SYLLABI DEFINITIONS

SERVANT LEADERSHIP

What is Servant Leadership?

Servant leadership at the University of Mary is a pattern of living marked by competence in one's chosen profession, courage in making ethical decisions based on Benedictine values, and compassion in serving the needs of others. In a context of relationship to God, to one another, and to self, we believe that leadership is making a difference for good. Rooted in the Gospel and in the founding vision of the Benedictine Sisters to serve spiritual, intellectual, and cultural needs of others, the model for servant leadership is Jesus Himself.   At the University of Mary, students grow into leadership through service. Learners become leaders in the service of truth.

Sister Thomas Welder, 2006

CORE COMPETENCIES

Undergraduate:

- **Communication:** Students are able to read, write, listen, and speak effectively to gain and share meaning in a diverse world. Students proficient in this competency are adept at communication with consideration of context, audience, and language; analyze and create fine, literary, and performing arts; and synthesize information and formulate written arguments in written, visual, and oral formats. These objectives are measured using the Communications Rubric.
- **Critical Thinking:** Students are able to analyze, synthesize, and evaluate ideas and information from multiple perspectives to make decisions and solve problems. Student proficient in this competency are able to evaluate information for its relevance and reliability; recognize personal assumptions and biases; generate conclusions and solutions based on evidence; and explore various frames of reference. These objectives are measured using the Critical Thinking Rubric.
- **Global Stewardship:** Students are able to respect and be critically aware of themselves and the diverse world to protect and strengthen natural, cultural, and social environments. Students proficient in this competency are able to demonstrate social skills to function effectively in diverse groups; develop self-awareness, personal wellness, and open-mindedness; analyze philosophical, religious, and secular ethical systems; and devise strategies for social and scientific responsibility through community engagement, citizenship, and advocacy. These objectives are measured using the Global Stewardship Rubric.
- **Spirituality and Ethics:** Students are able to draw upon spiritual, philosophical, religious, and Benedictine traditions to express and act upon a principled set of values. Students proficient in this competency are able to assess the value and role of spirituality and religion in human societies; describe the relationship between the Benedictine values and values of other religious traditions; analyze philosophical, religious, and secular ethical systems; and describe Catholic Social Teaching as it relates to contemporary life. These objectives are measured using the Spirituality and Ethics Rubric.

Graduate:

- **Communication**: *Graduates demonstrate excellence in communication. Students are engaging and effective communicators demonstrated by employing collaborative dialogue and adapting language to resonate with multiple audiences and/or cultures. Their communication reflects a strong command of their field(s) due to the accurate application of disciplinary standards and infusion of disciplinary frameworks and evidence into oral and written works.* These objectives are measured using the Communication Rubric.
- **Moral Courage:** *Graduates clarify, support, or defend what is right and true, whether reached by faith or reason, when confronted by opposing actions or viewpoints in order to serve an understanding of the truth and to promote a culture of human dignity, justice, and virtue. Students, motivated by serving truth, evaluate and respond to actions or viewpoints opposed to what is right or true. Based on faith or reason, they clarify, support, or defend truth and a culture of human dignity, justice, and virtue.* These objectives are measured using the Moral Courage Rubric.
- **Professional Distinction:** *Graduates are servant leaders committed to excellence in their professions and communities. Students integrate knowledge and skills in the applicable discipline for professional service and/or contributions to society. They integrate applicable ethical principles and synthesize supporting reasons/evidence for decision-making. Students pursue the common good by prioritizing the needs of, and cultivating the growth of, others above their own circumstances and aspirations.* These objectives are measured using the Professional Distinction Rubric.
- **Scholarship:** *Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship. Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. They develop a professional philosophy grounded in scholarship.* These objectives are measured using the Scholarship Rubric.

GRADING

Grades awarded at the University of Mary are A, B, C, D (with + or -), or F. For internships, practicums, performance ensembles, workshops, and activities courses, the option of pass/fail grading is available. Some programs do not use a "+ or –" scale. For example, the grading scale used for all **graduate courses** offered through the **Gary Tharaldson School of Business** is as follows: 90%-100%= A; 80%-89%= B; 70%-79%= C; 60%-69%= D; 0%-59%=F. Please consult with your department chair to ensure your syllabus reflects the correct grading scale for your program.

COURSE OBJECTIVE GUIDANCE

Learning objectives are established by each program and outlined in curricular maps available through department chairs. Once faculty identify the objectives for their course, they should design all course assignments and assessments to help fulfill these objectives and outline, in the syllabus, how assignments/assessments and learning objectives are linked. Below is an example of how to map objectives:

Course Objectives	Program Objectives	GTSB Undergraduate Goals	University Undergraduate Competencies
1. Students will be able to apply costs to products using job-order costing, process costing, and standard costing methods. This competency will be assessed through exams and homework assignments.	• Formulate decisions utilizing Benedictine values, ethical frameworks, and professional standards. • Analyze the contemporary global business environment in an integrated manner. • Demonstrate professional business communication. • Apply business support tools to decision making.	Recommend appropriate courses of action based on quantitative theories and techniques	Critical thinking (Outcomes 1 and 3)

