**General Education Committee**
**Final Report for May 7, 2021 General Faculty Meeting**

Prepared by Courtney McDonald, Chair of General Education Committee (2020-2021)

The General Education Committee met once a month (September to April) for a total of seven meetings. All of the meetings were conducted virtually through Blackboard Collaborate Ultra.  Monthly meeting minutes were kept by committee Secretary, Susan Richardson.

This was a year of revision for general education.  The committee focused on reviewing and revising the general education competencies and student learning objectives through evaluation of assessment data, AACU rubrics, peer and regional institutional general education programs and competencies, and the like. The revised competency list with aligning student learning objectives was accepted by the AAC and Faculty Senate in January, 2021 (see Appendix A).

The committee spend much of the Spring semester adopting and creating rubrics to assess the new student learning outcomes. A final version of the rubrics was accepted by the committee in April (see Appendix B).

Three new general education courses were approved and one course was deleted.

The committee revised the form that will be used to approve new general education courses in the future.

In the April meeting, the committee reviewed the 3-year plan and revised as needed (see Appendix C).

Dr. Christa Christ was voted to be the next Chair of the General Education Committee.

**Appendix A**

| | Student Learning Outcomes |
|---|---|
| | **Category 1: Communication**<br>The USC Upstate graduate should demonstrate the ability to communicate in English, both orally and in writing. |
| 1.1 Written | Uses organization, content, credible sources, style and clear language to communicate relevant meaning appropriate to the audience. |
| 1.2 Oral | Delivers an organized, cohesive, compelling, and credible presentation as appropriate to the audience. |
| | **Category 2: Technology & Information**<br>The USC Upstate graduate should demonstrate the ability to use information technologies to evaluate sources of information and solve problems. |
| 2.1 Literacy (acquisition and evaluation) | Chooses and evaluates a variety of sources appropriate to the scope and discipline of the research question. |
| 2.2 Integration | Adapts and applies technological skills to new situations to solve problems. |
| | **Category 3: Quantitative and Qualitative Reasoning**<br>The USC Upstate graduate should demonstrate an ability to apply the scientific method, quantitative and qualitative logical reasoning, and to integrate and critically evaluate information. |
| 3.1 Scientific Method | Applies concepts, tools, and techniques of scientific inquiry. |
| 3.2 Numeracy | Explains, analyzes, interprets and/or makes inferences about information presented in numerical or mathematical forms. |
| 3.3 Critical Thinking | Employs logical techniques to determine the strengths and weaknesses of arguments. |
| 3.4 Problem Solving | Identifies, organizes, and synthesizes relevant evidence in support of a feasible solution. |
| 3.5 Interpretation | Organizes and synthesizes evidence to reveal insightful patterns. |
| | **Category 4: Perspective Taking**<br>The USC Upstate graduate should demonstrate the ability to take multiple perspectives on complex subjects. |
| 4.1 Historical | Evaluates and/or applies historical perspectives to complex subjects with attention to diverse interpretations. |
| 4.2 Political | Evaluates and/or applies political perspectives to complex subjects with attention to diverse interpretations. |
| 4.3 Artistic | Evaluates and/or applies artistic perspectives to complex subjects with attention to diverse interpretations. |
| 4.4 Intercultural | Evaluates and/or applies intercultural perspectives to complex subjects with attention to diverse interpretations. |
| | **Category 5: Ethical Reasoning**<br>The USC Upstate graduate should demonstrate the ability to apply general ethical principles to a variety of issues. |
| 5.1 Ethics | Considers significant implications of general ethical principles as applied to specific moral issues. |

# WRITTEN COMMUNICATION

| | Capstone<br>4 | Milestones<br>3 | 2 | Benchmark<br>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 tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(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. |

# ORAL COMMUNICATION

## 1.2 Oral Delivers an organized, cohesive, compelling, and credible presentation as appropriate to the audience.

| | Capstone 4 | Milestones 3 | 2 | Benchmark 1 |
|---|---|---|---|---|
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

# INFORMATION LITERACY

| | Capstone<br>4 | Milestones<br>3 | 2 | Benchmark<br>1 |
|---|---|---|---|---|
| **Determine the Extent of Information Needed** | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. | Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question. | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. |
| **Access the Needed Information** | Accesses information using effective, well-designed search strategies and most appropriate information sources. | Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. | Accesses information using simple search strategies, retrieves information from limited and similar sources. | Accesses information randomly, retrieves information that lacks relevance and quality. |
| **Evaluate Information and its Sources Critically\*** | Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). | Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). | Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency). | Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question). |
| **Use Information Effectively to Accomplish a Specific Purpose** | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth | Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. | Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |
| **Access and Use Information Ethically and Legally** | Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |

# INTEGRATIVE LEARNING

Integration | Integrative Learning | Adapts and applies technological skills to new situations to solve problems.

