

# **Section I**

# **Bachelor of Arts Program**



Dear New BA Student,

Welcome to Antioch University Santa Barbara's BA Program! I am so pleased that you have chosen to complete your bachelor's degree with us and I am confident that you will have a wonderful experience. Our program provides that personal touch that is missing from so many undergraduate programs, and at the same time provides you with high quality teaching and career preparation. Some key features include:

- Small class sizes – we guarantee a maximum of 25 students, which allows us to create a positive learning environment where each student can participate and receive ample mentoring from our faculty.
- Engaging faculty – our faculty are experienced professionals with their own businesses and practices. As such, they are able to blend real-life experience with theoretical knowledge to help you prepare for success in your future career.
- Innovative curriculum – Antioch University has a long history of being at the front of innovation, which means that you gain leading-edge information and skills in your classes.
- Caring staff – you are assigned an academic advisor who will work with you each term to help you finalize a schedule that meets your academic and personal needs.
- Purposeful education – all of your courses will center around six core purposes designed to graduate globally-aware citizens and socially-responsible leaders.

You will find that every aspect of our program is infused with the following Core Purposes:

- Critical and Creative Thinking
- Effective Communication
- Holistic Personal Development
- Global and Intercultural Awareness
- Competence for Professional Pursuits
- Praxis for Social Justice

You will find that they are central to your development as a globally-aware citizen and socially responsible leader. You will learn more about them in detail through the Educational Foundations course and in every course thereafter.

Finally, please be sure that you embrace the opportunities you have here. We are an upper-division university and the work will be more rigorous and your faculty's expectations are higher than what you have may be experienced in your lower-division work. Utilize the assistance of the Writing Center, Library, your faculty and your Academic Advisor. We are all here to help you succeed but you must take the lead in the making this experience what you want it to be.

Again, welcome to the BA Program. I look forward to meeting you and celebrating your accomplishment at Commencement.

A handwritten signature in black ink that reads "Britt Andreatta". The signature is written in a cursive, flowing style.

Britt Andreatta, M.A., Ph.D.  
Chair & Core Faculty

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# The Mission of the BA Program

AUSB offers students a Bachelor of Arts degree in Liberal Studies that produces globally aware citizens and socially responsible leaders. Through the integration of academic and experiential learning, AUSB students acquire key intellectual and professional tools including analytical and problem-solving skills, critical and creative thinking, effective communication skills, self-awareness, and intercultural competence. The curriculum provides an innovative, student-centered, contemporary liberal education that uniquely prepares students for graduate studies and professional success in their chosen careers.

## The Mission of Antioch University

*Antioch University is founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship. The multiple campuses of the University nurture in their students the knowledge, skills and habits of reflection to excel as lifelong learners, democratic leaders and global citizens who live lives of meaning and purpose.*

## The Core Purposes of the BA Program

The following Core Purposes are infused throughout the curriculum, reflecting the intention of the faculty to provide a meaningful and well-balanced education that increases students' critical awareness by examining the multiple contexts that shape knowledge and inspire courageous action.

- **Critical and Creative Thinking** are the necessary thought processes of an effective thinker who uses divergent and convergent thought patterns to arrive at an appropriate conclusion in a given situation. This objective cultivates students' skills in reaching conclusions founded on their examination of a variety of authorities within and across various disciplines and with engaging in innovation and risk taking.
- **Effective Communication** is the co-creation of meaning focusing on how people use content to generate understanding within and across various contexts, cultures, channels, and media. It always includes a communicator, an audience, a subject, and a situation. Effective communicators create a purposeful message designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- **Global and Intercultural Awareness** is a collection of skills that promote effective interaction in a variety of cultural contexts. Global awareness is an understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them. Intercultural awareness is knowledge of and sensitivity to diversity in all its forms, and a variety of factors that shape culture including worldview, communication, cultural rules, and personal biases.

- **Holistic Personal Development** is the multifaceted process of becoming self-actualized. It involves all aspects of the self—including the physical, mental, emotional and spiritual—and includes taking personal responsibility for one’s own learning and development through a process of assessment, reflection, and action.
- **Competence for Professional Pursuits** is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations beyond the classroom into a professional field. Students explore the central knowledge, skills, and professional conduct of their chosen field or profession to prepare for engagement in meaningful and socially responsible work.
- **Praxis for Social Justice** combines learning *and* doing for the purpose of encouraging critical consciousness, ethical reasoning, and socially responsible behavior through civic engagement. This objective advances critical awareness of the social, economic, political, and environmental justice issues that demarcate the terrain of power, oppression, and resistance. Praxis for social justice includes developing the commitment, skills, and knowledge necessary to contribute to the on-going work for justice through activism and engagement that embraces local and global communities.

