

More information available at <https://www.uco.edu/tl>

DISCIPLINE KNOWLEDGE



Discipline Knowledge includes content knowledge that students need in their chosen field of study to take charge of their own active learning, reflection, and educational motivation, to ask questions, to seek feedback, and to make use of all educational resources available to become scholars and professionals in their fields.

GLOBAL & CULTURAL COMPETENCIES



Global and Cultural Competencies seek to prepare students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society through an attitude of awareness, consciousness, and respect.

HEALTH & WELLNESS



Health and Wellness integrates the physical, spiritual, emotional, intellectual, environmental, financial, occupational, and social well-being of students to help them live, learn, and work effectively, living life with vitality and meaning so they may reach their goals as scholars, employees in the workplace, citizens in the metropolitan area and beyond.

LEADERSHIP



Leadership is a personal journey resulting in understanding and skill sets that students need to positively and ethically influence and mobilize others. We equip students with knowledge and skills to affect individuals, teams, organizations, the metropolitan community and society for the greater good.

RESEARCH, CREATIVE & SCHOLARLY ACTIVITIES



Research, Creative and Scholarly Activities involve student-centered learning, mentored by faculty, staff, or professionals to create knowledge, peer-reviewed presentations, publications, creative projects, exhibitions, or performances to be recognized as legitimate scholarly or creative contributions to an area of study.

SERVICE LEARNING & CIVIC ENGAGEMENT



Service Learning and Civic Engagement engages students in community volunteer and service activities using teaching and reflection to nurture civic responsibility, caring, and community-mindedness, in order to promote a commitment to public life; ethical, critical reasoning and deliberation; and working for the common good of everyone.

STUDENT LEARNING OUTCOMES (SLOs)

FRAMEWORK (for all except the SLCE tenet)

"Understanding and application might be likened to coloring within the lines; critical thinking helps students question assumptions—to color outside the lines; transformative learning is about thinking about things in a new way and moving in new directions—creating a new picture without relying on the old lines." (Eyler, J., & Giles, D. E., Jr. Where's the learning in service learning? (1999). San Francisco: Jossey-Bass, p. 17)

GLOBAL & CULTURAL COMPETENCIES

STUDENT LEARNING OUTCOMES (SLOs)

GLOBAL COMPETENCE

*AAC&U Global Learning VALUE Rubric**



1. *Global Self-Awareness*

- Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.

2. *Perspective Taking*

- Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)

3. *Cultural Diversity*

- Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

4. *Personal and Social Responsibility*

- Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.



5. *Understanding Global Systems*

- Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

6. *Applying Knowledge to Contemporary Global Contexts*

- Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

CULTURAL COMPETENCE

*AAC&U Intercultural Knowledge and Competence VALUE Rubric***

1. *Knowledge (cultural self- awareness)*

- Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

2. *Knowledge (knowledge of cultural worldview frameworks)*

- Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

3. *Skills (empathy)*

- Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

4. *Skills (verbal and nonverbal communication)*

- Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.

5. *Attitudes (curiosity)*

- Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives

6. *Attitudes (openness)*

- Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.



CULTURAL AWARENESS***

- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
- Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one's own and other cultures.

*Criteria from AAC&U Global Learning VALUE Rubric

<http://www.aacu.org/value/rubrics/global-learning>

**Criteria from AAC&U Intercultural Knowledge and Competence VALUE Rubric

<http://www.aacu.org/value/rubrics/intercultural-knowledge>

***Excerpt from Cultural Competence Rubric - Weber State University in Utah

<http://www.weber.edu/wsuiimages/SAAssessment/Rubrics/Cultural%20Competency%20Rubric.pdf>

See all VALUE rubrics at <http://www.aacu.org/value-rubrics>

HEALTH & WELLNESS

STUDENT LEARNING OUTCOMES (SLOs)*



1. *Care of self and others*

- Consistently exhibits behaviors that promote own emotional, physical, and mental health and nurtures the same for others.

2. *Goal achievement and wellness*

- Clearly articulates the relationship between health and one's capacity to meet personal, academic, and life goals.

3. *Human difference*

- Consistently responds positively to the opportunities and challenges of human difference, including differences in opinion and world-view.

4. *Engagement in college life*

- Consistently demonstrates positive engagement in academic and co-curricular aspects of UCO college life and can clearly articulate its importance for success.



5. *Natural environment and wellness*

- Clearly articulates the essential connections between personal health and the health of the natural environment and of the community.

6. *Personal role in healthy community*

- Consistently exhibits behaviors that demonstrate a clear sense of personal role in fostering and sustaining a healthy sense of community that includes well-being for all.

*Criteria from the UCO faculty-developed Health & Wellness Rubric based on the model of the AAC&U Value Rubrics

http://www.uco.edu/central/tl/files/stlr/STLRHealthAndWellnessBadge_1Sept2016.pdf

See all VALUE rubrics at <http://www.aacu.org/value-rubrics>

LEADERSHIP

STUDENT LEARNING OUTCOMES (SLOs)



1. *Knowledge of Self as Leader*

- Can clearly articulate own leadership capacity based on a thorough examination of personal leadership style, vision, and values.

2. *Ethical Self-Awareness****

- Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.

3. *Application of Ethical Perspectives/Concepts****

- Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

4. *Human Diversity***

- Demonstrates in interactions with others understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

5. *Fosters Constructive Teamwork Climate*****

- Supports a constructive team climate by doing all of the following:



- Treats team members respectfully by being polite and constructive in communication.
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
- Provides assistance and/or encouragement to team members.

6. *Embracing Contradictions******

- Integrates alternate, divergent, or contradictory perspectives or ideas fully.