| | Capstone<br>4 | Milestones | | Benchmark<br>1 |
| --- | --- | --- | --- | --- |
| | | 3 | 2 | |
| Understands tools available, such as databases, software, web tools, etc., to address the issue | Conceptually understands technologies available to solve problems | Is aware of technologies available to solve problems | Has limited awareness of technological tools available to solve problems | Unaware of technological tools available to solve problems |
| Identifies technologies that are appropriate in addressing the issue | Selects suitable mix of appropriate technologies | Selects adequate mix of appropriate technologies | Selects marginally suitable mix of appropriate technologies | Selects inappropriate tools to solve the problem |
| Competently deploys technological tools needed to collect, gather, and analyze data | Uses technologies fully and competently in solving the problem | Uses some technological features competently in solving the problem | Uses technological tools in basic ways to solve the problem | Uses technological tools in inappropriate ways to solve the problem |
| Recognizes the limits of available technologies | Demonstrates a sophisticated understanding of the limits of technologies | Recognizes the limits of available technologies | Acknowledges many of the limits of technologies | Demonstrates some awareness of the limits of available technologies |
| Effectively incorporates technologies into analysis | Technology use enhances the analysis | Technology use somewhat strengthens analysis | Technology use does not improve analysis | Technology use detracts from the analysis |

# SCIENTIFIC METHOD

| | Capstone | Milestones | | Benchmark |
|---|---|---|---|---|
| | **4** | **2** | **3** | **1** |
| **Scientific Literacy, Reasoning, and Formulation of Hypotheses** | Demonstrates a full understanding of the basic principles and concepts. Accurately demonstrates a high level of application of scientific knowledge. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to the problem under investigation. Clear statement of a hypothesis that accurately follows evidence. | Clearly demonstrates a high understanding of basic principles and concepts. Clear but incomplete demonstration of application of scientific knowledge. Organizes evidence to reveal important patterns, differences, or similarities related to the problem under investigation. Clear statement of hypothesis that is mostly supported by evidence. | Demonstrates some understanding of basic principles and concepts. Demonstrates some application of scientific knowledge. Evidence of organization, but organization is not effective in revealing important patterns, differences, or similarities related to the problem under investigation. Statement of hypothesis that is somewhat disconnected from evidence. | Demonstrates little to no understanding of the basic principles and concepts. Demonstrates and applies little to no knowledge of scientific knowledge. Evidence is listed, but not organized and/or is unrelated to the problem under investigation. Statement of hypothesis that is entirely disconnected from evidence. |
| **Scientific Inquiry and Study Design** | All elements of the methodology or theoretical framework are skillfully developed. Methodology accurately addresses the problem under investigation. | Critical elements of the methodology or theoretical framework are appropriately developed; however, subtler elements are ignored or unaccounted for. Methodology is related to the problem under investigation but is slightly incomplete. | Critical elements of the methodology or theoretical framework are included but are incorrectly developed or unfocused. Methodology is incomplete or only partially related to the problem under investigation. | Inquiry demonstrates a misunderstanding of the methodology or theoretical framework. Methodology is highly unrelated and will not address the problem under investigation. |
| **Data Analysis, Interpretation, and Presentation** | Analysis is appropriate and complete. Data is clearly presented and accurately interpreted using proper statistical conclusions. | Minor errors/omissions are present with the analysis. Data is clearly presented but has minor errors in interpretation and conclusion based on presented statistics. | Major errors/omissions are present with the analysis. Data is mostly presented but interpretation/conclusion includes major errors. | Analysis is inappropriate or incomplete. A large portion of data is missing, and interpretation/conclusion includes major errors. |
| **Evaluate Conclusions, Limitations, and Implications** | States a conclusion that is a logical extrapolation from the inquiry findings, limitations, and implications. Makes appropriate claims regarding the causal or correlational nature of the relationship. | States a conclusion focused solely on the inquiry findings, although limitations and implications are discussed. Makes appropriate claims regarding the causal or correlational nature of the relationship. | States a vague conclusion that is beyond the scope of the inquiry findings limitations and implications. Has a limited ability to distinguish between causal and correlational relationships. | States an ambiguous, illogical, or unsupportable conclusion from findings, limitations, and implications. Demonstrates an inability to distinguish between causal and correlational relationships. |

# NUMERACY

| | Capstone 4 | Milestones 3 | Milestones 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.) |

# CRITICAL THINKING

Critical Thinking  Critical Thinking  Employs logical techniques to determine the strength of arguments.

| | Capstone | Milestones | | Benchmark |
| --- | --- | --- | --- | --- |
| | 4 | 3 | 2 | 1 |
| **Explanation of issues** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown. | Issue/ problem to be considered critically is stated without clarification or description. |
| **Evidence** *Selecting and using information to investigate a point of view or conclusion* | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question. |
| **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. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| **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). | Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis). | Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious. |
| **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. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

