

SCHOLARSHIP

All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Inquiry <i>Artifact:</i>	No verifiable sources. Blindly accepts source material without evaluation. Source material not properly cited or not a valid source.	Relies on limited sources. Limited critical evaluation of source material. Limited analysis. Incomplete or incorrect citing of material.	Broad range of sources examined. Critical evaluation of source material through cross checking and analysis. Thorough analysis. Complete and correct citing of material.	Exhaustive examination of sources using both traditional and emerging sources. Critical evaluation of source material confirmed with independent analysis and inquiry.
Creativity <i>Artifact:</i>	No creative component. No new ideas. Results simply stated but not verified. No justification.	Limited creative thinking. Rehashes old ideas without adding value. Limited evaluation and verification of results and recommendations.	Thinks critically and synthesizes new approaches. Makes solid recommendations after thorough evaluation and verification.	Significantly advances the state-of-the-art.
Body of work <i>Artifact:</i>	Written documents and presentation material outlined only. Does not provide a developed argument. Disorganized and incomplete. No references.	Written documents and presentation material not complete. Uses unstated assumptions to make case. Assumes the audience is intimately familiar with the topics presented. Does not write clearly or present the material in a cogent, logical fashion. Improper or incomplete references.	Documents and presentation material complete and organized. Provides the audience with the background necessary to understand the material. Writes clearly and logically. Source material properly referenced.	Documents and presentation material extremely thorough, complete and engaging. Thorough treatment of background to enhance understanding. Written material presents solutions and ideas with clear and concise justification. Extensive use of source material and references.
Presentation and Defense <i>Artifact:</i>	Unable to present case or defend conclusions. Non-responsive or defensive when questioned.	Unable to defend conclusions or recommendations. Interacts poorly when questioned about results.	Defends conclusions and recommendations well. Interacts well with the audience when questioned.	Engages the audience in the explanation and defense of ideas, results, and conclusions. Extremely patient; listens well and is pleasant when answering questions; addresses questions appropriately. Always well prepared.



FAITH TRADITIONS

All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions. Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities. Students' abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Knowledge of Catholic and other faith traditions <i>Artifact:</i>	No knowledge of faith traditions. Has made no effort to begin learning.	Little or no acquaintance with basic principles and texts of Catholicism and other traditions. Not always able to separate personal beliefs from objective analysis of these.	Knows basic theological principles of Catholicism and foundational texts, as well principles and foundational texts of at least one other faith tradition. Able to analyze these from an academic as well as a belief perspective.	Able to compare multiple traditions and discuss their social and cultural influences and interactions at both the national and global level.
Examine deeply one's own faith commitments <i>Artifact:</i>	Has made no attempt to examine his/her faith commitments (or lack of them).	Limited ability to articulate what one believes and why.	Able to articulate beliefs clearly and place them in the context of one's own tradition and culture. Understands external influences (family, school, society) on one's beliefs.	Able to question and reaffirm or change one's beliefs and faith commitments. Reflects on the role one's beliefs and faith commitment plays in everyday life and interactions with others.
Respect for all faith traditions <i>Artifact:</i>	Lacks knowledge of and respect for other faith traditions. Displays no interest in learning about them.	Limited knowledge of other faith traditions. Sometimes confused or uncomfortable when encountering them.	Basic knowledge of the customs and beliefs of other faith traditions. Able to interact in a respectful way with those of other faiths.	Able to appreciate and learn from other traditions.



DIVERSITY

All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference.

Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Knowledge & Comprehension <i>Artifact:</i>	Seemingly learned little to nothing about the concept of diversity and/or unable to recall/comprehend that knowledge	Singular or superficial understanding of diversity that seems to be influenced by clichéd ideas or little to no knowledge of diversity & its meaning.	Can describe & understand the perspective of other groups and individuals; knowledge of diversity terms and concepts is grounded in a good knowledge base about key concepts.	Knowledge base incorporates a broad understanding of the various dimensions of diversity. Can communicate insight & ownership of an informed personal meaning of diversity.
Attitudes & Perspectives <i>Artifact:</i>	Rigid attitudes about diversity that do not illustrate any tie to diversity literature and/or are impermeable to new information	Aware of diversity concepts but little or no impact on attitudes or perspectives illustrated; unable to take perspective of others	Evidence of impact on ones attitudes and views toward diversity in personal and/or professional life.	Ability to view situations from multiple perspectives; sensitivity to differences & similarities among people that reflect changes in attitudes toward diversity.
Application, Demonstration & Evaluation (of individual understanding) <i>Artifact:</i>	Cannot apply nor demonstrate an understanding of key diversity concepts and principles	Little or restricted contact with diverse others and/or their experiences; yet to demonstrate their knowledge and personal experience with diverse others or evaluate the impact of their understanding on personal and/or professional life.	Demonstrates personal growth via interaction with diverse others. Can interact effectively and sensitively with diverse others; has tools to assess the impact of their experience(s) on personal and/or professional life.	Demonstrates multiple or repeated personal experiences that connects well with diverse others. Can develop alternatives & solutions to enhance & capitalize on diversity opportunities - solutions that can be cogently evaluated and reflected upon for their influence on personal/professional life.



