

Explore and Understand the Fine and Performing Arts (ARTS)

Course _____

Student _____

Assignment _____

Date _____

		1. Develop an understanding of works of art and their practitioners through an examination of the works in the historical and cultural context in which the art was or is created.	2. Understand the materials, forms, and/or styles of art through study of arts theories and the works themselves.	3. Understand ideas, materials, technical skills, and forms of art in order to express oneself creatively through an artistic medium.	4. Develop tools of aesthetic discourse through contact with works of art – as well as through writings on art – related to its critical understanding, cultural placement, and appreciation.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score				
ABSENT 1	< 60	Student demonstrates no ability to [interpret] works of art in relationship to specific historical and cultural contexts.	Student demonstrates no ability to [recognize] significant forms, styles, and modes of works of art.	Student demonstrates no ability to [integrate] conceptual, material, and technical skills to create works of art.	Student demonstrates no ability to [use] established methods of theoretical, formal, historical, institutional, and/or cultural critique.
BEGINNING 2	60-69	Student demonstrates little ability to [interpret] works of art in relationship to specific historical and cultural contexts.	Student demonstrates little ability to [recognize] significant forms, styles, and modes of works of art.	Student demonstrates little ability to [integrate] conceptual, material, and technical skills to create works of art.	Student demonstrates little ability to [use] established methods of theoretical, formal, historical, institutional, and/or cultural critique.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [interpret] works of art in relationship to specific historical and cultural contexts.	Student demonstrates moderate ability to [recognize] significant forms, styles, and modes of works of art.	Student demonstrates moderate ability to [integrate] conceptual, material, and technical skills to create works of art.	Student demonstrates moderate ability to [use] established methods of theoretical, formal, historical, institutional, and/or cultural critique.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [interpret] works of art in relationship to specific historical and cultural contexts.	Student demonstrates clear ability to [recognize] significant forms, styles, and modes of works of art.	Student demonstrates clear ability to [integrate] conceptual, material, and technical skills to create works of art.	Student demonstrates clear ability to [use] established methods of theoretical, formal, historical, institutional, and/or cultural critique.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [interpret] works of art in relationship to specific historical and cultural contexts.	Student demonstrates superior ability to [recognize] significant forms, styles, and modes of works of art.	Student demonstrates superior ability to [integrate] conceptual, material, and technical skills to create works of art.	Student demonstrates superior ability to [use] established methods of theoretical, formal, historical, institutional, and/or cultural critique.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for "Explore and Understand the Fine and Performing Arts"

1. Certified courses in the arts shall fulfill at least one of the four learning outcomes. Certified courses will devote significant time to the consideration of art and its principles, through historical, theoretical, technical and/or critical writings about art, through the examination of works of art, through the creation of art, or combinations thereof.

Practice and Respect Critical and Ethical Reasoning (CER)

Course _____

Student _____

Assignment _____

Date _____

		1. Demonstrate an ability to distinguish among the ethical principles guiding human behavior.	2. Apply ethical reasoning to a variety of situations and human experience.	3. Understand and differentiate ethical, legal, social justice, and political issues.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [identify] and explain a variety of ethical principles guiding human behavior	Student demonstrates no ability to [apply] ethical reasoning to a variety of situations and interactions.	Student demonstrates no ability to [understand] and differentiate ethical, legal, social justice and political issues.
ABSENT 1	< 60			
BEGINNING 2	60-69	Student demonstrates little ability to [identify] and explain a variety of ethical principles guiding human behavior	Student demonstrates little ability to [apply] ethical reasoning to a variety of situations and interactions.	Student demonstrates little ability to [understand] and differentiate ethical, legal, social justice and political issues.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [identify] and explain a variety of ethical principles guiding human behavior	Student demonstrates moderate ability to [apply] ethical reasoning to a variety of situations and interactions.	Student demonstrates moderate ability to [understand] and differentiate ethical, legal, social justice and political issues.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [identify] and explain a variety of ethical principles guiding human behavior	Student demonstrates clear ability to [apply] ethical reasoning to a variety of situations and interactions.	Student demonstrates clear ability to [understand] and differentiate ethical, legal, social justice and political issues.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [identify] and explain a variety of ethical principles guiding human behavior	Student demonstrates superior ability to [apply] ethical reasoning to a variety of situations and interactions.	Student demonstrates superior ability to [understand] and differentiate ethical, legal, social justice and political issues.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for "Practice and Respect Critical and Ethical Reasoning"

1. A certified course shall satisfy one of the three learning outcomes.

Evaluate and Synthesize Researched Information (ESI)