**See your Student Center site in Sakai to find detailed resources such as: rubrics, syllabi, forms and schedules.**

## **CRITICAL & CREATIVE THINKING**

Critical and creative thinking are the necessary thought processes of a master thinker who has the ability to weave in and out of divergent and convergent thought patterns to arrive at an appropriate conclusion in a given situation. This objective cultivates students' ability to reach conclusions founded on their examination of a variety of authorities within and across various disciplines and to engage in innovation and risk taking.

*Critical thinking* is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students develop an appreciation of the complexities and nuances of problems under investigation by examining the historical, social, and political contexts in which the problem emerged. Core competencies include: explanation of issues, evidence, influence of context and assumptions, student's position, and conclusions and related outcomes.

Advanced-level indicators are:

- Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
- Viewpoints of experts are questioned thoroughly.
- Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- Specific position (perspective/thesis) is imaginative, taking into account complexities of an issue.
- Limits of position (perspective/thesis) are acknowledged.
- Others' points of view are synthesized within position (perspective/thesis).
- 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.

*Creative thinking* is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Core competencies include: acquiring domain-specific skills, taking risks, solving problems, embracing contradictions, and innovative thinking.

Advanced-level indicators are:

- Evaluates creative process and product using domain-appropriate criteria.
- Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.
- Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.
- Integrates alternate, divergent, or contradictory perspectives or ideas fully.
- Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Transforms ideas or solutions into entirely new forms.

## **EFFECTIVE COMMUNICATION**

Communication is the co-creation of meaning focusing on how people use content to generate understanding within and across various contexts, cultures, channels, and media. It always includes a communicator, an audience, a subject, and a situation. Effective communicators create a purposeful message designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Effective communicators understand their own style and the necessity of adapting that style to the needs of their audience, as the goal of communication is shared meaning.

*Written communication* is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles, and using different technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Core competencies include: context and purpose of writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics.

Advanced-level indicators are:

- Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
- Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
- 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 skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
- Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

*Oral communication* is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Core competencies include: central message, organization, language, delivery, and supporting material.

Advanced-level indicators are:

- Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)
- 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.
- Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.
- Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
- 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.

## **GLOBAL & INTERCULTURAL AWARENESS**

Global & Intercultural Awareness is a collection of skills that promote effective interaction in a variety of cultural contexts. Global awareness is an understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them. Intercultural awareness is knowledge of and sensitivity to diversity in all its forms, and a variety of factors that shape culture including worldview, communication, cultural rules, and personal biases. Core competencies include: global awareness, cultural worldviews, diversity, communication, and cultural openness.

Advanced-level indicators are:

- Demonstrates sophisticated understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them (*influential elements include economy, political decision-making, ideology, environment, and technology*).
- Demonstrates sophisticated understanding of the complexity of elements important to members of another culture (*elements important to another culture include its history, values, politics, economy, communication styles, beliefs, traditions, and practices*).
- 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 (*the recognition of differences and commonalities among people including: nationality, race, ethnicity, religion, age, gender, culture, cognitive ability, life experiences, and sexual orientation*).
- Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences (*e.g., degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings*).
- Articulates insights into own cultural rules and personal biases. Initiates and develops interactions with culturally different others. Suspends judgment in valuing interactions with culturally different others.

## **HOLISTIC PERSONAL DEVELOPMENT**

Holistic personal development is the multifaceted process of becoming self-actualized. It involves all aspects of the self-including the physical, mental, emotional and spiritual and includes taking personal responsibility for one's own learning and development through a process of assessment, reflection, and action. Adult learning and personal development are interrelated experiences as learning promotes development, while development encourages further learning. Core competencies include: self-awareness, integrity, reflection, personal accountability, and ethical analysis and behavior.