2. Students will be able to compute and interpret the direct-material price variance, quantity variance, direct-labor variance, efficiency variance, and overhead variances. This competency will be assessed through exams and homework assignments.	• Formulate decisions utilizing Benedictine values, ethical frameworks, and professional standards. • Analyze the contemporary global business environment in an integrated manner. • Demonstrate professional business communication. • Apply business support tools to decision making.	Formulate and justify effective business processes	Critical thinking (Outcomes 1 and 3)
3. Students will be able to examine the shifts in costs and volume and the resulting effects on profits. This competency will be assessed through exams and homework assignments.	• Formulate decisions utilizing Benedictine values, ethical frameworks, and professional standards. • Analyze the contemporary global business environment in an integrated manner. • Demonstrate professional business communication. • Apply business support tools to decision making.	Formulate and justify effective business processes	Critical Thinking (Outcomes 1 and 3)

Major Assignments

Assignment	Course Objectives(s) Met	Evaluation Method(s)	Approximate Time to Complete
Tests	1, 2, 3, 4, 5	Points are earned for correct answers based on the textbook best practices.	6 hours per test
Assignments	1, 2, 3, 4, 5	Points are earned for correct answers based on the textbook best practices. Rubric for written assignments.	2-4 hours per assignment
Case Studies	1, 2, 3, 4, 5	Points are earned for correct answers based on the textbook best practices. Rubric for written assignments.	2-6 hours per assignment
Continuing Case: Cookie Company	1, 2, 3, 4, 5	Points are earned for correct answers based on the textbook best practices. Rubric for written assignments.	2-6 hours per assignment

CREDIT HOUR DEFINITION

From HEA-NPRM July 1, 2011
- For a semester hour, a credit hour must approximate not less than one hour of classroom and two hours out-of-class student work each week in approximately a 15-week semester or trimester[1]
- At least the equivalent work as a semester hour for other academic activities, e.g., lab work, internships, practica, studio work, and other academic work

For a Term/Semester of 15 weeks:[2]

Semester Credits	Minimum Direct Instructional Hours	Minimum Outside Work Hours	Total Hours
2.0	30	60	90
3.0	45	90	135
4.0	60	120	180

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[1] NOTE: Semester-long courses are 15 instructional weeks plus finals week, resulting in a total of 16 weeks. Use the 15-week tables for determining amount of instructional time and outside work hours for semester-long courses.
[2] See note above.

Updated 07/2020
For length of class per week:

Credits	5-Week Course		7-Week Course		8-Week Course		10-Week Course		15-Week Course[3]	
	Inst Hrs/Wk	Outside Wrk/Wk	Inst Hrs/Wk	Outside Wrk/Wk	Inst Hrs/Wk	Outside Wrk/Wk	Inst Hrs/Wk	Outside Wrk/Wk	Inst Hr/Wk	Outside Wrk/Wk
1.0	3	6	2 hrs 10 mins[4]	4 hrs 20 mins[5]	1 hr 55 mins[6]	3 hrs 45 mins	1 hr 30 mins	3	1	2
2.0	6	12	4 hrs 20 mins[7]	8 hrs 35 mins[8]	3 hrs 45 mins	7 hrs 30 mins	3	6	2	4
3.0	9	18	6 hrs 30 min[9]	12 hrs 55 min[10]	5 hrs 40[11] mins	11 hrs 15 mins	4.5	9	3	6
4.0	12	24	8 hrs 35 mins[12]	17 hrs 10 mins[13]	7hrs 30 min	15	6	12	4	8

- **Determination of Instructional Hours for Distance Courses**: Any combination of the following activities can be used to calculate instructional hours for distance courses:
    - The time spent in live or recorded instruction
    - Number of screens viewed in the course at 3-5 minutes per screen (depending on the amount of content)
    - Viewing live or recorded student-led discussions or presentations
    - Run time for videos and/or audio media calculated on a 1:1 ratio
    - Links to external course content (reading an article, listening to a podcast, or watching an external instructional video when review of such content is **not** considered homework)
    - Posting to group discussion boards in Canvas or external discussion sites (e.g., course Facebook page)
    - Online group project work that is not considered homework

- **Determining Student Course Workload**: Rice University has developed a student workload calculator, based on research related to this area, to help faculty estimate student workload: http://cte.rice.edu/workload/. This instrument is not meant to be a perfect measure of student workload but rather an approximation of the number of hours needed to complete a variety of different types of assignments. In addition to this tool, faculty are encouraged to consult with their departments on the volume of work typically assigned to students based on course level.

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[3] NOTE: Semester-long courses are 15 instructional weeks plus finals week, resulting in a total of 16 weeks. Use the 15-week tables for determining amount of instructional time and outside work hours for semester-long courses.