Course _____

Student _____

Assignment _____

Date _____

		1. Locate and organize information from a variety of appropriate sources.	2. Analyze the accuracy of information and the credibility of sources.	3. Determine the relevance of information.	4. Use information ethically and responsibly.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [identify] and organize a variety of appropriate resources.	Student demonstrates no ability to [analyze] resources for their credibility and identify any possible bias.	Student demonstrates no ability to [critically] select resources that directly relate to concepts, topic and/or research question.	Student demonstrates no ability to [use] information ethically and responsibly.
ABSENT 1	< 60				
BEGINNING 2	60-69	Student demonstrates little ability to [identify] and organize a variety of appropriate resources.	Student demonstrates little ability to [analyze] resources for their credibility and identify any possible bias.	Student demonstrates little ability to [critically] select resources that directly relate to concepts, topic and/or research question.	Student demonstrates little ability to [use] information ethically and responsibly.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [identify] and organize a variety of appropriate resources.	Student demonstrates moderate ability to [analyze] resources for their credibility and identify any possible bias.	Student demonstrates moderate ability to [critically] select resources that directly relate to concepts, topic and/or research question.	Student demonstrates moderate ability to [use] information ethically and responsibly.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [identify] and organize a variety of appropriate resources.	Student demonstrates clear ability to [analyze] resources for their credibility and identify any possible bias.	Student demonstrates clear ability to [critically] select resources that directly relate to concepts, topic and/or research question.	Student demonstrates clear ability to [use] information ethically and responsibly.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [identify] and organize a variety of appropriate resources.	Student demonstrates superior ability to [analyze] resources for their credibility and identify any possible bias.	Student demonstrates superior ability to [critically] select resources that directly relate to concepts, topic and/or research question.	Student demonstrates superior ability to [use] information ethically and responsibly.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for “Evaluate and Synthesize Researched Information”

1. A certified course may be from any department and shall teach research skills and require students to employ methods to seek, manage and analyze information.
2. A certified course shall achieve all four learning outcomes.

Engage Global Issues (GLO)

Course _____

Student _____

Assignment _____

Date _____

		1. Demonstrate knowledge and understanding of the interconnectedness of the world, past and present.	2. Demonstrate knowledge and understanding of a society or culture outside of the United States.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score		
ABSENT 1	< 60	Student demonstrates no ability to [understand] the interconnectedness of the world, past and present.	Student demonstrates no ability to [understand] a society or culture outside of the United States.
BEGINNING 2	60-69	Student demonstrates little ability to [understand] the interconnectedness of the world, past and present.	Student demonstrates little ability to [understand] a society or culture outside of the United States.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [understand] the interconnectedness of the world, past and present.	Student demonstrates moderate ability to [understand] a society or culture outside of the United States.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [understand] the interconnectedness of the world, past and present.	Student demonstrates clear ability to [understand] a society or culture outside of the United States.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [understand] the interconnectedness of the world, past and present.	Student demonstrates superior ability to [understand] a society or culture outside of the United States.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for “Engage Global Issues”

1. A certified course shall demonstrate a sustained, disciplined engagement with a society or culture beyond the United States and/or an issue(s) that links world societies together. A significant portion of the course must address the diversity and interconnectedness of the world’s societies and cultures.

Address Problems Using Critical Analysis and the Methods of the Humanities (HUM)

