesiveness and organization.
4. Diverse sentence and paragraph structures and verb usage; careful and appropriate choices in language; careful attention to cohesiveness and organization.
3. Adequate sentence and paragraph structures and verb usage; appropriate choices in language; adequate attention to cohesiveness and organization.
2. Limited sentence and paragraph structures and verb usage; unfitting, disjointed, and/or distracting choices in language; inadequate attention to cohesiveness and organization.
1. Little or no attention paid to sentence and paragraph structures and verb usage; inadequate choices in language; no apparent attention to cohesiveness and organization.

## Mechanics




5. Recognizes mechanics as part of communication; none or only a few errors in grammar, spelling or sentence usage.
4. Few errors in grammar, spelling and usage which for the most part do not interfere with communication.
3. Errors in grammar, spelling and usage do not interfere with the overall communication of ideas.
2. Errors in grammar, spelling and usage somewhat interfere with communication.
1. Errors in grammar, spelling and usage interferes with communication.

# CIVIC ENGAGEMENT RUBRIC


## Attitudes

Shows interest in and understanding of the needs, motivations, and values of people outside of one's own narrowly defined identity group. Shows commitment to working with others to accommodate and actively promote both the general welfare and the welfare of individuals.

- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated


## Knowledge

Applies theoretical understanding of social systems and disciplinary knowledge if applicable to acts of civic engagement. Actively reflects on the effectiveness of that knowledge in informing the acts of civic engagement.


- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated

## Skills

Demonstrates the ability to show initiative and to work collaboratively within a team and as well as with other constituencies to engage in civic action. Shows reflective insight on the effectiveness of the team in performing the action and achieving the goals of the action.

- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated


Communicates effectively with team members and other constituencies, demonstrating the ability to express, listen, and adapt.

- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated

# GLOBAL AWARENESS RUBRIC


## Definition

Global Awareness is a capacity that incorporates the attitudes, knowledge, and skills necessary for a person to competently and perceptively navigate the challenges and opportunities of a globalized world in a way that promotes the greater good.

- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated


## Attitudes:

Shows interest in and understanding of the values and beliefs of cultures other than one's own; demonstrates willingness to suspend own cultural biases in order to appreciate multiple global perspectives.

- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated


## Knowledge:

Identifies and explains the relevance of historical, demographic, social, cultural, political, economic, and/or environmental factors to a global issue(s).

- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated


## Skill:

Analyzes proposed solutions to an international problem and makes a recommendation(s) that contributes to the global common good.


- 
- 5. Exemplary
  - 4. Successful
  - 3. Adequate
  - 2. Inadequate
  - 1. Not Demonstrated

# SELF-KNOWLEDGE RUBRIC


## Personal Past

- 
5. Demonstrates strong awareness of the role life events, family and culture have in shaping personal identity; locates own history in broader community context.
  - 4.
  3. Recognizes that life events, family and culture contribute to personal identity.
  - 2.
  1. Shows little interest in the significance of life events, family and culture.


## Personal Values

- 
5. Understands how events, family and culture have shaped personal values; demonstrates willingness to examine own values critically.
  - 4.
  3. Understands how events, family and culture have shaped own personal values.
  - 2.
  1. Fails to consider the importance of events, family and culture in the shaping of personal values.


## Strengths/Limitations

- 
5. Uses knowledge of strengths to envision and/or offer contributions in a civic context; uses knowledge of limitations to judge where contributions may be inappropriate or of questionable value.
  - 4.
  3. Recognizes some personal strengths and weaknesses; understands how personal strengths and weaknesses affect relations with others.
  - 2.
  1. Fails to realistically evaluate own strengths and weaknesses.

## Desires/Goals

- 
5. Inventories own desires and goals, both personal (e.g., educational, career, family) and civic; when appropriate, sets strategies to achieve goals.
  - 4.
  3. Recognizes that desires and goals help to shape personal satisfaction and contributions to society.
  - 2.
  1. Avoids consideration of desires/goals.

## Interdependence

- 
5. Understands complex interconnectedness of individuals and communities and locates self within larger community context.
  - 4.
  3. Recognizes that individuals are in part shaped by, and help to shape, their communities.
  - 2.
  1. Remains indifferent to the connections between individuals and their communities; acts with minimal regard to others.