College Unbound Competencies and Foundational Learning Outcomes

The competencies and foundational learning outcomes described on the next pages provide the foundation for the courses in this academic catalog. College Unbound is currently a course-based system that is competency-influenced. Looking forward, College Unbound intends to use a system of direct assessment, decoupling competencies from time-based individual courses. College Unbound views learning as integrated, applied, and largely non-linear. Demonstrating competence requires performances in multiple contexts over time. When competencies are "unbound" from courses, students have greater autonomy to tailor learning experiences in ways most relevant to their personal, professional, and life goals.

Competencies and outcomes are spiraled throughout the curriculum in the degree program so that progress toward criteria is demonstrated through various performances in multiple contexts and in response to different content. Students are required to consistently score at the Expert level for each of The Big 10 Leadership and Change competencies by the time they graduate and receive their bachelor's degree. They are required to demonstrate competence at least at the Practitioner level in each of the 70 foundational outcomes in the categories of Self, Career, and World by the time they graduate and receive their bachelor's degree.

Big 10 – Leadership and Change Competencies (10)
Intentionally applies the Big 10 skills to learning projects that develop the habits of practice and mind necessary for employment and life in a complex society.

B10-1AC – Accountability: Demonstrates the ability to meet or exceed agreed upon expectations, taking ownership of all that happens as a result of personal choices and actions, and looking for solutions when there is a problem.
Indicators:
- Demonstrates personal responsibility.
- Practices integrity—walks their talk.
- Effectively prioritizes and manages life and learning goals.
- Is accountable for deadlines, results, and end products.
- Seeks feedback and is open to constructive criticism.
- Demonstrates preparedness.
- Is punctual and honors meeting commitments.
- Demonstrates financial accountability.

B10-2Ad – Advocacy for Self and Others: Actively negotiates positive change for self and/or others, clearly seeing both sides of the issue and proposing new processes or parameters that more effectively meet the needs of all stakeholders.
Indicators:
- Makes own decisions about short and long term plans.
- Practices assertive communication.
- Actively engages in multiple communities.
- Works for positive change.

B10-3Col – Collaboration: Deliberately partners with others, negotiating, challenging, and being challenged on issues of partnership, in order to produce something together.
Indicators:
- Engages effectively with the members of his/her Personal Learning Network.
- Ensures contributions of self and others.
- Objectively listens to dissent and alternate points of view, engaging in dialogue rather than debate.
- Negotiates and manages conflict.
- Offers and receives constructive criticism.

B10-4Com – Communication: Constructs sustained, coherent argument or presentation on issues and processes in more than one medium for general and specific audiences, adapting behaviors and goals to meet the needs of interaction and achieve shared meaning.
Indicators:
- Uses knowledge of audience and context to shape communication.
- Articulates and defends a compelling controlling idea clearly and effectively
- Uses sources and evidence effectively
- Demonstrates control over organization, voice, word choice, and conventions of

English.
- Determines the extent of information needed.
- Accesses the needed information.
- Evaluates information and its sources critically.
- Accesses and uses information ethically and legally.

B10-5Cr – Creativity: Consistently brings into being products, processes, or thoughts that did not previously exist, merging ideas and making connections between seemingly unrelated phenomena to generate solutions.
Indicators:
- Demonstrates imagination and innovative thinking, suggesting new solutions to old problems.
- Takes risks.
- Demonstrates fluency and flexibility in brainstorming.
- Embraces contradictions.

B10-6CT – Critical Thinking: Engages in evidence-based practice, able to identify the issue/dilemma/problem, frame it as a specific question, explore and evaluate information relevant to the question, and draw conclusions, applying conscientious, explicit, and judicious use of current best evidence
Indicators:
- Accesses, analyzes, and connects information, considering it relationship to context and evidence.
- Identifies and considers the influence of bias and others' assumptions.
- Develops an informed and effective position based on relevant criteria.
- Reconstructs one's beliefs on the basis of wider experience.

B10-7IAL – Intercultural Engagement: Continuously improves capacity to identify own cultural patterns, compare and contrast them with others, engage in respectful dialogue, and adapt empathically and flexibly to unfamiliar ways of being.
Indicators:
- Understands own cultural identity
- Demonstrates openness to others.
- Considers multiple worldviews.
- Challenges cultural misperceptions.
- Actively advances social justice.

B10-8PS – Problem Solving: Identifies and analyzes problems and uses prior knowledge, logic, and imagination, weighing the relevance and accuracy of information to develop, recommend, and implement alternative solutions.
Indicators:
- Asks the right questions.
- Identifies strategies for solving the problem.
- Proposes, evaluates and selects from among alternative solutions.
- Implements solutions.

- Evaluates outcomes.