Course _____

Student _____

Assignment _____

Date _____

		1. Understand the major principles and concepts that form the basis of knowledge in the humanities.	2. Understand the theoretical concepts that undergird one or more of the humanities.	3. Develop an awareness of some of the key historical themes of one or more of the humanities.	4. Develop an awareness of the multi- or interdisciplinary nature of issues within the humanities.	5. Develop an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.	6. Develop the verbal and written skills to articulate valid arguments on these issues.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Remember, List, Define, State, Repeat, Duplicate	Remember, List, Define, State, Repeat, Duplicate	Remember, List, Define, State, Repeat, Duplicate	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [understand] the major principles and concepts that form the basis of knowledge in the humanities.	Student demonstrates no ability to [Understand] the theoretical concepts that undergird one or more of the humanities.	Student demonstrates no ability to [develop] an awareness of some of the key historical themes of one or more of the humanities.	Student demonstrates no ability to [develop] an awareness of the multi- or interdisciplinary nature of issues within the humanities.	Student demonstrates no ability to [develop] an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.	Student demonstrates no ability to [develop] the verbal and written skills to articulate valid arguments on these issues.
ABSENT 1	< 60	Student demonstrates little ability to [understand] the major principles and concepts that form the basis of knowledge in the humanities.	Student demonstrates little ability to [Understand] the theoretical concepts that undergird one or more of the humanities.	Student demonstrates little ability to [develop] an awareness of some of the key historical themes of one or more of the humanities.	Student demonstrates little ability to [develop] an awareness of the multi- or interdisciplinary nature of issues within the humanities.	Student demonstrates little ability to [develop] an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.	Student demonstrates little ability to [develop] the verbal and written skills to articulate valid arguments on these issues.
BEGINNING 2	60-69	Student demonstrates moderate ability to [understand] the major principles and concepts that form the basis of knowledge in the humanities.	Student demonstrates moderate ability to [Understand] the theoretical concepts that undergird one or more of the humanities.	Student demonstrates moderate ability to [develop] an awareness of some of the key historical themes of one or more of the humanities.	Student demonstrates moderate ability to [develop] an awareness of the multi- or interdisciplinary nature of issues within the humanities.	Student demonstrates moderate ability to [develop] an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.	Student demonstrates moderate ability to [develop] the verbal and written skills to articulate valid arguments on these issues.
DEVELOPING 3	70-79	Student demonstrates clear ability to [understand] the major principles and concepts that form the basis of knowledge in the humanities.	Student demonstrates clear ability to [Understand] the theoretical concepts that undergird one or more of the humanities.	Student demonstrates clear ability to [develop] an awareness of some of the key historical themes of one or more of the humanities.	Student demonstrates clear ability to [develop] an awareness of the multi- or interdisciplinary nature of issues within the humanities.	Student demonstrates clear ability to [develop] an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.	Student demonstrates clear ability to [develop] the verbal and written skills to articulate valid arguments on these issues.
ACCOMPLISHED 4	80-89	Student demonstrates superior ability to [understand] the major principles and concepts that form the basis of knowledge in the humanities.	Student demonstrates superior ability to [Understand] the theoretical concepts that undergird one or more of the humanities.	Student demonstrates superior ability to [develop] an awareness of some of the key historical themes of one or more of the humanities.	Student demonstrates superior ability to [develop] an awareness of the multi- or interdisciplinary nature of issues within the humanities.	Student demonstrates superior ability to [develop] an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.	Student demonstrates superior ability to [develop] the verbal and written skills to articulate valid arguments on these issues.
EXEMPLARY 5	90-100						

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for "Address Problems Using Critical Analysis and the Methods of the Humanities"

1. Certified courses shall fulfill at least four of the learning outcomes.

Communicate in a Human Language Other Than English (LANG)

Course _____

Student _____

Assignment _____

Date _____

		1a. Write with basic proficiency in at least one non-English language.	1b. Read with basic proficiency in at least one non-English language.	1c. Listen with basic proficiency in at least one non-English language.	1d. Speak with basic proficiency in at least one non-English language.	2. Demonstrate an understanding of the people and culture associated with that language.	3. Present coherent information and ideas in that language to listeners or readers about the people and culture of that language.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [write] in the target language.	Student demonstrates no ability to [read] in the target language.	Student demonstrates no ability to [understand] spoken language in the target language.	Student demonstrates no ability to [speak] in the target language.	Student demonstrates no ability to [describe] the people and culture associated with the target language	Student demonstrates no ability to [present] coherent information and ideas in the target language to listeners or readers about the people and culture of that language.
ABSENT 1	< 60						
BEGINNING 2	60-69	Student demonstrates little ability to [write] in the target language.	Student demonstrates little ability to [read] in the target language.	Student demonstrates little ability to [understand] spoken language in the target language.	Student demonstrates little ability to [speak] in the target language.	Student demonstrates little ability to [describe] the people and culture associated with the target language	Student demonstrates little ability to [present] coherent information and ideas in the target language to listeners or readers about the people and culture of that language.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [write] in the target language.	Student demonstrates moderate ability to [read] in the target language.	Student demonstrates moderate ability to [understand] spoken language in the target language.	Student demonstrates moderate ability to [speak] in the target language.	Student demonstrates moderate ability to [describe] the people and culture associated with the target language	Student demonstrates moderate ability to [present] coherent information and ideas in the target language to listeners or readers about the people and culture of that language.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [write] in the target language.	Student demonstrates clear ability to [read] in the target language.	Student demonstrates clear ability to [understand] spoken language in the target language.	Student demonstrates clear ability to [speak] in the target language.	Student demonstrates clear ability to [describe] the people and culture associated with the target language	Student demonstrates clear ability to [present] coherent information and ideas in the target language to listeners or readers about the people and culture of that language.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [write] in the target language.	Student demonstrates superior ability to [read] in the target language.	Student demonstrates superior ability to [understand] spoken language in the target language.	Student demonstrates superior ability to [speak] in the target language.	Student demonstrates superior ability to [describe] the people and culture associated with the target language	Student demonstrates superior ability to [present] coherent information and ideas in the target language to listeners or readers about the people and culture of that language.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for a “Communicate in a Human Language Other Than English”

1. Certified language courses shall deliver instruction in basic writing, reading, listening and speaking and assess student performance in those areas.
2. A certified course shall require students to employ basic skills in gathering and presenting information in that language about the people and perspectives of that culture.
3. Assessment of student achievement will place no less than 30% of the credit on the quality of reading and writing.
4. Assessment of student achievement will place no less than 50% of the credit on the quality of the student’s listening and speaking ability.
5. Computer languages do not satisfy this requirement.