[4] Rounded up to next multiple of 5
[5] Rounded up to next multiple of 5
[6] Rounded up to next multiple of 5
[7] Rounded up to next multiple of 5
[8] Rounded up to next multiple of 5
[9] Rounded up to next multiple of 5
[10] Rounded up to next multiple of 5
[11] Rounded up to next multiple of 5
[12] Rounded up to next multiple of 5
[13] Rounded up to next multiple of 5

Communication Rubric

Read, write, listen, and speak effectively to gain and share meaning in a diverse world

Components	OUTCOME 1 Adapt communication with consideration of context, audience, and language					
	Capstone 4	3	2	Benchmark 1	0	N/a
Comprehension	Recognizes possible implications of the work for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the explicit message (e.g., might recognized broader issues at play, or might pose challenges to the message and presentation)	Uses the work, general background knowledge, and/or specific knowledge of the context to draw more complex inference about the message and presentation	Evaluates how features of the work contribute to the message Draws basic inferences about context and purpose of work	Summarizes or paraphrases the information the work communicates	Outcome unmet	Assignment did not address outcome
Language and Delivery	Language and delivery choices are imaginative, memorable and compelling and enhance the effectiveness of the work	Language and delivery choices are thoughtful and generally support the effectiveness of the work	Language and delivery choices are mundane and commonplace and partially support the effectiveness of the work	Language and delivery choices are unclear or inappropriate and minimally support the effectiveness of the work	Outcome unmet	Assignment did not address outcome
Audience	Interprets experience from the perspectives of own and more than one worldview Effectively expresses, listens, and adapts to others	Recognizes intellectual and emotional dimensions of more than one worldview Attempts to express, listen, and adapt to others	Recognizes other worldviews but makes little attempt to express, listen, and adapt to others	Exchanges experiences with others but assumes others' worldview and own worldview are identical	Outcome unmet	Assignment did not address outcome
Components	OUTCOME 2 Analyze and create fine, literary, and performing arts					
	Capstone 4	3	2	1	0	N/a
Analysis	Evaluates strategies for relating ideas, structure or	Identifies relations among ideas or other features of	Recognizes relations among parts or aspects of	Identifies aspects of a work as needed to respond to	Outcome unmet	Assignment did not

Communication Rubric

Read, write, listen, and speak effectively to gain and share meaning in a diverse world

	other features of the work in order to build knowledge or insight within and across texts and disciplines	the work, to evaluate how they support an advanced understanding of the work as a whole	a work such as effective or ineffective arguments or other features in considering how these contribute to a basic understanding of the work as a whole	questions posed in assigned tasks		address outcome
Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work	Uses appropriate and relevant content to develop simple ideas in some parts of the work	Outcome unmet	Assignment did not address outcome
Process	Reflect: Evaluates creative process and product using domain-appropriate criteria	Create: Creates a (novel or unique) object, solution, or idea that is appropriate to the domain	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications	Model: Successfully reproduces an appropriate exemplar	Outcome unmet	Assignment did not address outcome
Components	**OUTCOME 3** **Synthesize information and formulate written arguments in written, visual, and oral formats**					
	Capstone 4	3	2	1	0	N/a
Structure	Organizes and synthesizes ideas from appropriate sources to fully achieve a specific purpose with clarity and depth	Organizes and synthesizes ideas from sources and intended purpose is achieved	Organizes ideas from sources but does not synthesize so the intended purpose is not fully achieved	Ideas are fragmented and/or used inappropriately so the intended purpose is not achieved	Outcome unmet	Assignment did not address outcome

Critical Thinking Rubric

Analyze, synthesize, and evaluate ideas and information from multiple perspectives to make decisions and solve problems

OUTCOME 1 Evaluate information for its relevance and reliability					
Capstone 4	3	2	Benchmark 1	0	N/a
Makes judgments regarding the merit of information from various sources representing multiple points of view Questions viewpoints of experts thoroughly	Identifies the merit of information from various sources representing multiple points of view Viewpoints of experts are subject to questioning	Presents information from relevant sources representing limited points of view Viewpoints of experts are taken as mostly fact with little questioning	Takes information from source(s) with minimal interpretation/evaluation Viewpoints of experts are taken as fact without question	Outcome Unmet	Assignment did not address outcome
OUTCOME 2 Recognize personal assumptions and biases					
Capstone 4	3	2	Benchmark 1	0	N/a
Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position	Explores own and others' assumptions and several relevant contexts when presenting a position	Identifies some personal assumptions; identifies several relevant contexts when presenting a position May be more aware of others' assumptions than one's own (or vice versa)	Shows an emerging awareness of present personal assumptions (sometimes labels assertions as assumptions) Begins to identify some contexts relevant to a given position	Outcome unmet	Assignment did not address outcome
OUTCOME 3 Generate conclusions and solutions based on evidence					
Capstone 4	3	2	Benchmark 1	0	N/a
States conclusions that are logical extrapolations from inquiry findings Not only develops a reasonable plan to solve a problem, but recognizes consequences of potential solutions and can articulate reason for choosing one	States conclusions that are logically tied to information although information may be chosen to fit the desired conclusion; some related outcomes are identified clearly Having selected from among alternatives, develops a reasonable plan to solve the problem	States a general conclusion based on evidence, but exceeds the scope of the inquiry findings Selects a solution and rejects less acceptable approaches to solving the problem	States a conclusion, even if illogical or unsupportable, from inquiry findings Only a single approach is considered and is used to solve the problem	Outcome unmet	Assignment did not address outcome