B10-9Ref – Reflection: Engages in an intentional process of continuous learning, consciously analyzing personal decision-making and actions as well as the reactions they prompt in themselves and others, drawing on theory and experience, and modifying actions as for the benefit of themselves and the communities they serve.
Indicators:
- Connects learning experiences and growth, acknowledging and articulating changes in perspectives.
- Engages in honest self-appraisal, analyzing performance with the goal of improving.
- Displays curiosity.
- Manages impulsivity.

B10-10Res – Resilience: Able to maintain effectiveness, remaining focused, composed, and optimistic when faced with time pressures, adversity, disappointment, or opposition, and recovers quickly from setbacks and failures.
Indicators:
- Persists in finding necessary resources to accomplish goals.
- Demonstrates flexibility and adapts readily to change.
- Develops and accesses a system of supports.
- Breaks an initially complex task into manageable steps.
- Uses humor to maintain perspective.

Leadership and Change Outcomes for Lifelong Learning (Self) (20)

Gateway Outcomes
G1- Analyzes and Documents Prior Learning: Assesses college level knowledge acquired outside the traditional classroom.
Indicators:
- Distinguishes between learning experiences and learning outcomes.
- Analyzes personal learning experience in terms of adult learning theory.
- Identifies and documents personal learning outcomes.
- Summarizes knowledge components.
- Presents a completed prior learning portfolio of met competencies applicable to the degree.

G2 – Plans for Financing Education: Examines personal finances, determines need, explores options, and develops a plan for funding and repayment.
Indicators:
- Reviews personal finances, current debt, and cost of education.
- Understands that financial decisions have long-term impact on life and lifestyle.
- Is aware of main sources of financial aid—federal government, state government, colleges and universities, private organizations.
- Recognizes the differences between loans, grants, and scholarships.
- Knows how to find sources of unbiased advice on loan terms and options.
- Understands rights and obligations in case of default.
- Completes and submits FAFSA.
- Completes a plan/timeline for loan repayment.

G3 – Develops and Maintains a Personal Learning Plan: Develops, maintains, and uses a learning plan to guide the accomplishment of personal and professional goals.
Indicators:
- Identifies, reviews and analyzes personal and career goals.
- Identifies, reviews, and analyzes personal core values, passions, and interests.
- Assesses knowledge and skills gaps necessary to address for goal achievement.
- Determines essential questions to be addressed.
- Plans learning experiences, deliverables, assessments, and timelines.
- Engages in ongoing reflection concerning progress toward goals, adjusting the plan as needed.

Foundational Learning Outcomes for Personal Growth
Systems Thinking – Self
Systems thinking is a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time and within the context of larger systems. This deep understanding of personal underlying structures helps develop the self-awareness, self-regulation, self-motivation skills necessary for self-directed, lifelong learning.

ST-S1 – Conducting Personal Inventories: Examines aptitudes, skills, values, and preferences to understand the personal DNA that influences decisions, behaviors, and productivity.
Indicators:
- Identifies the core beliefs and values
- Demonstrates enhanced self-awareness regarding aptitudes, personality, cognitive style, conflict style, learning preferences, work preferences, and interpersonal orientation.
- Assesses personal strengths and weaknesses and analyzes their impact on decisions, behaviors, and productivity.
- Describes the challenges of managing diversity in terms of individual differences in aptitudes, personality, cognitive style, conflict style, learning preferences, work preferences, and interpersonal orientation.
- Uses self-assessment techniques, to understand and develop one's own style and performance capabilities.
- Understands the social, economic, political, and cultural structures and constraints that have shaped us.

ST-S2 – Setting Personal Goals:
- Develops individualized academic, career, and personal development strategies.
- Sets development goals consistent with assessments and other feedback.
- Determines projects and activities with measurable goals, standards, and timelines.

Human Expression
Students will demonstrate through performance, creation, and/or analysis the ability to interpret and explain the arts and literature from personal, aesthetic, cultural, and historical perspectives.

HE1 – Appreciating Non-Verbal Forms of Understanding and Expression:
- Explains meaning of presentations, written work, arts and media in different contexts.
- Synthesizes existing ideas, images, or expertise in original ways.
- Demonstrates aesthetic valuing through analysis and judgment about works of art of a given form.

HE2 – Understanding Historical and Cultural Dimensions of Creative Artifacts:

- Considers perspectives, experiences, and cultural differences to understanding historical contributions and cultural dimensions of a given art.
- Access and evaluates information about art from a variety of sources and contexts, including technology.

Historical Reasoning Students will recognize how past events are studied and how they influence today's society and the human condition.

HR1 - Considers Many Points of View to Interpreting Historical Events / Creates Historical Account Using Diverse Primary and Secondary Sources:
- Analyzes, synthesizes, and evaluates historical information from multiple sources.
- Distinguishes between fact and fiction while understanding there is no one historical truth.
- Produces well-researched written work that engages with both primary and secondary sources.
- Employs a range of techniques and methods used to gain historical knowledge.
- Demonstrates understanding of cause and effect along with knowledge of general chronology of human experience.

