

Program goal:

Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>SLO1: Factors and Interactions</p> <p>The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions (i.e., and/or inequality, complexity, instability) among/between groups, cultures, states, regions or nations.</p>	<p>Fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Understands but is unable to compare and contrast the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Describes an understanding of the factors that allows them to compare and contrast the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>	<p>Produces sophisticated and workable solutions to address complex social problems through analysis and synthesis of the study of such factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.</p>
<p>SLO2: Representation and Sources</p> <p>The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.</p>	<p>Fails to understand or use appropriate quantitative data representations or qualitative sources in even relatively simple cases.</p>	<p>Understands when quantitative data representations and/or qualitative sources in relatively simple cases are appropriate.</p>	<p>Explains which kind of quantitative data and/or qualitative sources are appropriate for relatively simple cases.</p>	<p>Evaluates the pros and cons of the appropriateness of quantitative data representations and/or qualitative sources in more complex cases.</p>	<p>Synthesizes across various quantitative data representations and/or qualitative sources to develop a conclusion.</p>
<p>SLO3: Perspectives</p> <p>The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.</p>	<p>Fails to exhibit understanding of the interrelationships among multiple perspectives when exploring subjects within natural and/or human systems.</p>	<p>Identifies multiple perspectives while maintaining a value preference for own perspective when exploring subjects within natural and/or human systems.</p>	<p>Identifies and explains multiple perspectives in a neutral way when exploring subjects within natural and/or human systems.</p>	<p>Evaluates and applies multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging own.</p>	<p>Synthesizes multiple perspectives when exploring subjects within natural and/or human systems, including critique of own perspective.</p>

See the other rubrics for definitions of program goal, student learning objective, student learning outcome, and competency.