Master Quantitative Problem Solving (QPS)

Course _____

Student _____

Assignment _____

Date _____

		1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables, or schematics.	2. Represent mathematical information symbolically, visually, numerically, and verbally.	3. Employ quantitative methods such as algebra, geometry, calculus, or statistics to solve problems.	4. Estimate and check mathematical results for reasonableness.	5. Recognize the limits of mathematical and statistical methods.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Appraise, Argue, Contrast, Defend, Judge, Select, Support, Value, Evaluate
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [interpret] and draw inferences from mathematical models such as formulas, graphs, tables, or schematics.	Student demonstrates no ability to [represent] mathematical information symbolically, visually, numerically, and verbally.	Student demonstrates no ability to [employ] quantitative methods such as algebra, geometry, calculus, or statistics to solve problems.	Student demonstrates no ability to [estimate] and check mathematical results for reasonableness.	Student demonstrates no ability to [recognize] the limits of mathematical and statistical methods.
ABSENT 1	< 60					
BEGINNING 2	60-69	Student demonstrates little ability to [interpret] and draw inferences from mathematical models such as formulas, graphs, tables, or schematics.	Student demonstrates little ability to [represent] mathematical information symbolically, visually, numerically, and verbally.	Student demonstrates little ability to [employ] quantitative methods such as algebra, geometry, calculus, or statistics to solve problems.	Student demonstrates little ability to [estimate] and check mathematical results for reasonableness.	Student demonstrates little ability to [recognize] the limits of mathematical and statistical methods.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [interpret] and draw inferences from mathematical models such as formulas, graphs, tables, or schematics.	Student demonstrates moderate ability to [represent] mathematical information symbolically, visually, numerically, and verbally.	Student demonstrates moderate ability to [employ] quantitative methods such as algebra, geometry, calculus, or statistics to solve problems.	Student demonstrates moderate ability to [estimate] and check mathematical results for reasonableness.	Student demonstrates moderate ability to [recognize] the limits of mathematical and statistical methods.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [interpret] and draw inferences from mathematical models such as formulas, graphs, tables, or schematics.	Student demonstrates clear ability to [represent] mathematical information symbolically, visually, numerically, and verbally.	Student demonstrates clear ability to [employ] quantitative methods such as algebra, geometry, calculus, or statistics to solve problems.	Student demonstrates clear ability to [estimate] and check mathematical results for reasonableness.	Student demonstrates clear ability to [recognize] the limits of mathematical and statistical methods.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [interpret] and draw inferences from mathematical models such as formulas, graphs, tables, or schematics.	Student demonstrates superior ability to [represent] mathematical information symbolically, visually, numerically, and verbally.	Student demonstrates superior ability to [employ] quantitative methods such as algebra, geometry, calculus, or statistics to solve problems.	Student demonstrates superior ability to [estimate] and check mathematical results for reasonableness.	Student demonstrates superior ability to [recognize] the limits of mathematical and statistical methods.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for “Master Quantitative Problem Solving”

1. A certified course shall teach a well-defined area of mathematics such as university-level geometry, statistics, or calculus. The course will address at least four of the above Outcomes.
2. MAP courses will not be considered for certification in Mastering Quantitative Problem Solving

Understand, Observe, and Analyze Human Behavior and Societal Constructs (SBS)