Advanced-level indicators include:

- Analyzes both core beliefs and the origins of the core beliefs leading to greater depth and clarity. Consistently explores physical, mental, emotional and spiritual aspects of self.
- Consistently demonstrates alignment between personal values, words and actions. Always acts with integrity.
- Envisions and articulates a future self, building on past experiences that have occurred across multiple and diverse contexts.

- Designs and implements a plan to move into that vision.
- Consistently takes responsibility for personal actions and own response to experiences. Rather than blame others, consistently seeks to understand own contribution to aid further growth.
- Student can recognize ethical issues when presented in a complex, multilayered (gray) context and can recognize cross-relationships among the issues. Consistently engages in ethical behavior.

## **COMPETENCE FOR PROFESSIONAL PURSUITS**

Competence for professional pursuits is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations beyond the classroom into a professional field. Students explore the central knowledge, skills, and professional conduct of their chosen field or profession to prepare for engagement in meaningful and socially responsible work. Core competencies include: connections to experience, knowledge of discipline, synthesis, transfer, and professionalism.

Advanced-level indicators are:

- Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships) to deepen understanding of fields of study and broaden own points of view.
- Demonstrates sophisticated understanding of the theories/ concepts/frameworks core to the field of study. Demonstrates advanced level competence of skills/practices core to the field of study.
- 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.
- 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.
- Consistently demonstrates professionalism (*e.g., punctual, attentive to detail, considerate*) in academic work and conduct.

## **PRAXIS FOR SOCIAL JUSTICE**

Praxis for social justice combines learning *and* doing for the purpose of encouraging critical consciousness, ethical reasoning, and socially responsible behavior through civic engagement. This objective advances critical awareness of the social, economic, political, and environmental justice issues that demarcate the terrain of power, oppression, and resistance. Praxis for social justice includes developing the commitment, skills, and knowledge necessary to contribute to the on-going work for justice through activism and engagement that embraces local and global communities. Core competencies include: analysis of power and oppression, extension of knowledge, understanding of intersectionality, civic identity and commitment, social action and reflection.

Advanced-level indicators include:

- Demonstrates sophisticated understanding of power, oppression and resistance and the interconnections between social, economic, political and environmental justice.
- Connects and extends knowledge (facts, theories, etc.) from one's own academic study to civic engagement and to one's own participation in civic life, politics, and social justice work. Seeks out and attends to underrepresented voices.
- Demonstrates sophisticated understanding of the diversity of communities and cultures, frequently drawing connections between different forms of oppression (*e.g., the locus of multiple identities such as race, gender, class, sexual orientation, etc.*).
- 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 the social good.
- 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.

# Praxis for Social Justice

The extension of social justice across society has been among the most central aims of an Antioch education since its founding in 1852. The Antioch Santa Barbara Undergraduate faculty believes a just and equitable education should serve to enhance the lives of those directly receiving the education, and encourage a society where all members have the same basic rights, security, obligations, and opportunities.

Education is a continuing reconstruction of knowledge and experience in which both its process and goal are one and the same. Learning achieves its value when it is translated into modes of action which are beneficial to society. Thus, the mission of Antioch's BA Program, as described above, is approached through an experiential blend of theory and practice we term Praxis for Social Justice. Praxis is achieved as students become increasingly fluent in the essential competencies described in detail in the AUSB Undergraduate Core Purposes.

Praxis for social justice combines learning *and* doing for the purpose of encouraging critical consciousness, ethical reasoning, and socially responsible behavior. It is a cycle of action, reflection, and transfer, wherein cultural differences are understood and valued, where human dignity, the earth, and future generations are respected, and all are encouraged to participate in bringing about a more equitable and compassionate world.

Characteristics of praxis include intellectual integrity, self-determination, positive intentionality, creativity, and rational approaches to learning and understanding. Thus, Praxis for Social Justice is the process by which one's learning in the classroom is tested in daily life and becomes an integral component of lived experience. It is the unifying principle that informs our Core Purposes and Undergraduate curriculum.

# Written Communication Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on written communication and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## Framing Language

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citation systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

## Glossary *(the definitions that follow were developed to clarify terms and concepts used in this rubric only):*

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.

- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

**WRITTEN COMMUNICATION** is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles, and using different technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Core competencies include: context and purpose of writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark. Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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).
<b>Content Development</b>	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.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	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.
<b>Sources and Evidence</b>	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.
<b>Control of Syntax and Mechanics</b>	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 Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on oral communication and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

**Glossary** (*the definitions that follow were developed to clarify terms and concepts used in this rubric only*):

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the

speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

**ORAL COMMUNICATION** is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Core competencies include: central message, organization, language, delivery, and supporting material.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark. Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Central Message</b>	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
<b>Organization</b>	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.
<b>Language</b>	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.
<b>Delivery</b>	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.
<b>Supporting Material</b>	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.

# Critical Thinking Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on critical thinking and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## **Framing Language**

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

**Glossary** (*the definitions that follow were developed to clarify terms and concepts used in this rubric only*):

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are “taken for granted or accepted as true without proof.” (quoted from [www.dictionary.reference.com/browse/assumptions](http://www.dictionary.reference.com/browse/assumptions))
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, “she was green with envy” would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, “she was green with envy” is intended to convey an intensity of emotion, not a skin color.

**CRITICAL THINKING** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students develop an appreciation of the complexities and nuances of problems under investigation by examining the historical, social, and political contexts in which the problem emerged. Core competencies include: explanation of issues, evidence, influence of context and assumptions, student’s position, and conclusions and related outcomes.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark. Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Explanation of issues</b>	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.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	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.
<b>Influence of context and assumptions</b>	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.
<b>Student’s position</b> <i>(perspective or thesis)</i>	Specific position (perspective/ thesis) is imaginative, taking into account complexities of an issue. Limits of position (perspective/ thesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective/ thesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective/thesis).	Specific position (perspective/ thesis) acknowledges different sides of an issue.	Specific position (perspective/ thesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes</b> <i>(implications and consequences)</i>	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.

# Creative Thinking Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on creative thinking and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## **Framing Language**

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

This rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

**Glossary** (*the definitions that follow were developed to clarify terms and concepts used in this rubric only*):

- Exemplar: A model or pattern to be copied or imitated (quoted from [www.dictionary.reference.com/browse/exemplar](http://www.dictionary.reference.com/browse/exemplar)).
- Domain: Field of study or activity and a sphere of knowledge and influence.
- Taking risks: May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.

**CREATIVE THINKING** is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Core competencies include: acquiring domain-specific skills, taking risks, solving problems, embracing contradictions, and innovative thinking.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark. Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Domain-specific skills</b> <i>(acquiring strategies and skills within a particular domain)</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
<b>Taking risks</b> <i>(may include personal risk or risk of failure in successfully completing assignment, e.g., tackling controversial topics)</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
<b>Solving problems</b>	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
<b>Embracing contradictions</b>	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
<b>Innovative thinking</b> <i>(novelty or uniqueness of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Transforms ideas or solutions into entirely new forms.	Creates a novel or unique idea, question, format, or product. Synthesizes ideas or solutions into a coherent whole.	Experiments with creating a novel or unique idea, question, format, or product. Connects ideas or solutions in novel ways.	Reformulates a collection of available ideas. Recognizes existing connections among ideas or solutions.

# Global & Intercultural Awareness Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on intercultural knowledge and competence and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

**Glossary** (*the definitions that follow were developed to clarify terms and concepts used in this rubric only*):

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: “Empathy is the imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person’s position)”. Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one’s own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

**GLOBAL & INTERCULTURAL AWARENESS** are a collection of skills that promote effective interaction in a variety of cultural contexts. Global awareness is an understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them. Intercultural competence is knowledge of and sensitivity to diversity in all its forms and a variety of factors that shape culture including worldview, communication, cultural rules and personal biases.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark.

Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Global awareness</b> <i>(influential elements include economy, political decision-making, ideology, environment, and technology)</i>	Demonstrates sophisticated understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them.	Demonstrates adequate understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them.	Demonstrates partial understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them.	Demonstrates surface understanding of the interconnections between nations, socio-cultural groups, individuals, and the elements that influence them.
<b>Cultural worldviews</b> <i>(elements important to another culture include its history, values, politics, economy, communication styles, beliefs, traditions, and practices)</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture.	Demonstrates adequate understanding of the complexity of elements important to members of another culture.	Demonstrates partial understanding of the complexity of elements important to members of another culture.	Demonstrates surface understanding of the complexity of elements important to members of another culture.
<b>Diversity</b> <i>(the recognition of differences and commonalities among people including: nationality, race, ethnicity, religion, age, gender, culture, cognitive ability, life experiences, and sexual orientation)</i>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Implements others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. Encourages others' engagement with diversity.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. Aware of others' engagement with diversity.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. Unaware of others' engagement with diversity.
<b>Communication</b> <i>(e.g., degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings)</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Cultural openness</b>	Articulates insights into own cultural rules and personal biases. Initiates and develops interactions with culturally different others. Suspends judgment in valuing interactions with culturally different others.	Recognizes new perspectives about own cultural rules and personal biases. Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Identifies own cultural rules and personal biases. Expresses openness to interactions with culturally different others. Has difficulty suspending any judgment in interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Shows minimal awareness of own cultural rules and personal biases. Unreceptive to interacting with culturally different others. Has difficulty suspending any judgment in interactions with culturally different others, but is unaware of own judgment.

# Praxis Social Justice Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on civic engagement and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## **Framing Language**

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

## **Glossary** (*The definitions that follow were developed to clarify terms and concepts used in this rubric only*):

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-

Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

- Intersectionality: The locus of multiple identities such as race, gender, class, sexual orientation, etc.

**PRAXIS FOR SOCIAL JUSTICE** combines learning *and* doing for the purpose of encouraging critical consciousness, ethical reasoning, and socially responsible behavior through civic engagement. This objective advances critical awareness of the social, economic, political, and environmental justice issues that demarcate the terrain of power, oppression, and resistance. Praxis for social justice includes developing the commitment, skills, and knowledge necessary to contribute to the on-going work for justice through activism and engagement that embraces local and global communities.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark. Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Analysis of power and oppression</b>	Demonstrates sophisticated understanding of power, oppression and resistance and the interconnections between social, economic, political and environmental justice.	Demonstrates adequate understanding of power, oppression and resistance and the interconnections between social, economic, political and environmental justice.	Demonstrates partial understanding of power, oppression and resistance and the interconnections between social, economic, political and environmental justice.	Demonstrates surface understanding of power, oppression and resistance and the interconnections between social, economic, political and environmental justice.
<b>Extension of knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one’s own academic study to civic engagement and to one’s own participation in civic life, politics, and social justice work. Seeks out and attends to underrepresented voices.	Analyzes knowledge (facts, theories, etc.) from one’s own academic study making relevant connections to civic engagement and to one’s own participation in civic life, politics and social justice work. Seeks out underrepresented voices.	Begins to connect knowledge (facts, theories, etc.) from one’s own academic study to civic engagement and to one’s own participation in civic life, politics, and social justice work. Aware of underrepresented voices.	Begins to identify knowledge (facts, theories, etc.) from one’s own academic study that is relevant to civic engagement and to one’s own participation in civic life, politics, and social justice work. Unaware of underrepresented voices.
<b>Understanding of Intersectionality</b> <i>(e.g., the locus of multiple identities such as race, gender, class, sexual orientation, etc.)</i>	Demonstrates sophisticated understanding of the diversity of communities and cultures, frequently drawing connections between different forms of oppression.	Demonstrates adequate understanding of the diversity of communities and cultures, sometimes drawing connections between different forms of oppression.	Demonstrates partial understanding of the diversity of communities and cultures, rarely drawing connections between different forms of oppression.	Demonstrates surface understanding of the diversity of communities and cultures, but unable to draw connections between different forms of oppression.
<b>Civic identity and commitment</b>	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 the social good.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment to the social good.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
<b>Social action and reflection</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.

# Holistic Personal Development Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on ethics and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## **Framing Language**

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about themselves. Holistic personal development is the multifaceted process of becoming self-actualized. It involves all aspects of the self including the physical, mental, emotional and spiritual and includes taking personal responsibility for one's own learning and development through a process of assessment, reflection, and action. Adult learning and personal development are interrelated experiences as learning promotes development, while development encourages further learning.

**Glossary** (*the definitions that follow were developed to clarify terms and concepts used in this rubric only*):

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).
- Integrity: Demonstrating consistency between values and actions.