Quantitative Reasoning

Quantitative Reasoning is understanding and using quantitative measures and inferences that allow one to function as a responsible citizen, productive worker, and discerning consumer.

QR1 – Posing Problems: Regards mathematics as a way to reason and conceptualize, posing and defining problems for quantitative analysis.
Indicators:
- Generates new problems and questions aimed at exploring a given situation.
- Uses quantitative reasoning to help evaluate alternatives, test conjectures, judge the validity of arguments, recognize questionable assumptions, and make decisions.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

QR2 – Solving Problems: Solves quantitative problems from a wide array of authentic contexts and everyday life situations.
Indicators:
- Chooses and uses appropriate arithmetic, algebraic, geometric, technological, or statistical methods to solve practical problems.
- Performs calculations successfully to solve problems.
- Draws appropriate conclusions and makes judgments based on the quantitative analysis of data while recognizing the limits of the analysis.
- Evaluates important assumptions in estimation and data analysis.

QR3 – Communicating Quantitative Evidence: Expresses sophisticated arguments supported by quantitative evidence, communicating both the reasoning and results.

Indicators:
- Expresses quantitative evidence in support of the argument or purpose of the work.
- Converts relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- Explains information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Empirical Reasoning

Empirical Reasoning is using available empirical evidence (facts and data gathered through observation and experimentation) to make sound decisions under conditions of uncertainty—e.g., choosing medical treatments, deciding whether to support policy, determining guilt or innocence as juror—and to evaluate the empirical claims of others.

ER1 – Designing Inquiries: Designs inquiries that rely on empirical evidence and testable theory to describe, predict, understand, and draw informed conclusions.
Indicators:
- Understands how findings and ideas in science can be applied to explain phenomena and events.
- Formulates a scientifically testable question that relates to the context or data provided.
- Plans and implements a scientific investigation, including what, when, and how to measure variables.
- Recognizes the power and limitations of the science process.

ER2 – Testing Hypotheses: Demonstrates a problem-solving orientation, applying scientific reasoning within authentic contexts and everyday situations to test hypotheses and gather evidence.
Indicators:
- Uses qualitative and quantitative techniques to test hypotheses with scientific rigor.
- Demonstrates understanding of the broad principles of science and the ways scientists in a particular discipline conduct research.
- Makes observations, understand the fundamental elements of experiment design.
- Generates and analyzes data using appropriate quantitative tools,

ER3 – Communicating Empirical Evidence: Communicates about science using appropriate oral and written means.
Indicators:
- Organizes data by creating a table, chart, or other representation to facilitate interpretation.
- Demonstrates proficiency in applying abstract reasoning to interpret scientific data.
- Makes inferences and predictions and uses the data to defend or refute conclusions.
- Applies empirical evidence to decisions.

Social Reasoning
Social Reasoning is paying attention to diverse perspectives and contexts to better understand social issues and problems.

SR1 – Demonstrating Social Perspective: Situates and analyzes social questions beyond their immediate environment and time, analyzes social change and social problems, recognizing how the world influences humans and how humans influence the world.
Indicators:
- Analyzes multiple causes and effects of events and interprets them.
- Analyzes change and continuity within time periods.
- Recognizes that human actions change the environment, and the environment also impacts human systems in the use and distribution of important resources.
- Considers many points of view when interpreting historical events and can create an historical account using diverse primary and secondary sources.
- Understands and uses a wide range of humanistic, qualitative, quantitative, theoretical, or philosophical methods for recording and explaining human experience.
- Demonstrate critical thinking about arguments in the social and behavioral sciences and evaluate an argument's major assertions, its background assumptions, and the evidence used to support its assertions.

SR2 – Appreciating Cultural Diversity: Understands and articulates how culture, society, and diversity shape the role of the individual within society and human relations across cultures.
- Investigates the variety of human cultures and demonstrate an understanding of the ways in which cultures have changed.
- Analyzes concepts, societal issues, and implications of diversity.
- Use appropriate technologies to conduct research on, evaluate, manage information, and communicate about diversity.
- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.

SR3 – Demonstrating Civic Engagement: Enhances and promotes the quality of life in a community through both political and non-political processes, working within and learning from democratic citizenship.
Indicators:
- Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
- Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
- Examines contemporary issues and their historical contexts, making informed choices regarding personal community involvement, social justice issues, and leadership roles.
- Recognizes and values multiple perspectives in civic life.

- Understands how actions are shaped by multiple forces, including values and economic and social inequity.
- Works collaboratively with diverse partners to solve problems for a common good.
- Tailors communication strategies to establish relationships to further civic action.