Course _____

Student _____

Assignment _____

Date _____

		1. Understand the major concepts and phenomena that form the basis of knowledge in the social sciences.	2. Understand methods of inquiry into the social world and the methods social and behavioral scientists use to explore social phenomena including observation, hypothesis development, measurement and data collection, experimentation, and the evaluation and application of evidence.	3. Understand various types of theory (e.g., behavioral, political, economic, linguistic) that organize predictions and evidence in the social sciences.	4. Skillfully interpret and form educated opinions on social science issues.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score				
ABSENT 1	< 60	Student demonstrates no ability to [understand] the major concepts and phenomena that form the basis of knowledge in the social sciences.	Student demonstrates no ability to [understand] methods of social science inquiry.	Student demonstrates no ability to [understand] various types of theory (e.g., behavioral, political, economic, linguistic) that organize predictions and evidence in the social sciences.	Student demonstrates no ability to [interpret] and form educated opinions on social science issues.
BEGINNING 2	60-69	Student demonstrates little ability to [understand] the major concepts and phenomena that form the basis of knowledge in the social sciences.	Student demonstrates little ability to [understand] methods of social science inquiry.	Student demonstrates little ability to [understand] various types of theory (e.g., behavioral, political, economic, linguistic) that organize predictions and evidence in the social sciences.	Student demonstrates little ability to [interpret] and form educated opinions on social science issues.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [understand] the major concepts and phenomena that form the basis of knowledge in the social sciences.	Student demonstrates moderate ability to [understand] methods of social science inquiry.	Student demonstrates moderate ability to [understand] various types of theory (e.g., behavioral, political, economic, linguistic) that organize predictions and evidence in the social sciences.	Student demonstrates moderate ability to [interpret] and form educated opinions on social science issues.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [understand] the major concepts and phenomena that form the basis of knowledge in the social sciences.	Student demonstrates clear ability to [understand] methods of social science inquiry.	Student demonstrates clear ability to [understand] various types of theory (e.g., behavioral, political, economic, linguistic) that organize predictions and evidence in the social sciences.	Student demonstrates clear ability to [interpret] and form educated opinions on social science issues.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [understand] the major concepts and phenomena that form the basis of knowledge in the social sciences.	Student demonstrates superior ability to [understand] methods of social science inquiry.	Student demonstrates superior ability to [understand] various types of theory (e.g., behavioral, political, economic, linguistic) that organize predictions and evidence in the social sciences.	Student demonstrates superior ability to [interpret] and form educated opinions on social science issues.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for "Understand, Observe, and Analyze Human Behavior and Societal Constructs"

1. Certified social science courses shall fulfill any two of the above outcomes and have a broad content in a specific area of social sciences.

Speak Effectively before an Audience (SPK)

Course _____

Student _____

Assignment _____

Date _____

		1a. Research a topic,	1b. develop an oral argument and	1c. organize supporting details.	2a. Deliver a proficient and substantial oral presentation.	2b. Deliver an oral presentation for the intended audience.	2c. Deliver an oral presentation using appropriate media.	3. Evaluate oral presentations of others according to specific criteria.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Assemble, Construct, Create, Design, Develop, Formulate, Write	Assemble, Construct, Create, Design, Develop, Formulate, Write	Assemble, Construct, Create, Design, Develop, Formulate, Write	Appraise, Argue, Contrast, Defend, Judge, Select, Support, Value, Evaluate
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [research] a topic.	Student demonstrates no ability to [develop] an oral argument.	Student demonstrates no ability to [organize] supporting details.	Student demonstrates no ability to [deliver] a substantial oral presentation (e.g., 10-15 minutes).	Student demonstrates no ability to [deliver] an oral presentation for the intended audience.	Student demonstrates no ability to [deliver] an oral presentation using appropriate media.	Student demonstrates no ability to [evaluate] oral presentations of others according to specific criteria.
ABSENT 1	< 60							
BEGINNING 2	60-69	Student demonstrates little ability to [research] a topic.	Student demonstrates little ability to [develop] an oral argument.	Student demonstrates little ability to [organize] supporting details.	Student demonstrates little ability to [deliver] a substantial oral presentation (e.g., 10-15 minutes).	Student demonstrates no ability to [deliver] an oral presentation for the intended audience.	Student demonstrates little ability to [deliver] an oral presentation using appropriate media.	Student demonstrates little ability to [evaluate] oral presentations of others according to specific criteria.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [research] a topic.	Student demonstrates moderate ability to [develop] an oral argument.	Student demonstrates moderate ability to [organize] supporting details.	Student demonstrates moderate ability to [deliver] a substantial oral presentation (e.g., 10-15 minutes).	Student demonstrates no ability to [deliver] an oral presentation for the intended audience.	Student demonstrates moderate ability to [deliver] an oral presentation using appropriate media.	Student demonstrates moderate ability to [evaluate] oral presentations of others according to specific criteria.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [research] a topic.	Student demonstrates clear ability to [develop] an oral argument.	Student demonstrates clear ability to [organize] supporting details.	Student demonstrates clear ability to [deliver] a substantial oral presentation (e.g., 10-15 minutes).	Student demonstrates no ability to [deliver] an oral presentation for the intended audience.	Student demonstrates clear ability to [deliver] an oral presentation using appropriate media.	Student demonstrates clear ability to [evaluate] oral presentations of others according to specific criteria.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [research] a topic.	Student demonstrates superior ability to [develop] an oral argument.	Student demonstrates superior ability to [organize] supporting details.	Student demonstrates superior ability to [deliver] a substantial oral presentation (e.g., 10-15 minutes).	Student demonstrates no ability to [deliver] an oral presentation for the intended audience.	Student demonstrates superior ability to [deliver] an oral presentation using appropriate media.	Student demonstrates superior ability to [evaluate] oral presentations of others according to specific criteria.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for “Speak Effectively before an Audience”

1. Courses or modules certified as providing oral communication practice must provide access to instruction in the methods of making a proficient oral presentation. Access might include referral to on-campus resources.
2. Certified oral communication experiences shall require students to make a substantial and graded oral presentation (e.g., 10-15 minutes) before a group.
3. Certified oral communication experiences shall have students evaluate other students’ oral presentations using explicit criteria.
4. A certified experience shall achieve all three learning outcomes.
5. Although most programs will stipulate that the learning outcome will be completed in English, some programs could demonstrate that the requirement could be completed in an alternative language.

