

ARTS CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

Learning objectives	Levels of Competency		
	Does not Meet		Meets
<i>Desired outcomes</i>	Unsatisfactory	Developing	Proficient
Descriptive Communication <i>The student communicates clearly and precisely, with sufficient observational detail about the work of art.</i>	Fails to demonstrate an ability to describe the artistic work.	Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail.	Demonstrates clear organization with appropriate and sufficient detail to objectively describe the work of art.
Analysis and Context <i>The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.</i>	Fails to identify the artistic elements of the work.	Employs some analytical tools to identify artistic elements, however some aspects of the analysis or citations are incorrect, incomplete, or vague.	Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work's structure and genesis.
Interpretation and Response <i>The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].</i>	Fails to provide interpretation or expression of meaning.	Begins to assign a personal response to the work, although the interpretive expression is vague, generalized, or clichéd.	Demonstrates a consistently clear, personal, and confident response to the work while thoughtfully articulating the relevance of the work.

CITIZENSHIP AND SOCIETY CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Civil Rights and Civil Liberties <i>The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.</i>	Fails to demonstrate understanding of the ways societies protect individual rights.	Defines the ways societies protect individual rights and attempts to apply these concepts to address contemporary problems, but with errors or gaps	Explains civil rights and civil liberties with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues.
Individual and Collective Action <i>The student understands how societies and communities address collective action issues.</i>	Fails to demonstrate understanding of how societies and communities address collective action problems.	Defines how societies address collective action problems and attempts to apply these concepts to address contemporary problems, but with errors or gaps.	Explains individual and collective action with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.
Responsibilities of Citizenship <i>The student understands that individuals and societies have responsibilities to each other and to the common good.</i>	Fails to demonstrate understanding of the responsibilities for individuals and societies toward the common good.	Defines responsibilities for individuals and societies toward the common good and attempts to apply these concepts to address contemporary problems, but with errors or gaps.	Explains responsibilities for individuals and societies toward the common good, with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.

CREATIVE CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to demonstrate and apply creative competencies problem solving, and preparation in the realization of a creative work.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Artistic / Creative Competencies <i>The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work.</i>	Fails to demonstrate the discipline specific artistic or creative competencies appropriate for realization of the work.	Begins to demonstrate competencies necessary for realizing the work of art, however the work would benefit from further development of these competencies.	Demonstrates proficiency in discipline specific competencies appropriate for realizing the work.
Problem Solving and Process <i>The student demonstrates the ability to successfully imagine, plan and cultivate a work</i>	Fails to apply a process or plan for exploration appropriate for the scope of the work.	Applies appropriate process(es) capable of predicting some potential problems presented by the project without the skill or experience to cope with unexpected challenges.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as the skill to cope with challenges and adjust work accordingly.
Creativity and Transformation <i>The student exhibits a unique interpretive and conceptual approach to creating a work.</i>	Fails to exhibit any unique interpretive or conceptual approach.	Exhibits some examples of novel ideas or unique approaches, however ideas may lack coherence or need more development.	Creates a new and expressive approach that displays unity and coherence, and on an interpretive level these expressive touches make a familiar work appear new and vital.

CRITICAL ANALYSIS AND REASONING CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Conceptualization <i>The student identifies and explains an essential concept, as well as the relation to other relevant concepts.</i>	The student fails to identify the concept.	Identifies the concept and the explanation is accurate, but incomplete and not related correctly to other relevant concepts	Identifies the concept and the explanation is accurate, complete, and related correctly to other relevant concepts.
Analysis <i>The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.</i>	Fails to identify the basic parts of the concept.	Identifies the basic parts of the concept and restates their relation to each other in an incomplete way and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and summarizes their relation to each other completely. Demonstrates basic understanding of the concept based upon the analysis.
Evaluation <i>The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications</i>	Fails to apply the concept to a case or issue.	Applies the concept to the case or issue with limited application of the significance or value of the case or issue in relation to the concept and/or limited analysis of the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely and identifies logical implications.