Ethical Reasoning
Ethical Reasoning is the ability to reflect on moral issues and to identify, assess, and develop ethical arguments from a variety of positions.

ETH1 – Applying Ethical Decision Making: Able to reason about right and wrong human conduct, analyzing different ethical perspectives, assessing personal ethical values, and applying them to ethical dilemmas.
Indicators:
- Analyzes and discusses both core beliefs and the origins of the core beliefs with depth and clarity.
- Recognizes ethical issues when presented in a complex, multilayered (gray) context and recognizes cross- relationships among the issues.
- Applies ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.
- Effectively states a position and defends against the objections to, assumptions and implications of different ethical perspectives/concepts.
- Understands the challenges of organizational ethics, legal ethics, and political ethics.
- Understands ethical issues of dissenting behavior.
- Understands comparative ethical standards from other nations/cultures.

Digital Fluency
Digital Fluency is the aptitude to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world.
DF1 – Gathering Information: Apply digital tools to gather, evaluate, ethically interpret and use information in a digitally connected world.
Indicators:
- Applies a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.
- Searches, finds, and retrieves information in digital environments.
- Locates, organizes, evaluates, synthesizes, and ethically uses information from a variety of sources and media.
- Evaluates and selects information sources and digital tools based on the appropriateness to specific tasks.
- Conducts a rudimentary and preliminary organization of accessed information for retrieval and future application.
- Interprets and represents information by using information and communication technology tools to synthesize, summarize, compare, and contrast information from multiple sources.
- Judges the currency, appropriateness, and adequacy of information and information

sources for a specific purpose (including determining authority, bias, and timelines of materials).

DF2 – Communicating Ideas: Designs content, constructs knowledge, and communicates ideas in a digitally connected world.
Indicators:
- Adapts, applies, designs, or invents information in digital environments to describe an event, express an opinion, or support a basic argument, viewpoint or position.
- Communicates, adapts, and presents information properly in its context (audience, media, format) in various digital environments and for various audiences.
- Collects various learning artifacts into an effective electronic portfolio.
- Uses digital tools to create and deliver an effective media rich presentation (e.g. powerpoint, prezi, video, webinar).

DF3 – Collaborating Across Geographic Boundaries: Uses digital media and environments to communicate and work collaboratively, including at a distance, to support personal learning and contribute to the learning of others.
Indicators:
- Builds networks and coalitions across time and geographic boundaries, *ad hoc* groups as well as an ongoing Personal Learning Network.
- Interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media (e.g., e-mail, wikis, e-portfolios, video conferencing, social media, Skype, Google apps, Twitter, Vimeo).
- Develops, maintains, and collaborates around a digital Personal Learning Plan and digital portfolio available to necessary networks.

Participatory Action Research – Self as Researcher
Participatory Action Research emphasizes participation and action, seeking to understand the world by trying to change it collaboratively following reflection.

PAR-S1 – Surfacing Assumptions: Recognizes the personal assumptions, world views, and biases brought to the research project.
Indicators:
- Prepares for reflexivity in research, addressing personal subjectivity as a researcher.
- Understands interaction between self and reality in the research process.
- Is aware of personal characteristics (e.g. learning preferences, communication preferences) that shape the research process.
- Views self as a contributor to the knowledge base.
- Demonstrates a disposition of openness to outside views, questions, and critique.

PAR-S2 – Preparing for Research: Prepares for a transparent and systematic research

process, determining a research question reflective of personal interest and impact goals.

Indicators:
- Identifies an area or issue in which to influence, implement, and analyze change.
- Determines a research question that defines the problem or issue and guides the research process for an ongoing project.
- Conducts a review of knowledge for action of the concepts comprising the research question.
- Selects and uses multiple information resources in different media and evaluates the relative merits of competing resources.

Foundational Learning Outcomes for Field Impact (Workplace) (20)

Systems Thinking – Organizations
Applies a systematic and critical analysis of how an organization's underlying structures affect an organization's effectiveness and how people behave.

ST-O1 - Applies Organizational Theory: Applies organizational theory to actual organizations in order to solve real-life problems.
Indicators:
- Applies current management, business, and social science knowledge to practical situations.
- Thinks systematically, clearly, and creatively about organizational problems and possibilities.
- Describes how to design and change organizations' structures to achieve optimal effectiveness.

ST-O2 – Diagnoses Problems: Identifies problems within organizational structures that lead to ineffectual behaviors.
Indicators:
- Analyzes relationships within the organization and the larger system within which it sits.
- Identifies preliminary problems or issues of concern.
- Specifies preliminary root causes for each problem or issue of concern
- Assesses processes and receives feedback to confirm diagnosis.