Study the Natural World (SNW)

Course _____

Student _____

Assignment _____

Date _____

		1. Understand the methods scientists use to explore natural phenomena including observation, hypothesis development, measurement and data collection, experimentation, and evaluation of evidence.	2. Understand the natural world and the major principles and concepts that form the basis of knowledge in the natural sciences.	3. Assess scientific information and understand the application of scientific data, concepts, and models in the natural sciences.	4. Make informed decisions on contemporary issues involving scientific information.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Appraise, Argue, Contrast, Defend, Judge, Select, Support, Value, Evaluate
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [understand] methods of scientific inquiry.	Student demonstrates no ability to [understand] the natural world and the major principles and concepts that form the basis of knowledge in the natural sciences.	Student demonstrates no ability to [assess] scientific information and understand the application of scientific data, concepts, and models in the natural sciences.	Student demonstrates no ability to [make] informed decisions on contemporary issues involving scientific information.
ABSENT 1	< 60				
BEGINNING 2	60-69	Student demonstrates little ability to [understand] methods of scientific inquiry.	Student demonstrates little ability to [understand] the natural world and the major principles and concepts that form the basis of knowledge in the natural sciences.	Student demonstrates little ability to [assess] scientific information and understand the application of scientific data, concepts, and models in the natural sciences.	Student demonstrates little ability to [make] informed decisions on contemporary issues involving scientific information.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [understand] methods of scientific inquiry.	Student demonstrates moderate ability to [understand] the natural world and the major principles and concepts that form the basis of knowledge in the natural sciences.	Student demonstrates moderate ability to [assess] scientific information and understand the application of scientific data, concepts, and models in the natural sciences.	Student demonstrates moderate ability to [make] informed decisions on contemporary issues involving scientific information.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [understand] methods of scientific inquiry.	Student demonstrates clear ability to [understand] the natural world and the major principles and concepts that form the basis of knowledge in the natural sciences.	Student demonstrates clear ability to [assess] scientific information and understand the application of scientific data, concepts, and models in the natural sciences.	Student demonstrates clear ability to [make] informed decisions on contemporary issues involving scientific information.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [understand] methods of scientific inquiry.	Student demonstrates superior ability to [understand] the natural world and the major principles and concepts that form the basis of knowledge in the natural sciences.	Student demonstrates superior ability to [assess] scientific information and understand the application of scientific data, concepts, and models in the natural sciences.	Student demonstrates superior ability to [make] informed decisions on contemporary issues involving scientific information.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for “Study the Natural World”

1. Certified natural science courses shall fulfill outcome 1 (understand the methods scientists use to explore natural phenomena including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence) and at least two of the remaining three outcomes and have a broad content in a specific area of the Natural World.

Understand Relationships between Science or Technology and the Arts, Humanities, or Social Sciences (STAS)

Course _____

Student _____

Assignment _____

Date _____

		1. Apply concepts and tools drawn from any field of study in order to understand the links between science or technology and the arts, humanities or social sciences.	2. Synthesize quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities or social sciences.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score		
ABSENT 1	< 60	Student demonstrates no ability to [apply] concepts and tools drawn from any field of study in order to understand the links between science or technology and the arts, humanities or social sciences.	Student demonstrates no ability to [synthesize] quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities or social sciences.
BEGINNING 2	60-69	Student demonstrates little ability to [apply] concepts and tools drawn from any field of study in order to understand the links between science or technology and the arts, humanities or social sciences.	Student demonstrates little ability to [synthesize] quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities or social sciences.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [apply] concepts and tools drawn from any field of study in order to understand the links between science or technology and the arts, humanities or social sciences.	Student demonstrates moderate ability to [synthesize] quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities or social sciences.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [apply] concepts and tools drawn from any field of study in order to understand the links between science or technology and the arts, humanities or social sciences.	Student demonstrates clear ability to [synthesize] quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities or social sciences.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [apply] concepts and tools drawn from any field of study in order to understand the links between science or technology and the arts, humanities or social sciences.	Student demonstrates superior ability to [synthesize] quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationship between science or technology and the arts, humanities or social sciences.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for “Understand Relationships between Science or Technology and the Arts, Humanities or Social Sciences (STAS)”

1. A certified course shall fulfill both learning outcomes. Certified courses will devote significant time to consideration of the consequences of science or technology for social, economic, ethical, moral, political, artistic, and/or other domains of experience.
2. Because of the inherent interdisciplinary nature of the STAS learning objectives, STAS courses may not be multi-certified.