**HOLISTIC PERSONAL DEVELOPMENT** is the multifaceted process of becoming self-actualized. It involves all aspects of the self including the physical, mental, emotional and spiritual and includes taking personal responsibility for one’s own learning and development through a process of assessment, reflection, and action. Adult learning and personal development are interrelated experiences as learning promotes development, while development encourages further learning. Core competencies include: self-awareness, integrity, reflection, personal accountability, and ethical analysis and behavior.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark. Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Self-Awareness</b>	Analyzes both core beliefs and the origins of the core beliefs leading to greater depth and clarity. Consistently explores physical, mental, emotional and spiritual aspects of self.	Discusses in detail both core beliefs and the origins of the core beliefs. Usually explores physical, mental, emotional and spiritual aspects of self.	States both core beliefs and the origins of the core beliefs. Sometimes explores physical, mental, emotional and spiritual aspects of self.	States either their core beliefs or articulates the origins of the core beliefs but not both. Rarely explores physical, mental, emotional and spiritual aspects of self.
<b>Integrity</b>	Consistently demonstrates alignment between personal values, words and actions. Always acts with integrity.	Usually demonstrates alignment between personal values, words and actions. Usually acts with integrity.	Sometimes demonstrates alignment between personal values, words and actions. Sometimes acts with integrity.	Rarely demonstrates alignment between personal values, words and actions. Rarely acts with integrity.
<b>Reflection</b> <i>(demonstrates a developing sense of self, building on prior experiences to respond to new and challenging contexts)</i>	Envisions and articulates a future self, building on past experiences that have occurred across multiple and diverse contexts. Designs and implements a plan to move into that vision.	Evaluates changes over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes past performances with general descriptors of success and failure.
<b>Personal accountability</b>	Consistently takes responsibility for personal actions and own response to experiences. Rather than blame others, consistently seeks to understand own contribution to aid further growth.	Usually takes responsibility for personal actions and own response to experiences. Rather than blame others, usually seeks to understand own contribution to aid further growth.	Sometimes takes responsibility for personal actions and own response to experiences. Initially blames others, but sometimes seeks to understand own contribution to aid further growth.	Rarely takes responsibility for personal actions and own response to experiences. Blames others and does not seek to understand own contribution.
<b>Ethical analysis and behavior</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues. Consistently engages in ethical behavior.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues. Usually engages in ethical behavior.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. Sometimes engages in ethical behavior.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. Rarely engages in ethical behavior.

# Competence for Professional Pursuits Rubric

This rubric for AUSB's BA Program is *adapted* from the Association of American Colleges and Universities (AAC&U) and was developed by teams of faculty experts representing colleges and universities across the United States. It was developed through a process that examined many existing campus rubrics and related documents on integrative learning and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

## **Framing Language**

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

## **Glossary** (*the definitions that follow were developed to clarify terms and concepts used in this rubric only*):

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.

- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

**COMPETENCE FOR PROFESSIONAL PURSUITS** is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations beyond the classroom into a professional field. Students explore the central knowledge, skills, and professional conduct of their chosen field or profession to prepare for engagement in meaningful and socially responsible work. Core competencies include: connections to experience, knowledge of discipline, synthesis, transfer, and professionalism.

*Scoring:* Evaluators should circle one the cell that best represents the student work. Evaluators should assign a zero for any work that does not meet benchmark. Total the cell points and divide by five for total score.

	<b>Advanced (4)</b>	<b>Established (3)</b>	<b>Developing (2)</b>	<b>Benchmark (1)</b>
<b>Connections to experience</b> <i>(connects relevant experience and academic knowledge)</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships) to deepen understanding of fields of study and broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
<b>Knowledge of discipline</b>	Demonstrates sophisticated understanding of the theories/concepts/frameworks core to the field of study. Demonstrates advanced level competence of skills/practices core to the field of study.	Demonstrates adequate understanding of the theories/concepts/frameworks core to the field of study. Demonstrates intermediate level competence with the skills/practices core to the field of study.	Demonstrates partial understanding of the theories/concepts/frameworks core to the field of study. Demonstrates beginning level competence of skills/practices core to the field of study.	Demonstrates surface understanding of the theories/concepts/frameworks core to the field of study. Demonstrates insufficient competence of skills/practices core to the field of study.
<b>Synthesis</b> <i>(sees/makes connections across disciplines, perspectives)</i>	Independently creates wholes out of multiple part (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>(adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations)</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
<b>Professionalism</b> <i>(e.g., punctual, attentive to detail, considerate)</i>	Consistently demonstrates professionalism in academic work and conduct.	Usually demonstrates professionalism in academic work and conduct.	Sometimes demonstrates professionalism in academic work and conduct.	Rarely demonstrates professionalism in academic work and conduct.