ST-03 – Designs, Implements, and Evaluates Changes: Designs appropriate strategies and interventions that will lead the organization to appropriate outcomes or organizational goals and implements a successful organizational change project using participatory action research methods.
Indicators:
- Assesses organizational readiness for change.
- Recognizes the forces of change and examines the characteristics associated with resistance to change in individuals, small groups, and organizations.
- Analyzes the impact of organizational culture on change.
- Applies systems methodology to formulate a situation specific method of attack.
- Takes advantage of a broad range of concepts, principles, models, methods, and tools.
- Describe and evaluate strategies for evaluating interventions.

Mentorship
Moves comfortably between the roles of mentor and mentee, understanding the complexities of that working relationship, the ability to discern and articulate strengths and skills gaps, build and maintain rapport, give and receive critical feedback, maintain the appropriate balance between stretch and nurture, and determine next steps.

M1 – Applies Mentoring Theories: Applies a systematic review of organizational roles and relationships, identifies mentoring needs, and recommends action.
Indicators:
- Analyzes current work environment in relationship to theories of mentorship.
- Understands that different definitions of mentor and mentee exist among differing approaches to mentorship.
- Surfaces and examines mentorship experiences in the workplace to facilitate the design and creation of an action research project.
- Studies characteristics and theories of successful mentorship relationships and applies those characteristics in mentorship roles with fellow students and colleagues.
- Discuss some of the challenges that may arise in a mentoring relationship and explore strategies to prevent or address such challenges.
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M2 – Practices Simultaneous Leadership and Learnership: Moves comfortable between the roles of mentor and mentee recognizing self as both leader and learner.
Indicators:
- Listens on all levels (physical, emotional, intellectual, intuitive).
- Shares responsibility for managing the mentoring relationship.
- Demonstrates commitment to own learning and the learning of others.
- Demonstrates self-awareness and understanding of others.
- Actively seeks critical feedback for own performance, and is comfortable offering critical feedback to others.
- Is aware of and allows for differences in style, culture, and language.
- Recognizes and reconciles different and perhaps conflicting purposes

M3 – Applies Effective Coaching Skills: Mentors others in the role of coach and facilitator, modeling and fostering personal responsibility and self-directed learning in mentees.
Indicators:
- Discerns and articulates the gap between levels of skill demonstrated and next skill level to attain.
- Discerns and articulates areas of growth, competency use, and skill level using competency-based language and specific behavioral examples.
- Creates a safe and trusting space for the delivery of feedback, using a respectful, clear, judgment free tone.
- Articulates with specific detail and examples, what is being observed and the specific development needed to move to the next skill level, delivered with sensitivity to the impact of the feedback.
- Recognizes strengths as well as potential growth areas.
- Listens on all levels: physical, intellectual, emotional and intuitive.

Contextualizing Work
Investigates work considering personal context, the larger context of the organization, and the larger context of the world.

CW-1 – Uses Personal Experience to Examine the Workplace: Engages in a disciplined examination of what is known about the workplace and what is known about the knower.
Indicators:
- Uses personal experience as a tool for understanding and critique of the workplace.
- Uses personal experience to create space for dialogue and debate that instigates change.
- Interpret observational data in the workplace to inform questions for research.
- Examines and analyzes observational data to determine how they can inhibit or facilitate the creation of an autoethnography (a form of writing connecting the autobiographical story to wider cultural, political, and social meanings and understandings).
- Collaborates with peer mentors to compare personal reflections with broader research findings between developing autoethnographies of work.

CW-2 – Applies Sociological and Anthropological Concepts of Work: Examines the system of interrelationships connecting individuals in the common culture of the workplace.
Indicators:
- Investigates industry through the study of workplace culture.
- Surfaces workplace values—ideas that workers share about what is good, bad, desirable, and undesirable.
- Analyze the degree to which forms of human difference shape a person's experience of and perspective on work (as well as the world more broadly)
- Surfaces workplace norms—behavioral rules or standards for social interaction.
- Develops and tests research methods to investigate and uncover community and personal knowledge. This includes interview techniques, theories of ethnography, and field study.
- Interprets observational data in the workplace to inform questions for research interviews.
- Analyzes workplace norms and customs to uncover workplace power dynamics.
- Implements an actionable project in the workplace.

CW-3 – Understands Community, National, and Global Systems Affecting Work: Examines the workplace within the context of the local community, the nation, and the global community.
Indicators:
- Examines how the community impacts workplace decisions and how workplace decisions impact the community.
- Explains how cultural diversity affects the workplace.

- Identifies common cultural differences, taboos, and customs that may be practiced in the workplace, and discuss ways to navigate and honor such differences.
- Contextualize research and daily practice into a theory of national and global systems affecting work.

Labor and Democracy
Recognizes the relationships and dependencies between labor and democracy.