Critical Thinking Rubric

Analyze, synthesize, and evaluate ideas and information from multiple perspectives to make decisions and solve problems

OUTCOME 4 Explore various frames of reference					
Capstone 4	3	2	Benchmark 1	0	N/a
Thoroughly combines examples, facts, or theories from multiple perspectives	Connects examples, facts, or theories from multiple perspectives	Connects examples, facts, or theories from more than one perspective	Presents examples, facts, or theories from one perspective	Outcome unmet	Assignment did not address outcome

Global Stewardship Rubric

Respect and be critically aware of oneself and the diverse world to protect and strengthen natural, cultural, and social environments

OUTCOME 1 Demonstrate social skills to function effectively in diverse groups					
Capstone 4	3	2	Benchmark 1	0	N/a
Interprets intercultural experiences from multiple worldviews Tailors interactions to establish relationships (e.g., effectively express, listen, and adapt to others)	Explains intercultural experiences from more than one worldview Engages in interactions to establish relationships	Identifies intercultural experiences from more than one worldview Recognizes potential for interactions to establish relationships.	Views the experience of others but does so through own worldview and does not seek interaction	Outcome unmet	Assignment does not address outcome
OUTCOME 2 Develop self-awareness, personal wellness, and open-mindedness					
Capstone 4	3	2	Benchmark 1	0	N/a
Creates opportunities to refine personal strengths and anticipates change with a vision toward the future	Pursues opportunities to develop personal strengths and responds to change	Recognizes personal strengths and challenges in multiple environments	Describes own performances with general descriptors of success and failure	Outcome unmet	Assignment does not address outcome
OUTCOME 3 Analyze the philosophical, religious, and secular ethical systems					
Capstone 4	3	2	Benchmark 1	0	N/a
Applies and extends diverse contemporary, historical, and cultural perspectives to his/her participation in a global society	Compares and contrasts contemporary, historical, and cultural perspectives that are relevant in a global society	Identifies contemporary, historical, and cultural perspectives	Begins to show awareness of contemporary, historical, and cultural knowledge	Outcome unmet	Assignment does not address outcome

Global Stewardship Rubric

Respect and be critically aware of oneself and the diverse world to protect and strengthen natural, cultural, and social environments

OUTCOME 4 Devise strategies for social and scientific responsibility through community engagement, citizenship, and advocacy					
Capstone 4	3	2	Benchmark 1	0	N/a
Advocates for and engages in social and scientific responsibility within community contexts and structures	Demonstrates the ability and commitment to drive civic action for social and scientific responsibility	Explains the relationship between civic action and social and scientific responsibility	Describes factors which foster social and scientific responsibility	Outcome unmet	Assignment does not address outcome

Spirituality and Ethics Rubric

Draw upon spiritual, philosophical, religious, and Benedictine traditions to express and act upon a principled set of values

Components	OUTCOME 1 Assess the value and role of spirituality and religion in human societies					
	Capstone 4	3	2	1	0	N/a
Spirituality and Religion	Discerns the value and role of spirituality and religion in the world	Discusses the value and role of spirituality and religion in his/her own nation	Describes the value and role of spirituality and religion in his/her own community and provide examples	Identifies the value and role of spirituality and religion in his/her own life	Outcome unmet	Assignment does not address outcome
Components	OUTCOME 2 Describe the relationship between the Benedictine values and values of other religious traditions					
	Capstone 4	3	2	1	0	N/a
Benedictine values	Demonstrates the integration of the Benedictine values within the context of various religious traditions	Correlates the Benedictine values with values inherent in other religious traditions	Correlates the Benedictine values with his/her own spirituality or religious tradition	Recognizes the Benedictine values	Outcome unmet	Assignment does not address outcome
Components	OUTCOME 3 Analyze the philosophical, religious, and secular ethical systems					
	Capstone 4	3	2	1	0	N/a
Awareness	Values and contextualizes diverse belief systems including his/her own	Analyzes diverse belief systems as well as his/her own	Explores his/her own belief systems and articulates his/her own core beliefs as s/he begins to explore diverse belief systems	States his/her own core philosophical, religious, and/or secular belief system	Outcome unmet	Assignment does not address outcome
Application of Ethical Perspectives/ Concepts	Independently applies ethical perspectives/concepts to an ethical question accurately and considers full implications of the application	Independently applies ethical perspectives /concepts to an ethical question accurately but does not consider the specific implications of the application	Applies ethical perspectives/concepts to an ethical question independently and the application is inaccurate	Applies ethical perspectives/concepts to an ethical question with support but is unable to apply ethical perspectives/concepts independently	Outcome unmet	Assignment does not address outcome

Spirituality and Ethics Rubric

Draw upon spiritual, philosophical, religious, and Benedictine traditions to express and act upon a principled set of values

Components	Outcome 4 Describe Catholic Social Teaching as it relates to contemporary life					
	Capstone 4	3	2	1	0	N/a
Understanding Catholic Social Teaching	Critiques social/ethical dilemmas in light of Catholic Social Teaching	Explores contemporary social issues in light of Catholic Social Teaching	Names principles of Catholic Social Teaching and provides personal examples	Identifies the basic principles of Catholic Social Teaching	Outcome unmet	Assignment does not address outcome
Application of Catholic Social Teaching	Applies the principles of Catholic Social Teaching in discerning a course of action on contemporary issues	Applies principles of Catholic Social Teaching to a contemporary issue	Names principles of Catholic Social Teaching operative in a real world example	Recognizes an application of Catholic Social Teaching	Outcome unmet	Assignment does not address outcome

Graduate Core Competency: PROFESSIONAL DISTINCTION
Graduates are servant leaders committed to excellence in their professions and communities
There are three components to measure professional distinction.