# PROBLEM SOLVING

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Define Problem** | Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. | Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. | Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. | Demonstrates a limited ability in identifying a problem statement or related contextual factors. |
| **Identify Strategies** | Identifies multiple approaches for solving the problem that apply within a specific context. | Identifies multiple approaches for solving the problem, only some of which apply within a specific context. | Identifies only a single approach for solving the problem that does apply within a specific context. | Identifies one or more approaches for solving the problem that do not apply within a specific context. |
| **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. | Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem. | Proposes one solution/ hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem. | Proposes a solution/ hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement. |
| **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. | Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. |
| **Implement Solution** | Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem. | Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner. | Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors. | Implements the solution in a manner that does not directly address the problem statement. |
| **Evaluate Outcomes** | Reviews results relative to the problem defined with thorough, specific considerations of need for further work. | Reviews results relative to the problem defined with some consideration of need for further work. | Reviews results in terms of the problem defined with little, if any, consideration of need for further work. | Reviews results superficially in terms of the problem defined with no consideration of need for further work |

# INTERPRETATION

Interpretation | Inquiry and Analysis | Organizes and synthesizes evidence to reveal insightful patterns.

| | 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. |

# HISTORICAL PERSPECTIVES

<mark>Historical</mark> <mark>Global Learning</mark> <mark>Evaluates and/or applies historical perspectives to complex subjects with attention to diverse interpretations</mark>

| | Capstone 4 | Milestones 3 | 2 | Benchmark 1 |
|---|---|---|---|---|
| **Global Self-Awareness** | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a broad context. | Evaluates the broad impact of one's own and others' specific local actions on the natural and human world. | Analyzes ways that human actions influence the natural and human world. | Identifies some connections between an individual's personal decision-making and certain local and broader issues. |
| **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.) | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems. | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). |
| **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 problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |
| **Personal, Social, and Relational Responsibility** | Takes informed and responsible action to address ethical, social, and environmental challenges in broad systems and evaluates the local and broader consequences of individual and collective interventions. | Analyzes the ethical, social, and environmental consequences of broad systems and identifies a range of actions informed by one's sense of personal and civic responsibility. | Explains the ethical, social, and environmental consequences of local and national decisions on broad systems. | Identifies basic ethical dimensions of some local or national decisions that have broad impact. |
| **Understanding Global Systems** | Uses deep knowledge of historic perspectives to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. |
| **Applying Knowledge to Contemporary Global Contexts** | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex problems using interdisciplinary perspectives independently or with others. | Plans and evaluates more complex solutions to broad challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). | Formulates practical yet elementary solutions to broad challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). | Defines broad challenges in basic ways, including a limited number of perspectives and solutions. |

POLITICAL PERSPECTIVES

Political | Global Learning | Evaluates and/or applies political perspectives to complex subjects with attention to diverse interpretations

| | Capstone 4 | Milestones 3 | 2 | Benchmark 1 |
|---|---|---|---|---|
| **Global Self-Awareness** | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a broad context. | Evaluates the broad impact of one's own and others' specific local actions on the natural and human world. | Analyzes ways that human actions influence the natural and human world. | Identifies some connections between an individual's personal decision-making and certain local and broader issues. |
| **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.) | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems. | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). |
| **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 problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |
| **Personal, Social, and Relational Responsibility** | Takes informed and responsible action to address ethical, social, and environmental challenges in broad systems and evaluates the local and broader consequences of individual and collective interventions. | Analyzes the ethical, social, and environmental consequences of broad systems and identifies a range of actions informed by one's sense of personal and civic responsibility. | Explains the ethical, social, and environmental consequences of local and national decisions on broad systems. | Identifies basic ethical dimensions of some local or national decisions that have broad impact. |
| **Understanding Global Systems** | Uses deep knowledge of political perspectives to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. |
| **Applying Knowledge to Contemporary Global Contexts** | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex problems using interdisciplinary perspectives independently or with others. | Plans and evaluates more complex solutions to broad challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). | Formulates practical yet elementary solutions to broad challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). | Defines broad challenges in basic ways, including a limited number of perspectives and solutions. |

# ARTISTIC PERSPECTIVES

Artistic   Global Learning   Evaluates and/or applies artistic perspectives to complex subjects with attention to diverse interpretations