LD1 – Applies the History of U.S. Labor and Economics to Present Day Polices and Practices: Analyzes major events, personalities, and themes in the history of U.S. labor and economics
Indicators:
- Understands the changing nature of work, workers, and the emergence of precarious labor.
- Recognizes the need to reconcile good jobs with firm competitiveness, productivity and profitability.
- Analyzes the tension between labor market flexibility and healthy communities, families, and citizenship.
- Links global and local dynamics to labor policies and practices.
- Recognizes both the promise and limits of legal labor reforms.
- Analyzes issues of social justice across local and global contexts.
- Develops a solid understanding of labor movements' causes, contours and effects.

LD2 – Understands Collective Bargaining: Recognizes freedom of association and collective bargaining as crucial components of a well-functioning democracy.
Indicators:
- Analyzes impact of inclusion and equality in the workforce.
- Recognizes the impact of economic inequality on democracy.
- Describes the importance of worker voice in the political process.
- Explains the contributions of labor to the health of a democracy.

Writing for Careers
Recognizes and implements the forms and qualities associated with effective business writing, particularly the hallmarks of correctness, conciseness, coherence, and clarity.

WC1- Writes in a Variety of Workplace Genres: Writes in a variety of workplace genres including resumes, letters, emails, memos, presentations, proposals, white papers, and reports
Indicators:
- Creates effective professional reports for a specific purpose and designated audience in connection with an action-research project.
- Selects and applies formats, page design, and visuals to communicate effectively in writing.

- Adapts and revises messaging for different workplace contexts and audiences.
- Conducts research using a broad range of sources, synthesizing and judging the quality of collected information.
- Uses research effectively in professional reports, grant proposals, and research studies.

WC2 – Applies Ethics and Rules of Standard English in Workplace Communications:
Indicators:
- Communicates ethically in all workplace communications.
- Applies consistently the rules of standard written English that govern grammar, sentence structure, and paragraph structure.
- Uses clear, effective written, visual, and oral styles for a variety of audiences.
- Avoids plagiarism by understanding the ethical issues of information technology, such as intellectual property and copyright.
- Uses technology to effectively present messages.
- Adapts and revises messaging for different contexts and audiences.
- Uses multiple editorial strategies for revising and improving documents.

WC3 – Discovers and Proposes Grants: Locates funding sources and describes organizational needs and effectively advocates for organization within grant parameters.
Indicators:
- Identifies, locates and evaluates appropriate research and funding sources.
- Contacts and cultivates potential funding organizations.
- Reviews various foundations' Requests for Proposals and compares to organizational needs.
- Describes organizational needs and effectively advocates for organization or business within the parameters of a Request for Proposal.
- Writes a professional proposal that includes an Executive Summary, Statement of Need, Project Description, Budget, Organization Information, and Conclusion as well as the other necessary sections of a successful proposal.

Adaptive Leadership
Uses an adaptive leadership model to influence behavioral habits and cultural practices and policies in organizations and communities.

AL1 – Applies Theories of Leadership: Analyzes historical, theoretical, and practical leadership concepts and applies those appropriate to the context.
Indicators:
- Leads even without title or authority.
- Faces adaptive challenges—those for which there are no obvious answers.
- Admits when wrong and alters or abandons a non-productive course of action.
- Builds team's capacities to learn, transform structure, change culture, and adapt technology.

- Encourages through policy and example a "can do" mindset to find solutions.
- Understands the consequences of power for leadership effectiveness.
- Uses relevant leadership concepts to analyze and assess change.
- Focuses on value-added outcomes.
- Entertains diverse and divergent views before making major decisions.

AL2 – Defines and Solves Problems: Operates from a stance of continuous improvement, surfacing and defining problems, facilitating and implementing solutions, and reviewing the results.
Indicators:
- Recognizes when the organization's goals demand responses outside current capacities.
- Recognizes adaptive challenges in a complex and ever-changing world—challenges for which the expertise to address the challenge doesn't readily exist.
- Identifies the differences between the technical and adaptive elements of the challenge.
- Engages the public, designing and sequencing civic engagement to make effective use of public knowledge.
- Designs tools for evaluating outcomes.

AL3 – Designs and Implements a Collaborative Network: Designs and implements inclusive, collaborative planning processes to help stakeholders move from their current situation to their desired future state.
Indicators:
- Designs a collaborative network with the key stakeholders/necessary players at the table.
- Structures governance for a collaborative group, identifying and using essential strategies and skills for helping groups solve problems, resolve conflict, and build alignment.
- Designs results-focused agendas, group processes, and implementation plans.
- Develops and communicates a vision in a way that inspires and engages network members.
- Reaches consensus and facilitates key agreement building meetings.
- Designs tools for evaluating the outcomes of collaboration.