Instructions:
- When scoring students, the rater should assume that student has acquired all skills/knowledge described in the previous benchmarks.
- These rubrics represent the overall University expectations about the skills and knowledge that students should have acquired during their master's and/or doctoral studies. Some programs may require students to demonstrate a different level of competency than indicated by the rubric based on disciplinary standards. For example, a master's program may require that, upon exit, a student demonstrate the skills and knowledge associated with the rubric's doctoral exit benchmark.

COMPONENT 1											
Students integrate knowledge and skills in the applicable discipline for professional service and/or contributions to society											
Criteria	N/A	Unacceptable 0	.5	Master's Entry 1	1.5	Master's Midpoint 2	2.5	Master's Exit/Doctoral Entry 3	3.5	Doctoral Midway 4	4.5	Doctoral Exit 5
PD 1.1 Student integrates discipline-specific knowledge and/or skills into his/her field or professional practice.		Student *does not integrate* discipline-specific knowledge and/or skills into field or professional practice.		Student *inconsistently* integrates discipline-specific knowledge and/or skills into field or professional practice.		Student *integrates* discipline-specific knowledge and/or skills into field or professional practice.		Student *consistently* integrates discipline-specific knowledge and/or skills into field or professional practice.		Student *consistently integrates with accuracy* discipline-specific knowledge and/or skills into field or professional practice.		Student *consistently integrates with precision* discipline-specific knowledge into field or professional practice.

Graduate Core Competency: PROFESSIONAL DISTINCTION
Graduates are servant leaders committed to excellence in their professions and communities
There are three components to measure professional distinction.

COMPONENT 2												
Students integrate applicable ethical principles and synthesize supporting reasons/evidence for decision-making.												

Criteria	N/A --	Unacceptable 0	.5	Master's Entry 1	1.5	Master's Midpoint 2	2.5	Master's Exit/Doctoral Entry 3	3.5	Doctoral Midway 4	4.5	Doctoral Exit 5
PD 2. 1 Student integrates applicable ethical principles into decision making.		Student *does not integrate* ethical principles into decision making.		Student *chooses* applicable ethical principles for decision-making.		Student *applies* ethical principles into decision making.		Student *integrates* applicable ethical principles into decision making.		Student *discerns why a decision was ethical or unethical and modifies* the decision to reflect ethical principles.		Student *discerns which ethical principles are most applicable and integrates* them into decision-making.
PD 2.2 Student justifies decisions with supporting reasons/ evidence.		Student *does not justify* decisions with supporting reasons/ evidence.		Student *identifies* reasons/evidence for making decisions.		Student evaluates *reasons/ evidence* for making decisions.		Student *justifies* decisions with supporting reasons/ evidence.		Student *synthesizes reasons for making a decision and discerns which reasons/evidence best support* the decision.		Student *synthesizes reasons for making a decision and justifies his/her decision* based on evidence.

Graduate Core Competencies Rubric

Graduate Core Competency: PROFESSIONAL DISTINCTION
Graduates are servant leaders committed to excellence in their professions and communities
There are three components to measure professional distinction.

		COMPONENT 3: Servant Leadership									
		Students pursue the common good by prioritizing the needs of, and cultivating the growth of, others above their own circumstances and aspirations.									
Criteria	**N/A**	**Unacceptable 0**	**.5**	**Master's Entry 1**	**1.5**	**Master's Midpoint 2**	**2.5**	**Master's Exit/Doctoral Entry 3**	**3.5**	**Doctoral Midway 4**	**4.5**	**Doctoral Exit 5**
PD 3.1 Student models selflessness in his/her choices and actions.		Student *does not demonstrate* selflessness.		Student *illustrates* selflessness *verbally or in writing*.		Student *demonstrates* selflessness in *actions*.		Student *models for others* selflessness in *choices and actions*.		Student *discerns the difference between selfless and selfish choices prior to* taking selfless actions.		Student *analyzes the predicted outcomes of making selfish and self-less choices prior to* taking selfless actions.
PD 3.2 Student inspires growth in those they serve.		Student *does not inspire* growth in others.		Student *can illustrate* how to inspire growth in others.		Student *demonstrates how* to inspire growth in others.		Student *inspires* growth in others.		Student *deliberately inspires* growth in others.		Student *purposefully leads constituents to* inspire growth in others.
PD 3.3 Student leads with intent to pursue the common good.		Student *does not give forethought* to the common good.		Student *infrequently* pursues the common good.		Student *occasionally pursues* the common good.		Student *frequently pursues* the common good.		Student *synthesizes situational dynamics in pursuit* of the common good.		Student analyzes the *predicted impact on others in pursuit* of the common good.