DIVERSITY CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

Learning objectives <i>Desired outcomes</i>	Levels of competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Human Diversity (Individual, Group, Institutional) and its Impact on Behavior <i>The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</i>	Fails to demonstrate knowledge of human diversity and does not recognize impact.	Applies knowledge of human diversity but not enough to fully support conclusions or viewpoints about impact.	Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints.
Historical and Cultural Roots of Inequality <i>The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.</i>	Fails to recognize roots of inequality and need for social justice.	Illustrates some understanding of historical or cultural roots of inequality and expresses need for social justice.	Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice.
Attitudes, Beliefs, Behaviors Regarding Diversity <i>The student demonstrates awareness of and manages the influence of personal biases.</i>	Fails to express awareness of biases.	Analyzes own biases but expresses preference for those shared with own cultural group.	Examines new perspectives about own biases; seeks out complexities that new perspectives offer.

ETHICAL REASONING CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to identify ethical theories or approaches and apply appropriate ethical reasoning to reach conclusions and support moral judgments.

Learning objectives <i>Desired outcomes</i>	Levels of competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Conceptualization <i>The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole.</i>	Fails to identify the theory's essential moral principle or value.	Identifies the theory's essential moral principle or value but explains it incompletely and/or exhibits limited relationship to the theory as a whole.	Identifies and explains the theory's essential moral principle or value and relates it to the theory as a whole.
Application <i>The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.</i>	Fails to apply the moral principle or value to an action, decision, or issue.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but cannot explain the implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment and logical explanation of the implications.
Comparison & Evaluation <i>The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.</i>	Fails to identify similarities and differences between the theories or approaches and fails to identify the strengths and weaknesses of the ethical theories or approaches.	Identifies both similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches.	Compares similarities and differences between the ethical theories or approaches and evaluates the strengths and weaknesses of the ethical theories or approaches.

FIRST YEAR SEMINAR CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first-year seminar.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Cultivate Scholarly and Academic Success <i>The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.</i>	Fails to develop metacognitive skills through academic engagement; fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning, and information literacy.	Defines different metacognitive skills and achievement strategies but does not implement appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning, and information literacy.	Interprets how academic exploration shapes their identity as a student-scholar, implements appropriate achievement strategies, and defines college-level skills in reading, writing, critical thinking, analytical reasoning, and information literacy.
Engagement with the University Community <i>The student engages in opportunities for learning beyond the classroom.</i>	Fails to create relationships with peers, staff, and faculty; fails to use appropriate campus resources, participate in academic and co-curricular activities, or recognize the purpose and traditions of the university and higher education.	Describes how relationships with peers, staff, and faculty are important to their student experience, lists appropriate campus resources important to their success, attends campus academic and co-curricular activities, and defines the purpose and traditions of the university and higher education.	Initiates relationships with peers, staff, and faculty, explores how to use campus resources appropriately; attends and interprets how academic and co-curricular activities on campus and in the community apply to their class themes, and distinguishes how the purpose and the traditions of the university and higher education apply to their experience as a student.
Foster Personal Development and Wellness <i>The student develops strategies and goals to support their personal wellness and academic and professional success.</i>	Fails to identify appropriate time- management strategies or relevant academic policies and resources; fails to develop professional goals, or recognize how personal wellness contributes to their academic success and professional goals.	Defines but not fully implementing new time- management strategies, and relevant academic policies and resources related to their academic success; identifies potential professional goals, and recognizes that personal wellness contributes to their academic success and professional goals.	Implements time- management strategies, connects how relevant academic policies and resources relate to their academic success; develops professional goals, and interprets how personal wellness contributes to their academic success and professional goals.

Promote Understanding of Diversity and Social Responsibility <i>The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.</i>	Fails to define concepts of diversity, inequality, privilege, and diverse perspectives; does not examine aspects of the shared human experience, nor demonstrate principles of responsible citizenship within and beyond the campus community.	Partially defines concepts of diversity, inequality, privilege, and diverse perspectives; defines aspects of the shared human experience, and recognizes principles of responsible citizenship within and beyond the campus community.	Interprets concepts of diversity, inequality, privilege, and diverse perspectives, compares and contrasts how their experience connects to a shared human experience, and interprets how that impacts their values, assumptions and relationships with others, and demonstrates responsible citizenship within and beyond the campus community.
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FOREIGN LANGUAGE CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.