Reframing Failure
Views failure as intentional iteration, a way of building knowledge through experimentation.
RF1 – Plans for, Analyzes, and Learns From Failure: Applies an iterative process of prototyping, testing, analyzing, and refinement.
Indicators:
- Develops a mission and guiding vision flexible enough to anticipate and accommodate inevitable pivots and adaptations.
- Identifies, analyzes, and optimizes the learning experiences from failure.

- Identifies potential and actual failures in their early stages.
- Uses shared experiences to analyze potential paths to mitigate emotional and financial losses.
- Develops, evaluates, and implements recommended options for preventing, reducing, and responding to failure.
- Manages the tension of wanting to "do it right" and launching early to get feedback.
- Applies a process of reflection, feedback, and correction.

Participatory Action Research – Career
Develops basic Participatory Action Research practices, examining the organization as both participant and researcher.

PAR-W1 – Identifies Power Structure: Identifies and uses decision-making infrastructures to further action research.
Indicators:
- Maps how and where decision-making happens in their field/workplace.
- Applies PAR theories of power and influence to identify key stakeholders for an action research project.
- Determines needs/wants of those in power and uses that information to shape their communication.

PAR-W2 – Engages in Action Research: Applies tools of Participatory Action Research to identify and solve problems.
Indicators:
- Implements the theories and practices of Participatory Action Research and other relevant research methods.
- Applies and properly uses the principal research terms in the field, both historical and contemporaneous.
- Develops new research questions in response to findings from field activities, and from examining perspectives and scholarship from the student's major field.
- Composes an action research project portfolio based on his/her field-based work, integrating feedback from peers and instructor and applying participatory action research theory

Foundational Learning Outcomes for Community/Global Impact (20)

Systems Thinking – Communities
Understand the needs of the local system and translate them into actions that can be used directly by the community

ST-C1 – Applies Community Development Theory: Applies community development theory to actual communities in order to solve real-life problems.
Indicators:
- Analyzes the characteristics of group behavior.
- Applies capacity building techniques.
- Identifies cases of marginality.
- Plans for sustainable development.
- Applies a process of test, reflect, and adapt.

ST-C2 – Analyzes Cause and Effect: Uses systems thinking to describe cause and effect—how a system operates and how it might react to change.
Indicators:
- Is both strategic and systemic, breaking down the parts of the system in order to understand it, and then reconstructing in in the context of the larger whole.
- Assesses community infrastructure.
- Develops evidence-based decision-making tools.
- Analyzes factors driving change as well as constraints.

ST-C3 – Applies Participatory Techniques: Works with community members, organizations, and governing bodies to surface problems, identify key drivers of change, and propose solutions, building collective efficacy.
Indicators:
- Understands that values emerge from the interaction of systems.
- Chooses and applies the appropriate participatory technique for the situation (contractual, consultative, collaborative, collegiate).
- Focuses on locally defined priorities and tries to capture and understand multiple perspectives
- Gets diverse groups to discuss problems and the key drivers affecting them in an open and non-confrontational way.
- Ensures that the community considers they are doing something that really matters.
- Helps individuals realize that systems are complex and there is no one person who has the knowledge of the whole system; let alone the answers to the problems being faced by those who are part of it.
- Assists people to enquire about each other's assumptions and biases in a non-confrontational manner.

Place-Based Reasoning
Uses local knowledge to develop localized horizontal solutions.

PBR1 - Theories of Place: Applies theories of place to action research project, becoming active citizens and stewards of the place in which they live.
Indicators:
- Identifies and focuses on the assets and needs of a single community.
- Recognizes that local systems are nested within larger systems.
- Conducts a landscape analysis.
- Apply the phases of place-based research.

PBR2 - Cultural Practices of Place: Understands the cultural processes, behaviors, and priorities of a community and honors those practices.
Indicators:
- Uses community input and negotiates collaboration between disparate groups.
- Works alongside community members to shape the future of their social, physical, and/or economic environment.
- Facilitates community visioning.
- Uses community knowledge to build community capacity.

Public Narrative
Applies the tools of public narrative as leadership practice, translating values into action.

PN1 – Develops and Publicly Shares Story of Self:
Indicators:
- Understands how personal experiences shape goals.
- Employs first person point of view to create an effective narrative.
- Integrates personal perspectives and experiences into a coherent expression of personal values.

PN2 – Develops and Publicly Shares Story of Us: Uses public narrative to link own calling to that of a community.
Indicators:
- Identifies and uses common experiences and values to shape message.
- Expands first person point of view from "I" to "we" to create an effective narrative.
- Attempts to move others to join in collective action in order to experience values they share.

PN3 – Develops and Publicly Shares Story of Now:
Indicators:
- Identifies and applies essential elements of a call to action.
- Crafts a story of now to move others to join with purposeful action in response to an urgent challenge to shared values.
- Applies values, emotion, and deliberate structure to move others.