Graduate Core Competencies Rubric

Graduate Core Competency: SCHOLARSHIP

Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship.

There are two components to measure scholarship.

Instructions:

- When scoring students, the rater should assume that student has acquired all skills/knowledge described in the previous benchmarks.
- These rubrics represent the overall University expectations about the skills and knowledge that students should have acquired during their master's and/or doctoral studies. Some programs may require students to demonstrate a different level of competency than indicated by the rubric based on disciplinary standards. For example, a master's program may require that, upon exit, a student demonstrate the skills and knowledge associated with the rubric's doctoral exit benchmark.

COMPONENT 1												
Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship.												
Criteria	N/A	**Unacceptable** **0**	.5	**Master's** **Entry** **1**	1.5	**Master's** **Midpoint** **2**	2.5	**Master's** **Exit/Doctoral** **Entry** **3**	3.5	**Doctoral** **Midway** **4**	4.5	**Doctoral Exit** **5**
SCH 1.1 Student develops and then implements an effective research or evidence-based practice plan (hereafter plan).		Student *does not develop* a plan.		Student develops a plan that *appears effective*.		Student implements a plan but finds it *does not yield* intended results.		Student implements a plan that *could or does yield* intended results.		Student implements a *complex plan* that could or does yield intended results.		Student implements a complex plan that *yields valuable results from which recommendations may be made*.
SCH 1.2 Student applies relevant codes of conduct to research or evidence-based practice.		Student *demonstrates no knowledge* of research/ evidence-based practice codes of conduct applicable to his/her field.		Student *identifies* all aspects of research/evidence-based practice codes of conduct applicable to his/her field.		Student *demonstrates compliance with some aspects* of research/evidence-based practice codes of conduct applicable to his/her field *with extensive guidance*.		Student *demonstrates compliance with all aspects* of research/ evidence-based practice codes of conduct applicable to his/her field *with guidance*.		Student demonstrates compliance with all aspects of research/ evidence-based practice codes of conduct applicable to his/her field, *with limited guidance*.		Student demonstrates expertise with all aspects of research/evidence-based practice codes of conduct applicable to his/her field, accurately applying them *with no guidance*.

Graduate Core Competencies Rubric

Graduate Core Competency: SCHOLARSHIP

Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship.

There are two components to measure scholarship.

Criteria	N/A	Unacceptable 0	.5	Master's Entry 1	1.5	Master's Midpoint 2	2.5	Master's Exit/Doctoral Entry 3	3.5	Doctoral Midway 4	4.5	Doctoral Exit 5
SCH 1.3 Student critically analyzes multiple forms of scholarship.		Student *does not* critically analyze scholarship.		Student *critically analyzes few sources* of scholarship.		Student critically analyzes *multiple sources* of scholarship.		Student critically analyzes multiple sources of scholarship *to identify drawbacks and benefits*.		Student critically evaluates multiple sources of scholarship *to recommend a course of action*.		Student critically evaluates multiple sources of scholarship *to identify ways of expanding the field*.
SCH 1.4 Student synthesizes valid and appropriate sources of information.		Student *does not synthesize* valid and appropriate sources of information.		Student *summarizes the key concepts of* valid and appropriate sources of information.		Student *compares and contrasts* valid and appropriate sources of information.		Student *synthesizes* valid and appropriate sources of information.		Student synthesizes valid and appropriate sources of information, *resulting in increased expertise*.		Student *accurately* synthesizes valid and appropriate sources of information, *resulting in new contributions to the field*.
SCH 1.5 Student effectively utilizes sources to support his/her claims.		Student *does not justify* claims with scholarly evidence.		Student justifies *few claims* with analysis of scholarly evidence.		Student justifies *most claims* with analysis of scholarly evidence.		Student justifies *most claims* with a *thorough critique* of scholarly evidence.		Student justifies *all claims* with a *thorough critique* of scholarly evidence.		Student justifies all claims with a thorough critique of scholarly evidence *that leads to new insights*.

Graduate Core Competencies Rubric

Graduate Core Competency: SCHOLARSHIP

Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship.

There are two components to measure scholarship.

COMPONENT 2												
Students develop a professional philosophy grounded in scholarship.												
Criteria	N/A	Unacceptable 0	.5	Master's Entry 1	1.5	Master's Midpoint 2	2.5	Master's Exit/Doctoral Entry 3	3.5	Doctoral Midway 4	4.5	Doctoral Exit 5
SCH 2.1 Student recalls the predominant knowledge base of his/her respective field.		Student demonstrates *no ability to recall* predominant knowledge applicable to his/her respective field.		Student *recalls all predominant knowledge* applicable to his/her respective field.		Student *analyzes the underpinnings of and the relationship between* the predominant knowledge base in his/her respective field.		Student *fully synthesizes and applies the* predominant knowledge in his/her respective field to address problems of practice.		Student *fully synthesizes and applies* the predominant knowledge in his/her respective field *to effectively address problems of practice in a novel way*.		Student *contributes to the* predominant knowledge base in his/her respective field.
SCH 2.2 Student extracts concepts and theories from the predominate knowledge base to shape his/her professional philosophy.		Student *does not evidence* a professional philosophy founded on his/her field's knowledge base.		Student *evidences* a professional philosophy that *is not substantially* founded on his/her field's knowledge base.		Student *evidences* a professional philosophy *that is founded* on his/her field's knowledge base.		Student *synthesizes concepts and theoretical foundations* from the applicable field *to deepen* his/her professional philosophy.		Student *applies synthesized professional philosophy to address problems of practice*.		Student *contributes to others'* developing professional philosophies to address problems of practice.