# Teaching Evaluations

At Antioch University Santa Barbara, we are committed to creating a positive learning environment through an engaging curriculum and quality teaching. Each term, you will have the opportunity to evaluate your instructors both at the mid-point and end of each term. Use this opportunity to provide your instructor with both positive and constructive feedback so that she or he can improve and better support you and future students. Your feedback is anonymous.

Faculty read the mid-quarter evaluations immediately and use them to make changes in the remainder of the course. End-of-quarter evaluations are only given to faculty once they have completed and submitted their narrative assessments of each student.

The Chair of the BA Program reads both sets and is in communication with faculty about how to improve their courses and teaching. Evaluations are also used in future hiring decisions.

Please take this opportunity seriously and write thorough and constructive feedback.

## BA Mid-Quarter Course Feedback

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Class Title: INT- 303A Service Learning in the Comm

Quarter/Year: Fall 2011

Instructor(s): Britt Andreatta, Ph.D.

Day/Time: Monday 6:00 pm

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The teaching/learning process is interactive. Instructors and students are parts of a system with learning as the product. Here at Antioch we are dedicated to optimizing that learning. One way of achieving this optimization is to create channels for feedback within the learning systems and to widen and deepen those channels which already exist.

This mid-quarter evaluation provides you with the opportunity to write directly to your instructor(s) and the department chair about this course. Take the next five minutes and write in the space below what you would like your instructor(s) and department chair to know about the class. Since feedback is vital for any system to thrive, and systems that become rigid and unchanging lose their vitality, what you write will directly affect the liveliness of this course. The instructors and the Program Chair Britt Andreatta will read what you write.

Instructions: Please review your syllabus, including the course description to answer the following questions. This is time to provide thoughtful and constructive feedback.

### EXAMPLE

Very Ineffective                      Very Effective  
1      2      3                      4      5

### COURSE CONTENT:

Please rate the overall quality of the course materials:      1      2      3      4      5

Please comment on your rating. Include strengths and weaknesses of:

- Texts, Readers and handouts
- Lectures
- Videos/other presentations
- Relevance of assignments
- Ease or difficulty of assignments
- Theoretical aspects
- Practical application
- Clarity of syllabus
- Did course description match course content?

Comments:

**QUALITY OF INSTRUCTION:**

Please rate overall quality of instructor's effectiveness: 1      2      3      4      5

Please comment on your rating. Include strengths and weaknesses of:

- Instructor's preparedness
- Mastery of subject
- Ability to facilitate learning
- Respect for students
- Communication skills
- Ability to stimulate interest in subject
- Clarity of instructor's expectations
- Ability to give useful, constructive feedback.

Comments:



**QUALITY OF INSTRUCTION:**

Please rate overall quality of instructor's effectiveness: 1 2 3 4 5

Please comment on your rating. Include strengths and weaknesses of:

- Instructor's preparedness
- Ability to facilitate learning
- Communication skills
- Clarity of instructor's expectations
- Mastery of subject
- Respect for students
- Ability to stimulate interest in subject
- Ability to give useful, constructive feedback

**COURSE CONTENT:**

Please rate the overall quality of the course materials: 1 2 3 4 5

Please comment on your rating. Include strengths and weaknesses of:

- Texts
- Lectures
- Relevance of assignments
- Theoretical aspects
- Clarity of syllabus
- Readers and handouts
- Videos/other presentations
- Ease or difficulty of assignments
- Practical application
- Did course description match course content?

**COURSE PROCESS:**

Please rate the overall dynamics and group process involved in this course: 1 2 3 4 5

Please comment on your rating. Include strengths and weaknesses of:

- Participative environment
- Group discussions
- Safety in expressing alternate or opposing viewpoints

Antioch stresses the importance of an experiential component in education. Did this course provide such a component? If so, please comment on the quality of the experience. List suggestions for course improvement or any additional items which are important to you regarding this course and instructor.