Learning Objectives <i>Desired Outcomes</i>	Student Learning Outcomes' Levels of Competency:		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Oral Communication <i>The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.</i>	Fails to demonstrate attainment of oral achievement when engaged in a simple conversation. Most of the utterances are made in English, sometimes with a translation into L1.	Attempts to use sentences and phrases of his/her own and varied vocabulary from across lessons although with some inaccuracies. Attempts to ask both memorized questions and questions of his/her own although with some inaccuracies. Limited negotiation of meaning is used. Can only handle simple transactions that were introduced in class.	Demonstrates the ability to use complete sentences when dealing with familiar topics. Appropriately uses memorized words and phrases. Asks and answers simple questions with few errors. Can handle unknown simple transactions with few errors.
Written Communication <i>The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.</i>	Fails to demonstrate attainment of writing achievement when engaged in a simple writing task. Most of the sentences are done in English, sometimes with a translation into L1.	Attempts to write sentences and phrases of his/her own and varied vocabulary across lessons although with some inaccuracies. Can only handle simple writing tasks that were introduced in class.	Demonstrates the ability to use complete sentences when writing about familiar topics. Appropriately uses memorized words and phrases. Can handle unknown simple writing tasks with few errors.
Cultural Awareness <i>The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.</i>	Fails to demonstrate target culture awareness. Unable to identify key products and the relationship with the practices and the perspectives of the target culture.	Identifies and explains minimally the relationship of some cultural products with the practices and the perspectives of the target culture.	Identifies and explains the relationship of the most familiar cultural products with the practices and the perspectives of the target culture.

GLOBAL PERSPECTIVES CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

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

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Factors and Interactions <i>The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions among/between groups, cultures, states, regions or nations.</i>	Fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Understands factors but is unable to compare and contrast contributions to the possible range of interactions among/between groups, cultures, states, regions or nations.	Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.
Representation and Sources <i>The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.</i>	Fails to understand or use appropriate quantitative data representations or qualitative sources in even relatively simple cases.	Understands when quantitative data representations and/or qualitative sources in relatively simple cases are appropriate.	Evaluates the pros and cons of the appropriateness of quantitative data representations and/or qualitative sources in more complex cases.
Perspectives <i>The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.</i>	Fails to exhibit understanding of the interrelationships among multiple perspectives when exploring subjects within natural and/or human systems.	Identifies and explains multiple perspectives in a neutral way when exploring subjects within natural and/or human systems.	Evaluates and applies multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging own.

HISTORICAL THEME CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

Learning objectives	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Knowledge and Understanding <i>The student demonstrates knowledge and understanding of major historical themes or trends</i>	Fails to demonstrate awareness of the major historical themes or trends.	Describes some, but not sufficient historical background support in discussion of major historical themes or trends.	Applies appropriate historical background that supports discussion of major historical themes or trends.
Sources and Evidence <i>The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.</i>	Fails to use evidence of any kind; disciplinary standards not carefully followed.	Uses some historical evidence to further explore ideas, but are not fully integrated or coherent with respect to chronology, causation, and context; shows awareness of disciplinary standards.	Uses persuasive and appropriate historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; disciplinary standards are followed.
Application of Language and Critical Thinking Skills in an Historical Context <i>The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.</i>	Fails to establish historical comparisons or connections and meaning is lost by lack of language control.	Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction.	Applies language that is readable, and historical analysis is logical with few errors or conceptual gaps.

LITERATURE CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Comprehension <i>The student comprehends the text.</i>	The student fails to comprehend the text(s).	Demonstrates minimal or incomplete comprehension of the text(s).	Demonstrates satisfactory comprehension of the text(s) using general background knowledge and/or contextual material to draw inferences.
Analysis <i>The student identifies and explains relations among ideas, text structure, or other textual features to show how they support an advanced understanding of the text as a whole or of its parts.</i>	Fails to identify the literary elements of the text(s).	Identifies some or all literary elements of the text(s) but does not evaluate the relationship among ideas and text(s).	Identifies and explains multiple literary elements of the text(s) and evaluates the relationship among ideas and text(s).
Interpretation and Significance <i>The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.</i>	Fails to articulate an understanding of the text(s) or to use interpretive strategies to move beyond summary.	Employs some interpretive strategies to read texts closely and critically; draws some conclusions about texts that move beyond summary, but strategy use and conclusions are not complete.	Exhibits an understanding of how to read primary texts closely and critically; regularly interprets and draws conclusions about texts that move beyond summary.

NATURAL WORLD CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.