Graduate Core Competencies Rubric

Graduate Core Competency: COMMUNICATION
Graduates demonstrate excellence in communication.
There are three components to measure communication.

Instructions:

- When scoring students, the rater should assume that student has acquired all skills/knowledge described in the previous benchmarks.
- These rubrics represent the overall University expectations about the skills and knowledge that students should have acquired during their master's and/or doctoral studies. Some programs may require students to demonstrate a different level of competency than indicated by the rubric based on disciplinary standards. For example, a master's program may require that, upon exit, a student demonstrate the skills and knowledge associated with the rubric's doctoral exit benchmark.

COMPONENT 1
Students are engaging and effective communicators demonstrated by employing collaborative dialogue and adapting language to resonate with multiple audiences and/or cultures.

Criteria	N/A --	Unacceptable 0	.5	Master's Entry 1	1.5	Master's Midpoint 2	2.5	Master's Exit/Doctoral Entry 3	3.5	Doctoral Midway 4	4.5	Doctoral Exit 5
COM 1.1 Student communicates collaboratively.		Student *does not participate* in collaborative dialogue.		Student *transmits ideas in linear fashion* which *may result* in a deepened understanding of the discipline *for self*.		Student *participates in collaborative communication that results in* a deepened understanding of the discipline *for self and sometimes others*.		Student *initiates collaborative communication by offering new insights that result* in a deepened understanding of the discipline *for self and others*.		Student *stimulates collaboration through engaged questioning* that results in a deepened understanding of the discipline *for self and others*.		Student *builds community by offering and encouraging, in others*, new insights that deepen *communicators' understanding* of the discipline.
COM 1.2 Student adapts language to effectively resonate with multiple audiences and/or cultures.		Student *does not consider* audience and/or cultures when communicating.		Student *adapts language effectively* for a *singular* audience and/or culture.		Student adapts language with *varied effectiveness for multiple* audiences and/or cultures.		Student adapts language *effectively for multiple* audiences and/or cultures.		Student adapts language *fluently for multiple* audiences and/or cultures.		Student adapts language *fluently and simultaneously for multiple* audiences and/or cultures.

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COMPONENT 2
Students' communication reflect a strong command of their field(s) due to the accurate application of disciplinary standards and infusion of disciplinary frameworks and evidence into oral and written works.

Criteria	N/A --	Unacceptable 0	5	Master's Entry 1	1.5	Master's Midpoint 2	2.5	Master's Exit/Doctoral Entry 3	3.5	Doctoral Midway 4	4.5	Doctoral Exit 5
COM 2.1 Student supports ideas and claims with evidence.		Student *does not use* evidence to support his/her ideas.		Student *uses limited but effective* evidence, leaving *some* ideas and claims unsupported.		Student *uses adequate and effective* evidence, resulting in *support for most* ideas and claims.		Student *uses ample and effective* evidence, resulting in *full support* for all ideas and claims.		Student *references extensive and effective evidence* to *fully and convincingly support* ideas and claims.		Student references *extensive and poignant evidence* to *fully support* ideas/ claims, which results in *novel contributions* to his/her field.
COM 2.2 Student synthesizes discipline-specific theories or perspectives.		Student *does not apply* discipline-specific theories or perspectives.		Student *effectively applies one* theory or perspective to a situation.		Student *effectively applies more than* one theory or perspective to a situation.		Student *effectively analyzes multiple* theories or perspectives.		Student *synthesizes multiple* theories or perspectives.		Student *critically analyzes multiple* theories or perspectives to *create new insights*.
COM 2. 3 Student is conversant in the style guide used by his/her discipline (e.g. APA, MLA, Chicago Style)		Student *recalls but does not apply* applicable professional writing guidelines.		Student *accurately applies* applicable professional writing guidelines with *extensive guidance*.		Student *accurately applies* applicable professional writing guidelines *with moderate guidance*.		Student *accurately applies* applicable professional writing guidelines *with limited guidance*.		Student *accurately applies* applicable professional writing guidelines *with very limited guidance*.		Student *accurately applies* applicable professional writing guidelines accurately *with no guidance*.