# Evaluation of Student Work

## **Narrative Evaluations: Philosophy; Writing Thorough Evaluations**

Narrative evaluations, as opposed to grades, are at the core of AUSB's educational process and a foundation for student learning. All Antioch courses and other learning activities are evaluated through narrative evaluator learning assessments (ELAs) written by the instructor at the end of the quarter. The instructor indicates "Credit Awarded", "Credit Not Awarded", or "Incomplete", and writes a detailed, thoughtful assessment of the student's learning with specific relationship to articulated learning objectives. Narrative ELAs are submitted electronically to the Registrar and are digitally signed by the evaluator. They must be completed and submitted to the Office of the Registrar by Friday of the 12th week of the quarter.

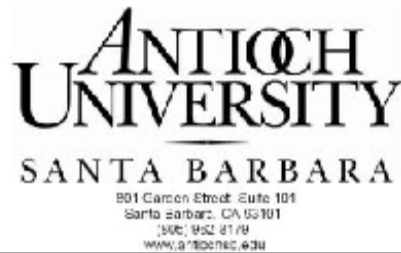
## **Why Not Grades?**

AUSB is strongly committed to narrative evaluations rather than grades in order to minimize competition within the institution, to foster student self-direction in learning, and to provide students with more meaningful feedback on their learning. We believe the absence of grades on the transcript fosters increased student ownership of learning, rather than students working for external validation as in traditional academic systems. Thus, narrative evaluations hold an important place in Antioch's educational philosophy, and instructors are expected to provide thorough and substantive comments. We understand that this is a time-consuming process; however, we believe it is at the very core of what we do. AUSB transcripts show courses for which students have received credit.

The narrative evaluations do indicate an overall course evaluation/grade equivalent so that students have an accurate sense of their performance. Should a student need a GPA calculated, this information would be available in the narrative evaluations, but is not on the official transcript. Students may request narrative evaluations be sent to other institutions and employers, for graduate school, scholarships, and the like, as they are also part of the student's official academic record. Thus, your evaluation is a concrete example of Antioch University's academic standards as seen by the external community.

# EVALUATOR LEARNING ASSESSMENT

**Student:** ██████████  
**Advisor:** ██████████  
**Program:** BA Liberal Studies  
**Learning Activity:** LBS-302A-1 Educational Foundations  
**Evaluator:** ██████████  
**Course Type:** Lecture  
**Quarter:** AUSB Fall 2010  
**Quarter Units:** 3.0



Credit Awarded     Credit Not Awarded     Incomplete

## Course Learning Objectives - course max 5, seminar max 3

Please list the learning objectives for this course and rate the student's demonstrated learning vis-a-vis the objective.

Course Learning Objectives	Not					
	Exceptional	Excellent	Good	Satisfactory	Satisfactory	Falling
1. Articulate their understanding of the Core Purposes relevant to the BA degree and the unifying principle of praxis for social justice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate their ability to effectively communicate both verbally and in writing, by developing active listening skills, and utilizing different communication and conflict styles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify potential problems in their thinking process, and apply critical and creative thinking techniques to develop their skills as master thinkers, including application, analysis and synthesis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify aspects of their personal values, beliefs and preferences through a variety of assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Analyze dynamics of oppression and systems of privilege in the US and world, and research a social justice problem to create an action plan for doing social justice work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Commentary on the above:

██████████ completed all assignments in a timely manner. ██████████ participated in all class discussions. He was able to offer a very significant perspective on the material being discussed. He completed his final project using very valid points both personally and with findings through his research. He demonstrated his excellent writing skills in his weekly papers. ██████████ is a very passionate yet impartial writer. ██████████ embraced the weekly reaction papers and showed that he applies the core values in his life.

Program Outcome Goals	Not				
	Advanced	Established	Developing	Benchmark	Applicable
Critical and Creative Thinking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global and Intercultural Awareness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holistic Personal Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competence for Professional Pursuits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praxis for Social Justice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Commentary on the above:

██████████ off to a very good start on the journey to Praxis for Social Justice. He seems to innately possess the qualities needed to bring about social change. These qualities were displayed in both his involvement in class discussions and in his papers. ██████████ is a remarkable person who will achieve anything he sets his mind to.

██████████ has been through so many things in his life and I so admire his willingness to keep moving forward no matter what. ██████████ is a person who really cares about others and I really enjoyed having ██████████ in my class. I look forward to having ██████████ in other classes and wish him the best on his journey.

Overall Course Evaluation/Grade Equivalent

Not