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Global Self-Awareness** | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a broad context. | Evaluates the broad impact of one's own and others' specific local actions on the natural and human world. | Analyzes ways that human actions influence the natural and human world. | Identifies some connections between an individual's personal decision-making and certain local and broader issues. |
| **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.) | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems. | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). |
| **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 problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |
| **Personal, Social, and Relational Responsibility** | Takes informed and responsible action to address ethical, social, and environmental challenges in broad systems and evaluates the local and broader consequences of individual and collective interventions. | Analyzes the ethical, social, and environmental consequences of broad systems and identifies a range of actions informed by one's sense of personal and civic responsibility. | Explains the ethical, social, and environmental consequences of local and national decisions on broad systems. | Identifies basic ethical dimensions of some local or national decisions that have broad impact. |
| **Understanding Global Systems** | Uses deep knowledge of artistic perspectives to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. |
| **Applying Knowledge to Contemporary Global Contexts** | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex problems using interdisciplinary perspectives independently or with others. | Plans and evaluates more complex solutions to broad challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). | Formulates practical yet elementary solutions to broad challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). | Defines broad challenges in basic ways, including a limited number of perspectives and solutions. |

# INTERCULTURAL PERSPECTIVES

| | Capstone<br>4 | Milestones<br>3 | 2 | Benchmark<br>1 |
|---|---|---|---|---|
| **Global Self-Awareness** | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a broad context. | Evaluates the broad impact of one's own and others' specific local actions on the natural and human world. | Analyzes ways that human actions influence the natural and human world. | Identifies some connections between an individual's personal decision-making and certain local and broader issues. |
| **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.) | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems. | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). |
| **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 problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |
| **Personal, Social, and Relational Responsibility** | Takes informed and responsible action to address ethical, social, and environmental challenges in broad systems and evaluates the local and broader consequences of individual and collective interventions. | Analyzes the ethical, social, and environmental consequences of broad systems and identifies a range of actions informed by one's sense of personal and civic responsibility. | Explains the ethical, social, and environmental consequences of local and national decisions on broad systems. | Identifies basic ethical dimensions of some local or national decisions that have broad impact. |
| **Understanding Global Systems** | Uses deep knowledge of intercultural perspectives to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. |
| **Applying Knowledge to Contemporary Global Contexts** | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex problems using interdisciplinary perspectives independently or with others. | Plans and evaluates more complex solutions to broad challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). | Formulates practical yet elementary solutions to broad challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). | Defines broad challenges in basic ways, including a limited number of perspectives and solutions. |

**ETHICS**

| | Capstone | Milestones | | Benchmark |
|---|---|---|---|---|
| | 4 | 3 | 2 | 1 |
| **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. | Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs. | Student states both core beliefs and the origins of the core beliefs. | Student states either their core beliefs or articulates the origins of the core beliefs but not both. |
| **Understanding Different Ethical Perspectives/Conc epts** | Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used. | Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. | Student can name the major theory she/ he uses, and is only able to present the gist of the named theory. | Student only names the major theory she/ he uses. |
| **Ethical Issue Recognition** | Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross- relationships among the issues. | Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross- relationships among the issues. | Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. | Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. |
| **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. | Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application. | Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate. | Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.). |
| **Evaluation of Different Ethical Perspectives/Concepts** | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective. | Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate. | Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.) | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts. |

**Appendix C**

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**General Education Committee**
**3-Year Plan**
**University of South Carolina Upstate**

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*3-Year Plan Goal: To create a process that produces useful results and recommendations.*

**Year 1: 2020-2021**

    **Fall**

1. Get unit approval for new competencies and SLOs.
2. Once have unit approval, send to AAC and Faculty Senate

    **Spring**
1. Create/adapt updated rubrics.
2. Approve adapted rubrics.
3. Inform faculty teaching general education courses that they will need to complete a form for approval of continuation of the course in the general education program.
   a. This form will require a course description that aligns with the adapted competency, a specific assignment for general education assessment of the identified competency, and a rationale for how the course and assignment align with the competency.

    **Summer**

4. Assess artifacts (e.g. course embedded, ePortfolio).
5. Revise the 3-year plan based on results and recommendations.

**Year 2: 2021-2022**

1. Implement the revised rubrics and competencies.
2. Update the general education course listing.
3. Select new courses for the revised general education program (courses will need to complete the course catalog paperwork for approval).
4. Encourage submissions for new general education courses.
5. Create training workshops for creating assignments that align with competencies and rubrics and syllabi that articulate the assignment and competency alignment.

**Year 3: 2022-2023**

1. Gather data from faculty, administrators, staff, and students regarding their perceptions of the updated courses, competencies, rubrics, and ePortfolio process.
2. Offer ongoing general education and assessment-related training opportunities.
3. Evaluate the success of the general education program and revised assessment process.

    a. Discuss strengths and weaknesses.

    b. Identify areas the need improvement.

4. Create an action plan for the upcoming years and a tentative timeline for the action plan.

**Summer**

5. Assess artifacts (e.g. course embedded, ePortfolio).

6. Produce a report of the 3-year plan outcomes and recommendations.

***This plan is tentative in nature and will be adjusted as needed based on discussions with faculty, administrators, and students.***