When to map to an ELO (and when not to)		
ELO	***Map***	***Do Not Map***
Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.	If students must demonstrate, through analysis or active civic engagement, the needs and characteristics of communities and the impact of choices on those communities	If civic responsibility is simply a theme, a subject of discussion, or content that is not essential to the course outcomes, or if analysis of civic responsibility is not demonstrated in an assignment
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.	If students must demonstrate, in work that is evaluated and graded, the use of analysis and synthesis to explore issues, ideas, artifacts, and events; for creative thinking, exhibit innovative and divergent thinking	If students must summarize, paraphrase, or respond to issues, ideas, artifacts, and event without analyzing or synthesizing; for creative thinking, if students must reflect the ideas of others without transforming them
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.	If a course outcome requires everyone who teaches the course to assess if a student can explain cultural similarities and differences between, among or within cultures or to demonstrate sensitivity by displaying self-reflection, introspection and appreciation of cultural differences.	If cultural sensitivity is simply part of course discussion and/or is part of the course for only some faculty
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.	If students must demonstrate that they can acquire and evaluate information, assessing the sources and determining if the information is valid and useful	If students must use information without researching and evaluating the sources of information
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.	If oral communication—presentations, demonstrations, speeches, etc.—is graded or evaluated for qualities of effective communication	If oral communication consists only of class discussion, informal presentations, and/or other communications that are not graded or evaluated
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.	If students must submit writing assignments that faculty evaluate and grade	If the course requires only informal, ungraded writing that is not evaluated by faculty for the qualities of effective writing
Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.	If students must, in graded work: identify and explain information or data; or perform relevant calculations and/or convert information/ data; or analyze results to address a problem/scenario; or use analysis/synthesis in response to problems	If students must perform basic mathematical or quantitative functions; if students are not required to analyze problems using quantitative reasoning