7. *Civic Identity and Commitment**

- Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

8. *Civic Action and Reflection**

- Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

9. *Personal and Social Responsibility******

- Takes informed and responsible action to address ethical, social, and environmental challenges in human systems and evaluates the local and broader consequences of individual and collective interventions.

10. *Well-Being*

- Consistently demonstrates behaviors that support own emotional and physical well-being and can clearly articulate the relationship between health and the ability to function as an effective leader.

* Criteria from AAC&U Civic Engagement VALUE Rubric, <http://www.aacu.org/value/rubrics>

** Criterion revised from AAC&U Intercultural Knowledge and Competence VALUE Rubric, <http://www.aacu.org/value/rubrics/intercultural-knowledge>

*** Criteria from AAC&U Ethical Reasoning VALUE Rubric, <http://www.aacu.org/ethical-reasoning-value-rubric>

**** Criterion from AAC&U Teamwork VALUE Rubric, <http://www.aacu.org/value/rubrics/teamwork>

***** Criterion from AAC&U Creative Thinking VALUE Rubric, <http://www.aacu.org/value/rubrics/creative-thinking>

***** Criterion revised from AAC&U Global Learning VALUE Rubric, <http://www.aacu.org/value/rubrics/global-learning>

See all VALUE rubrics at <http://www.aacu.org/value-rubrics>



RESEARCH, CREATIVE & SCHOLARLY ACTIVITIES

STUDENT LEARNING OUTCOMES (SLOs)



*AAC&U Inquiry and Analysis VALUE Rubric SLOs**

1. Topic Selection

- Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.

2. Existing Knowledge, Research, and/or Views

- Synthesizes in-depth information from relevant sources representing various points of view/approaches

3. 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.

4. Analysis

- Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.

5. Conclusions

- States a conclusion that is a logical extrapolation from the inquiry findings.

6. Limitations and Implications

- Insightfully discusses in detail relevant and supported limitations and implications.

*AAC&U Critical Thinking VALUE Rubric SLOs***

1. Explanation of issues

- Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

2. Evidence

- Selecting and using information to investigate a point of view of conclusion
- Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.

3. Influence of context and assumptions

- Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

4. Student's position (perspective, thesis/hypothesis)

- Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).

5. Conclusions and related outcomes (implications and consequences)

- Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

AAC&U Creative Thinking VALUE Rubric SLOs***

1. Acquiring Competencies

- Reflect: Evaluates creative process and product using domain-appropriate criteria.

2. Taking Risks

- Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.

3. Solving Problems

- Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.

4. Embracing Contradictions

- Integrates alternate, divergent, or contradictory perspectives or ideas fully.

5. Innovative Thinking

- Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

6. Connecting, Synthesizing, Transforming

- Transforms ideas or solutions into entirely new forms.

AAC&U Problem Solving VALUE Rubric SLOs****

1. Define Problem

- Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.



2. Identify Strategies

- Identifies multiple approaches for solving the problem that apply within a specific context.

3. Propose Solutions/Hypotheses

- Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.

4. Evaluate Potential Solutions

- Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.

5. Implement Solutions

- Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem

6. Evaluate Outcomes

- Reviews results relative to the problem defined with thorough, specific considerations of need for further work.

AAC&U Integrative Learning VALUE Rubric SLOs*****

1. Connections to Experience

- 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.

2. Connections to Discipline

- 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.

3. Transfer

- 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.

4. 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.
- Reflection and Self-Assessment



- Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).

*Criteria from AAC&U Inquiry & Analysis VALUE Rubric,
<http://www.aacu.org/value/rubrics/inquiry-analysis>

**Criteria from AAC&U Critical Thinking VALUE Rubric,
<http://www.aacu.org/value/rubrics/critical-thinking>

***Criteria from AAC&U Creative Thinking VALUE Rubric,
<http://www.aacu.org/value/rubrics/creative-thinking>

****Criteria from AAC&U Problem Solving VALUE Rubric,
<http://www.aacu.org/value/rubrics/problem-solving>

*****Criteria from AAC&U Integrative Thinking VALUE Rubric,
<http://www.aacu.org/value/rubrics/integrative-learning>

See all VALUE rubrics at <http://www.aacu.org/value-rubrics>

SERVICE LEARNING & CIVIC ENGAGEMENT

FRAMEWORK

Lauren Resnick (1987b) "She contrasted the nature of learning in school and in the community where this learning will be applied, noting that unlike typical classroom learning, real-world learning tends to be more cooperative or communal than individualistic, involves using tools rather than pure thought, is accomplished by addressing genuine problems in complex settings rather than problems in isolation, and involves specific contextualized rather than abstract or generalized knowledge." (Resnick, L. "The 1987 Presidential Address: Learning in School and Out." *Educational Researcher*, 1987b, 16(9), 13-20 in Eyler, J., & Giles, D. E., Jr. *Where's the learning in service learning?* (1999). San Francisco: Jossey-Bass, p. 9)

"Community experiences that challenge student assumptions coupled with thoughtful reflection may lead to fundamental changes in the way the student views service or society." (Eyler, J., & Giles, D. E., Jr. *Where's the learning in service learning?* (1999). San Francisco: Jossey-Bass, p. 17)



STUDENT LEARNING OUTCOMES (SLOs)*

1. *Diversity of Communities and Cultures*

- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

2. *Analysis of Knowledge*

- Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.

3. *Civic Identity and Commitment*

- Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

4. *Civic Communication*

- Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action

5. *Civic Action and Reflection*

- Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

6. *Civic Contexts/Structures*

- Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*.

*Criteria from AAC&U Civic Engagement VALUE Rubric,
<https://www.aacu.org/civic-engagement-value-rubric>

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