Understand Technology (TECH)

Course _____

Student _____

Assignment _____

Date _____

		1. Demonstrate an ability to apply technical tools and knowledge to practical systems and problem solving.	2. Design, understand, build, or analyze selected aspects of the human-made world. The "human-made world" is defined for this purpose as "artifacts of our surroundings that are conceived, designed, and/or constructed using technological tools and methods."
Operational Verbs [option to select one per outcome to replace bracketed verb]		Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Assemble, Construct, Create, Design, Develop, Formulate, Write
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score		
ABSENT 1	< 60	Student demonstrates no ability to [demonstrate] an ability to apply technical tools and knowledge to practical systems and problem solving.	Student demonstrates no ability to [design, understand, build, or analyze] selected aspects of the human-made world.
BEGINNING 2	60-69	Student demonstrates little ability to [demonstrate] an ability to apply technical tools and knowledge to practical systems and problem solving.	Student demonstrates little ability to [design, understand, build, or analyze] selected aspects of the human-made world.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [demonstrate] an ability to apply technical tools and knowledge to practical systems and problem solving.	Student demonstrates moderate ability to [design, understand, build, or analyze] selected aspects of the human-made world.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [demonstrate] an ability to apply technical tools and knowledge to practical systems and problem solving.	Student demonstrates clear ability to [design, understand, build, or analyze] selected aspects of the human-made world.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [demonstrate] an ability to apply technical tools and knowledge to practical systems and problem solving.	Student demonstrates superior ability to [design, understand, build, or analyze] selected aspects of the human-made world.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for "Understand Technology"

1. Courses must satisfy both learning objectives.

Understand the Political, Economic, Social, and Cultural History of the United States (USA)

Course _____

Student _____

Assignment _____

Date _____

		1a. Demonstrate knowledge and understanding of the rights and responsibilities of citizenship,	1b. Demonstrate knowledge and understanding of the workings of federal, state, and municipal governments in the United States.	2. Demonstrate knowledge and understanding of U.S. history and society.	3. Demonstrate knowledge of a subculture or relationships among subcultures within U.S. society.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [demonstrate] knowledge and understanding of the rights and responsibilities of citizenship.	Student demonstrates no ability to [demonstrate] knowledge and understanding of the workings of federal, state, and municipal governments in the United States.	Student demonstrates no ability to [demonstrate] knowledge and understanding of U.S. history and society.	Student demonstrates no ability to [demonstrate] knowledge of a subculture or relationships among subcultures within U.S. society.
ABSENT 1	< 60				
BEGINNING 2	60-69	Student demonstrates little ability to [demonstrate] knowledge and understanding of the rights and responsibilities of citizenship.	Student demonstrates little ability to [demonstrate] knowledge and understanding of the workings of federal, state, and municipal governments in the United States.	Student demonstrates little ability to [demonstrate] knowledge and understanding of U.S. history and society.	Student demonstrates little ability to [demonstrate] knowledge of a subculture or relationships among subcultures within U.S. society.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [demonstrate] knowledge and understanding of the rights and responsibilities of citizenship.	Student demonstrates moderate ability to [demonstrate] knowledge and understanding of the workings of federal, state, and municipal governments in the United States.	Student demonstrates moderate ability to [demonstrate] knowledge and understanding of U.S. history and society.	Student demonstrates moderate ability to [demonstrate] knowledge of a subculture or relationships among subcultures within U.S. society.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [demonstrate] knowledge and understanding of the rights and responsibilities of citizenship.	Student demonstrates clear ability to [demonstrate] knowledge and understanding of the workings of federal, state, and municipal governments in the United States.	Student demonstrates clear ability to [demonstrate] knowledge and understanding of U.S. history and society.	Student demonstrates clear ability to [demonstrate] knowledge of a subculture or relationships among subcultures within U.S. society.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [demonstrate] knowledge and understanding of the rights and responsibilities of citizenship.	Student demonstrates superior ability to [demonstrate] knowledge and understanding of the workings of federal, state, and municipal governments in the United States.	Student demonstrates superior ability to [demonstrate] knowledge and understanding of U.S. history and society.	Student demonstrates superior ability to [demonstrate] knowledge of a subculture or relationships among subcultures within U.S. society.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for “Understand the Political, Economic, Social, and Cultural History of the United States”

1. A certified course shall demonstrate a serious, disciplined engagement with political, economic, social, and/or cultural aspects of U.S. society, past or present. Such courses should address at least two of the learning outcomes.