COMMUNITY

All undergraduates will develop and demonstrate understanding of and practice in the values and skills necessary for learning, living, and working in communities of support and challenge. These values and skills include accepting difference, resolving conflicts peacefully, and promoting reconciliation; they encompass productive, discerning, creative, and respectful collaboration with persons from diverse backgrounds and perspectives for the common purpose of learning, service, and leadership that aim at just social transformation. Students will demonstrate these values and skills on campus and in the Dayton region as part of their preparation for global citizenship.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Collaboration <i>Artifact:</i>	Does not make productive, discerning, or creative contributions to groups.	Makes productive, discerning, or creative contributions to groups.	Contributions to groups are productive, discerning, and creative. Demonstrates effective communication skills (formats may include written, oral, non-verbal, artistic, mathematical, or others)	Contributions to groups are productive, discerning, and creative and are exemplary in it at least one of these areas. Demonstrates exemplary communication skills (formats may include written, oral, nonverbal, artistic, mathematical, or others).
Common Purpose <i>Artifact:</i>	Does not express awareness and acceptance of differences.	Respectfully expresses awareness and acceptance of differences.	Respectfully expresses awareness and acceptance of differences. Collaborates with persons from multiple backgrounds and perspectives. Contributes to group formation of common purposes/values.	Respectfully and productively addresses differences. Collaborates with persons from multiple backgrounds and perspectives. Facilitates group formation of common purposes/values.
Resolving Conflicts <i>Artifact:</i>	Does not recognize conflict or controversy and/or addresses conflict or controversy uncivilly.	Recognizes and civilly addresses conflict or controversy.	Recognizes and civilly remains engaged with conflict or controversy. Forms mutual peaceful resolutions and promotes reconciliation	Recognize and civilly remain engaged with conflict or controversy. Forms mutual peaceful resolutions that promote reconciliation and form the basis for future collaboration.
Global Citizenship <i>Artifact:</i>	Is not involved in community activities and/or Does not demonstrate reflective awareness of the challenges and benefits of learning, living, and working in communities of support and challenge.	Reflects on the challenges and benefits of learning, living, and working in communities of support and challenge. Experiments with at least one form of community involvement.	Relates their actions to an emergent awareness of community and global citizenship. Willfully pursues and sustains community involvement. Directs efforts towards developing and/or stewarding communities characterized by reciprocity.	Describes a clarified sense of community and global citizenship. Creates, manages, and/or organizes events, programs, or collaborations that bring community together to learn, serve, and/or lead. Develops and/or stewards communities characterized by reciprocity.



PRACTICAL WISDOM

All undergraduates will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge, values, and skills in their chosen profession or major course of study. Starting with a conception of human flourishing, students will be able to define and diagnose symptoms, relationships, and problems clearly and intelligently, construct and evaluate possible solutions, thoughtfully select and implement solutions, and critically reflect on the process in light of actual consequences.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
<p>Student demonstrates the skills, knowledge, and values required to find solutions to real human problems and deep human needs. <i>Artifact:</i></p>	Student did not demonstrate the skills and knowledge required to identify and solve real-world problems.	Student demonstrates limited skills and knowledge required to identify and solve real human problems.	Student identifies and demonstrates multiple approaches required to solve some real human problems.	Student demonstrates the various skills and knowledge required to solve real human problems in different contexts.
<p>Student can define and diagnose the symptoms that signify real human problems and deep human needs <i>Artifact:</i></p>	Student did not define and diagnose the symptoms that signify real human problems.	Student can define and diagnose some of the symptoms that signify real human problems.	Student can differentiate symptoms that signify real human problems that occur in a few different contexts.	Student can identify the symptoms that signify the most important human problems that occur in a variety of different contexts.
<p>Student can construct and evaluate solutions to real human problems and deep human needs and reflect critically on the process in light of actual consequences. <i>Artifact:</i></p>	Student did not construct a solution that addresses a human problem and ignored relevant contextual factors.	Student constructs a solution that addresses a real human problem but ignores relevant contextual factors.	Student can construct and evaluate adequate solutions to a variety of real human problems.	Student can construct and evaluate solutions that are characterized by deep and thorough consideration of the history of problem, its logical requirements, the feasibility of a solution, and the impact of a solution on deep human needs.



