|  |  |  |
| --- | --- | --- |
| **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 |