Public Debate - 3
Applies propositions, evidence, practical reason and general rhetorical strategies to promote and advance one's public or civic interests.

PD1 – Analyzes Audience: Determines audience values, interests, and propositions related to the issue.
Indicators:
- Identifies and assesses the interests and influence of stakeholders.
- Finds points of potential agreement.
- Anticipates and addresses potential counter-arguments.

PD2 – Frames Issue: Identifies and uses key points and examples to persuade.
Indicators:
- Uses clear propositions
- Clarifies and persuades community of the potential impact of community specific project-based intervention.

PD3 – Applies Skills of Argument and Persuasion: Uses the fundamental skills of rhetoric and argumentation as a critical producer of public argument as part of a reasoned process of collective decision-making.
Indicators:
- Attempts to mobilize public opinion in support of change.
- Delivers a persuasive speech demonstrating traits of effective advocacy.
- Employs active listening skills as evidenced in debate rebuttal.

Media and Message
Demonstrates how media technologies can be used to promote positive change.

MM1 – Analyzes media messages:
Indicators:
- Critically assesses messages encountered in the media.
- Explains how the media defines, shapes, reinforces, and transforms Americans' political ideas, economic ideologies, and policy preferences.
- Analyzes how public officials, candidates, political organizations and interest groups use the mass media to communicate with the public.

MM2 – Uses social media strategies: Uses social media strategies and tactics to draw people to an issue.
Indicators:
- Formulates a social-media marketing plan.
- Develops a collaborative culture to support and spread awareness of a project through social media.
- Creates, maintains, and manages a public online presence.

- Sets up policies to manage a public social media account and the distribution of information.
- Applies principles of digital storytelling.

MM3: Analyzes and Reaches Audience: Uses audience values to build a supportive community.
Indicators:
- Examines why people choose to participate in certain types of social networks or social media.
- Applies understanding of how media and technology impact individuals and groups across cultures, socioeconomic status, and geography.
- Describes how the choice of social network and social media tools affects the distribution of the message and the audience reached.
- Applies theories that describe how people process information about politics and the effects of this processing on their attitudes, beliefs, and behaviors.
- Demonstrates how theories from psychology (including persuasion, attention, social influence, cognition, engagement, and emotion) apply to technologies.
- Monitors and responds to the community that forms around the message.

Globalization
Understands how a globally networked world influences our understanding of others and ourselves.
GL1 – Welcomes Difference and Diversity: Demonstrates increasing comfort and skills in working with difference and diversity in its many forms (race/ethnicity, nationality, class, gender, sexual orientation/preference, age, and ability).
Indicators:
- Demonstrates adaptability and resourcefulness in new and challenging environments.
- Functions well in multiple, dissonant environments.
- Works well in difficult and ambiguous settings.

GL2 - Analyzes Problems and Issues from a Global Perspective: Analyzes one or more global issues, problems, or opportunities facing the human race.
Indicators:
- Defines and properly uses the principle terms/concepts of globalization, immigration, and diaspora, and global systems thinking.
- Examines qualitative, quantitative, and ethnographic data connected to Global Studies in their own community, selecting meaningful pieces to apply in their project.
- Identifies and uses elements of a political or economic system.

GL3 – Places Action Research Project in a Global Context: Produces independently or collaboratively an actionable project engaging in theories of globalization.
Indicators:

- Examines and demonstrates the potential impact of globalization, immigration, and diaspora upon their project.
- Considers issues of corporate social responsibility, social business, and human rights.

Participatory Action Research – Communities
Develops basic Participatory Action Research practices, examining the community as both participant and researcher.

PAR-C1 – Analyzes Power Structure: Applies PAR theories to map how and where decision-making happens in the community.
Indicators:
- Maps out where decision-making happens in the community.
- Applies PAR theories of power and influence to identify key stakeholders for an action research project.
- Determines needs/wants of those in power and uses that information to shape their communication.

PAR-C2 – Facilitates Stakeholder Discussion: Facilitates discussion among stakeholders involved in/impacted by change project.
Indicators:
- Applies participatory techniques to engage stakeholders in problem identification.
- Applies participatory techniques to engage stakeholders in proposing solutions.
- Facilitates a discussion among stakeholders evaluating an action research project's implementation and sustainability.

PAR-C3 – Engages in Action Research: Applies tools of Participatory Action Research to identify and solve community problems.
Indicators:
- Determines how to tailor PAR practices to a particular community.
- Implements the theories and practices of PAR and other relevant research methods.
- Applies research skills necessary for the identification of themes, sites, and goals of an action research project—these skills include finding, reading, and analyzing complex documents; conducting an interview; managing data collection; analyzing data; synthesizing information gathered from primary and secondary sources; negotiating with stakeholders; developing research questions; and observation.