CRITICAL EVALUATION OF OUR TIMES

Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Critical and imaginative evaluation of challenges <i>Artifact:</i>	Evaluates a complex scientific, social, technological, economic or aesthetic challenge, or problem from the limited perspective and literature of one academic field, using traditional sources/contexts and proposes a superficial approach to the question or challenge using evidence from that field.	Evaluates a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, using traditional sources/contexts and proposes a brief or superficial approach to the question or challenge using evidence from those fields.	Evaluates a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, using traditional and emerging sources/contexts and proposes an adequate “best approach” to the question or challenge using evidence from those fields.	Evaluates a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, using traditional and emerging sources/contexts and proposes several thorough and insightful approaches to the question or challenge using evidence from those fields.
Develop and demonstrate inquiry and reflection <i>Artifact:</i>	No examination of and response to a problem or challenge, no explanation of how the methods of inquiry and research within his or her major field can be brought to bear, no description of the likelihood that diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and limited description of own self as a learner.	Limited examination of and response to a problem or challenge, limited explanation of how the methods of inquiry and research within his or her major field can be brought to bear, limited description of the likelihood that diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and limited description of own self as a successful learner.	Broad examination of and response to a problem or challenge, explains how the methods of inquiry and research within his or her major field can be brought to bear, judges the likelihood that diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and articulates strengths and challenges in self as a learner.	Exhaustive examination of and response to a problem or challenge, explains how the methods of inquiry and research within his or her major field can be brought to bear, thorough analysis of the likelihood that multiple and diverse disciplinary perspectives and methods would contribute to the resolution of the challenge, and evaluates self as a learner over time.
Familiarity with Catholic Social Teaching <i>Artifact:</i>	Makes no references to and shows no evidence of familiarity with Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.	Makes vague references to and shows limited evidence of familiarity with Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.	Makes references to and shows evidence of familiarity with Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.	Makes explicit references to, demonstrates and articulates Catholic Social Teaching when responding to ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.
Ethical Reasoning <i>Artifact:</i>	Demonstrates no ability to apply ethical reasoning or analyze ethical dimensions of topic/subject matter.	Demonstrates limited ability to apply ethical reasoning or analyze ethical dimensions of topic/subject matter.	Demonstrates ability to either apply ethical reasoning as a guide for behavior or to analyze ethical dimensions of the topic/subject matter.	Systematically analyzes ethical dimensions of the topic/subject matter AND applies ethical reasoning as a guide for behavior.



VOCATION

Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social, emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Profession / Career Development <i>Artifact:</i>	Student does not demonstrate knowledge OR skills OR values needed for the profession.	Student demonstrates knowledge OR skills OR values needed for the profession.	Student demonstrates knowledge, skills, AND values needed for the profession.	Student demonstrates outstanding levels of knowledge, skills, values AND passion needed for the profession.
Personal Development <i>Artifact:</i>	Student does not articulate a sense of personal purpose OR commitment to continued growth and development.	Student does not articulate a sense of personal purpose and commitment to continued growth and development.	Student articulates a sense of personal purpose, and commitment to life-long learning, growth and development.	Student articulates a sense of personal purpose, commitment to life-long learning, growth and development, and appreciation and responsibility for all aspects of human life.
Service and Responsibility <i>Artifact:</i>	Student does not engage in service to others with a high standard of personal integrity.	Student does not engage in service to others with a high standard of personal integrity.	Student engages in service to others with a high standard of personal integrity.	Student engages in service to others with a high standard of personal integrity, AND examines, evaluates and provides service responsibly through a leadership role.