Learning objectives	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Scientific Method <i>The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.</i>	Fails to demonstrate understanding of the scientific method.	Recalls some or all steps of the scientific method but does not understand how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Accurately explains how experimentation or empirical observations associated with the scientific method are used for the development, testing, and application of models, theories, or laws.
Scientific Principles <i>The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</i>	Fails to demonstrate understanding of scientific principles and theories.	Defines some basic scientific principles and theories, with some errors in understanding.	Explains more complex scientific principles and theories as well as their origins.
Data & Problem-Solving <i>The student critically evaluates scientific information and/or solves problems using scientific data.</i>	Fails to critically evaluate scientific information and/or solve problems.	Begins to recognize when scientific information is either accurate or flawed or begins to identify the appropriate way to use scientific data to solve a problem.	Provides an accurate interpretation of scientific information or develops solutions to problems with few errors and draws reasonable conclusions from the solution.

ORAL COMMUNICATION CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material

Learning objectives	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Organization <i>The student clearly organizes text to convey a central message.</i>	Fails to demonstrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, central message not conveyed.	Employs some elements of organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, and central message conveyed.
Supporting Material <i>The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.</i>	Fails to use supporting materials or establish the presenter's credibility/ authority on the topic.	Uses some appropriate supporting materials to document information or analysis, but does not fully establish the presenter's credibility/ authority on the topic.	Uses sufficient supporting materials to document information and analysis, and establish the presenter's credibility/ authority on the topic.
Delivery <i>The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance effectiveness.</i>	Fails to use delivery techniques that minimize distraction and promote understanding of the presentation.	Uses delivery techniques that occasionally detract from the understandability of the presentation, but speaker does not fully appear comfortable.	Uses delivery techniques that make the presentation understandable and interesting, and speaker appears comfortable.

QUANTITATIVE REASONING CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Interpretation <i>The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).</i>	Fails to demonstrate ability to interpret information presented in mathematical forms.	Provides somewhat accurate interpretations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate interpretation of information presented in mathematical forms.
Analysis <i>The student is able to perform calculations and draw appropriate conclusions based on them.</i>	Fails to demonstrate ability to perform appropriate calculations.	Calculations attempted are either unsuccessful or not comprehensive; tentative judgments are drawn from the calculations, but uncertain about drawing conclusions.	Calculations are correct and comprehensive; competent judgments or reasonable conclusions are drawn from the calculations.
Communication <i>The student can express quantitative evidence in support of an argument (considering what is used, and how evidence is formatted, presented, and contextualized).</i>	Fails to demonstrate the ability to present an argument for which quantitative evidence is pertinent.	Uses quantitative information, but does not effectively connect it to the argument.	Effectively uses quantitative information in connection with the argument. Evidence is clearly formatted, presented, and contextualized.

TECHNOLOGICAL COMPETENCY CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Information Technology <i>The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology)</i>	Fails to demonstrate knowledge of a range of computer technologies to complete projects and tasks.	Demonstrates basic knowledge of a range of computer technologies with limited application to complete projects and tasks.	Applies specific knowledge of a range of computer technologies to complete projects and tasks.
Software and Systems <i>The student is able to use software and systems to collect, gather and analyze data for projects and tasks</i>	Fails to demonstrate the use of software and systems to collect, gather and analyze data for projects and tasks.	Demonstrates minimal use of software and systems to collect, gather and analyze data for projects and tasks.	Applies specific use of software and systems to collect, gather and analyze data for projects and tasks.
Appropriate Use <i>The student is able to apply an awareness of ethics and/or security standards while using information technology</i>	Fails to demonstrate an awareness of ethical and/or security standards when using technology.	Demonstrates an awareness of ethical and/or security standards when using technology but fails to make appropriate decisions when using technology.	Applies specific awareness of ethical and/or security standards and makes informed decisions when using technology.

WRITTEN COMMUNICATION CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Logic and Order <i>The student employs disciplinary expectations to produce clearly worded and organized text that makes a valid assertion.</i>	Fails to demonstrate awareness of the correct form or structure.	Begins to develop a sense of order to convey an idea, and basic organizational structure is apparent, but may be inconsistent or ineffective in some areas.	Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to support assertions.
Sources and Evidence <i>The student uses appropriate evidence to support assertions, with documentation of sources in accordance with disciplinary conventions.</i>	Fails to use or uses scarce support to explain or substantiate assertions; attempts to document sources.	Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.	Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.
Control of Language and Syntax <i>The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.</i>	Fails to convey meaning due to lack of control, weak syntax, or consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is correct, edited, proofread, and contains very few errors in usage and grammar.