Write Effectively in English (WRT)

Course _____

Student _____

Assignment _____

Date _____

		1a. Research a topic,	1b. develop an argument	1c. organize supporting details.	2. Produce coherent texts within common college-level written forms.	3. Demonstrate the ability to revise and improve such texts.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase	Assemble, Construct, Create, Design, Develop, Formulate, Write	Appraise, Argue, Contrast, Defend, Judge, Select, Support, Value, Evaluate
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [research] a topic,	Student demonstrates no ability to [develop] an argument, and	Student demonstrates no ability to [organize] supporting details.	Student demonstrates no ability to [produce] coherent texts within common college-level forms.	Student demonstrates no ability to [revise] and improve such texts.
ABSENT 1	< 60					
BEGINNING 2	60-69	Student demonstrates little ability to [research] a topic,	Student demonstrates little ability to [develop] an argument, and	Student demonstrates little ability to [organize] supporting details.	Student demonstrates little ability to [produce] coherent texts within common college-level forms.	Student demonstrates little ability to [revise] and improve such texts.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [research] a topic,	Student demonstrates moderate ability to [develop] an argument, and	Student demonstrates moderate ability to [organize] supporting details.	Student demonstrates moderate ability to [produce] coherent texts within common college-level forms.	Student demonstrates moderate ability to [revise] and improve such texts.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [research] a topic,	Student demonstrates clear ability to [develop] an argument, and	Student demonstrates clear ability to [organize] supporting details.	Student demonstrates clear ability to [produce] coherent texts within common college-level forms.	Student demonstrates clear ability to [revise] and improve such texts.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [research] a topic,	Student demonstrates superior ability to [develop] an argument, and	Student demonstrates superior ability to [organize] supporting details.	Student demonstrates superior ability to [produce] coherent texts within common college-level forms.	Student demonstrates superior ability to [revise] and improve such texts.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for "Write Effectively in English"

1. Certified writing courses must deliver instruction and evaluate student performance for all of the learning outcomes listed above.
2. ESL courses will not be considered for certification as writing effectively in English.
3. Typically, courses that meet advanced learning outcomes in Write Effectively in English may be certified as WRTD, not as HFA+. See the section on "Prepare for Life-Long Learning" in this chapter.

Write Effectively within One's Discipline (WRTD)

Course _____

Student _____

Assignment _____

Date _____

		1a. Collect the most pertinent evidence,	1b. draw appropriate disciplinary inferences,	1c. organize effectively for one's intended audience, and	1d. write in a confident voice using correct grammar and punctuation.
Operational Verbs [option to select one per outcome to replace bracketed verb]		Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test	Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Sketch, Solve, Use, Schedule	Assemble, Construct, Create, Design, Develop, Formulate, Write
This course was designed to deliver this outcome (yes/no)		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Accomplishment level	Or Earned Score	Student demonstrates no ability to [collect] relevant evidence.	Student demonstrates no ability to [draw] appropriate disciplinary inferences.	Student demonstrates no ability to [organize] effectively for one's intended audience.	Student demonstrates no ability to [write] in a confident voice using correct grammar and punctuation.
ABSENT 1	< 60				
BEGINNING 2	60-69	Student demonstrates little ability to [collect] relevant evidence.	Student demonstrates little ability to [draw] appropriate disciplinary inferences.	Student demonstrates little ability to [organize] effectively for one's intended audience.	Student demonstrates little ability to [write] in a confident voice using correct grammar and punctuation.
DEVELOPING 3	70-79	Student demonstrates moderate ability to [collect] relevant evidence.	Student demonstrates moderate ability to [draw] appropriate disciplinary inferences.	Student demonstrates moderate ability to [organize] effectively for one's intended audience.	Student demonstrates moderate ability to [write] in a confident voice using correct grammar and punctuation.
ACCOMPLISHED 4	80-89	Student demonstrates clear ability to [collect] relevant evidence.	Student demonstrates clear ability to [draw] appropriate disciplinary inferences.	Student demonstrates clear ability to [organize] effectively for one's intended audience.	Student demonstrates clear ability to [write] in a confident voice using correct grammar and punctuation.
EXEMPLARY 5	90-100	Student demonstrates superior ability to [collect] relevant evidence.	Student demonstrates superior ability to [draw] appropriate disciplinary inferences.	Student demonstrates superior ability to [organize] effectively for one's intended audience.	Student demonstrates superior ability to [write] in a confident voice using correct grammar and punctuation.

Course instructors must evaluate at least as many of the learning outcomes within the prescribed SBC objective as are needed for course certification, as defined in the standards for each SBC objective.

Standards for "Write Effectively within One's Discipline"

1. Produce written work congruent with the standards of one's discipline
2. Complete one certified course that reinforces writing skills in the major discipline OR submit a portfolio of at least 15 pages of written work in the discipline, as determined by the department and certification committee.
3. Although most programs will stipulate that the learning outcome will be completed in English, some programs could demonstrate that the requirement could be completed in an alternative language.