Graduate Core Competency: COMMUNICATION
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COMPONENT 3 **Students demonstrate mastery of the English language.**												

Criteria	N/A --	Unacceptable 0	.5	Master's Entry 1	1.5	Master's Midpoint 2	2.5	Master's Exit/Doctoral Entry 3	3.5	Doctoral Midway 4	4.5	Doctoral Exit 5
COM 3.1 Student employs effective word usage.		Student employs *improper language* that may *disrupt* intended meaning.		Student employs *straightforward* language that *conveys* intended meaning.		Student employs *discipline-specific language* that *conveys* intended meaning.		Student employs *discipline-specific language* that *enhances* intended meaning.		Student employs *expressive discipline-specific language* that conveys expertise.		Student employs *accurate discipline- specific language* to *defend expertise*.
COM 3.2 Student demonstrates command of the technical aspects of writing. *		Student makes *several significant* grammatical or mechanical errors that *impacts clarity*.		Student makes *several minor* grammatical or mechanical errors that *impacts clarity*.		Student makes *minor* grammatical or mechanical errors that results in *occasional impact on clarity*.		Student makes *few minor* grammatical or mechanical errors *with negligible impact on clarity*.		Student *accurately edits* own communications ensuring *clarity and no* grammatical or mechanical errors.		Student *innovatively applies* his/her expertise in technical writing conventions to *craft stylized*
COM 3.3 Student communicates in a well-organized manner consistent with conventions in his/her field.		Student *does not use* a system for organizing content.		Student *follows a consistent but basic* system for organizing content resulting in *underdeveloped reasoning, disconnected content, and/or unsupported findings*.		Student *follows a consistent and discipline-appropriate* system for organizing content, resulting in *somewhat weak but supported findings*.		Student *follows a consistent and discipline-appropriate* system for organizing content, resulting in *supported findings*.		Student *skillfully uses a consistent discipline-appropriate* system for organizing content, resulting in a *strong case of fully supported findings*.		Student *creatively uses a consistent discipline-appropriate* system for organizing content, resulting in a *fully convincing case of supported findings*.

Technical aspects include grammar and mechanics

Graduate Core Competency: MORAL COURAGE

Graduates clarify, support, or defend what is right and true, whether reached by faith or reason, when confronted by opposing actions or viewpoints in order to serve an understanding of the truth and to promote a culture of human dignity, justice, and virtue.

There are two components for measuring moral courage.

	N/A	Unacceptable		Novice		Advanced Beginner		Competent		Master		Expert
COMPONENT 1: Students, motivated by serving truth, e*valuate* and *respond to* actions or viewpoints opposed to what is right or true.												
Criteria	--	**0**	.5	**1**	1.5	**2**	2.5	**3**	3.5	**4**	4.5	**5**
MC 1a. Student *evaluates* actions and/or viewpoints opposed to what is right or true		Student *does not evaluate* viewpoints/actions opposed to what is right or true		Student *identifies* actions/viewpoints opposed to what is right or true		Student *distinguishes* truth from error in actions/viewpoints opposed to what is right or true		Student *explains* the truth and error in actions/ viewpoints opposed to what is right or true		Student *lucidly explains* the truth and error in actions/viewpoints opposed to what is right or true		Student *lucidly and thoroughly explains* the truth and error in actions/viewpoints opposed to what is right or true
MC 1b. Student *responds* to actions and/or viewpoints opposed to what is right and true in ways that effect positive change (i.e., ways that promote truth and a culture of human dignity, justice, and virtue)		Student *does not respond* to actions/ viewpoints that are opposed to what is right and true		Student *responds* to actions/ viewpoints that are opposed to what is right/true *but does not affect positive change*		Student *responds* to actions/viewpoints that are opposed to what is right/true that *occasionally* effects positive change		Student *respectfully responds* to actions/viewpoints that are opposed to what is right/true *that regularly effects positive change*		Student *respectfully responds* to actions/viewpoints that are opposed to what is right/true *that frequently effects positive change*		Student *respectfully* responds to actions/viewpoints that are opposed to what is right/true that *substantively* effects positive change

Graduate Core Competency: MORAL COURAGE

Graduates clarify, support, or defend what is right and true, whether reached by faith or reason, when confronted by opposing actions or viewpoints in order to serve an understanding of the truth and to promote a culture of human dignity, justice, and virtue.

There are two components for measuring moral courage.

COMPONENT 2: **Based on faith or reason, student clarifies, supports, or defends truth and a culture of human dignity, justice, and virtue.**												
Criteria	**N/A** **--**	**Unacceptable** **0**	**.5**	**Novice1**	**1.5**	**Advanced Beginner** **2**	**2.5**	**Competent** **3**	**3.5**	**Master** **4**	**4.5**	**Expert** **5**
MC 2. Student employs reason or faith to clarify, support, and defend truth and a culture of human dignity, justice, and virtue		Student *does not employ* reason or faith to clarify, support, or defend truth or a culture of dignity, justice, or virtue		Student *employs* reason or faith *on occasion* to clarify, support, *or* defend truth *or* a culture of dignity, justice, or virtue		Student employs reason or faith *periodically* to clarify, support, *or* defend truth *or* a culture of dignity, justice, or virtue		Student employs reason or faith *regularly* to clarify, support, *and* defend truth *or* a culture of dignity, justice, *and* virtue		Student employs reason or faith *consistently* to clarify, support, *and* defend truth *or* a culture of dignity, justice, and virtue		Student *strategically* employs reason or faith consistently to clarify, support, *and* defend truth *and* a culture of dignity, justice, and virtue