

# Critical & Creative Thinking Competency

## DEFINITION

*Critical and creative thinking* enables students to examine an argument, problem or system, integrate all the available information about it, formulate a response, and justify their position. More formally, critical and creative thinking includes a wide range of cognitive skills and intellectual dispositions needed to interpret, analyze, and evaluate arguments, problems and systems, and then to synthesize, evaluate, and explain an appropriate response. This response may be innovative and go beyond standard conventions.

## BROAD LEARNING OUTCOMES

Upon graduation from Champlain College, students should be able to:

- Interpret and explain the elements of a presented argument, problem or system.
- Analyze the structural connections between the component parts of an argument, problem or system.
- Evaluate the credibility, reliability or relevance of the elements of an argument, problem or system.
- Synthesize a response based upon their interpretation, analysis and evaluation
- Create innovative responses that go beyond standard conventions
- Re-examine their response to show its strengths and weaknesses.

**1. INTERPRETATION:** The student demonstrates their comprehension of given information.

- Restates the meaning of a particular argument, problem or system through use of paraphrase, analogy or other forms of explanatory expression.
- Identify and categorize elements of an argument, problem or system.
- Find additional and unconventional connections within the elements and categories.

**2. ANALYSIS:** The student identifies structural connections among the elements of an argument, problem or system.

- Identify underlying assumption or implicit meanings that are central to a given argument, problem or system.
- Identify explicit and implicit inferences and connections between the elements of an argument, problem or system.
- Anticipates and identifies points of difficulty and controversy among the elements and structure of an argument, problem or system.
- Deconstructs and reconfigures elements in order to reconceptualize the argument, problem or system.
- Compares and contrasts at the element and system levels.
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**3. EVALUATION:** The student assesses the credibility and relevance of statements or other representations which are elements of a particular argument, problem or system.

- Evaluates sources of information, ideas, techniques for relevance and reliability.
- Examines the conclusion and evidence to determine the strengths and weaknesses of the argument, problem or system.
- Determines the extent to which possible additional information might strengthen or weaken an argument, problem or system.

**4. SYNTHESIS:** The student formulates a response to an argument, problem or system based on interpretation, analysis and evaluation.

- Grounds the response in interpretation, analysis and evaluation.
- Recognizes alternative responses and their merit.
- Justifies the choice of a particular response

**5. RE-EXAMINATION:** The student evaluates his/her response.

- Judges the extent to which the response has been undermined by lack of knowledge or other factors that constrain one's objectivity or rationality (e.g. stereotypes, prejudices, emotions).
- Extends and challenges the results or implications of the response.

# Ethical Reasoning Competency

## DEFINITION

Broadly speaking, *Ethical Reasoning* refers to all deliberation that concerns what individuals and groups should do, how they ought to act, and how we should treat one another. Literally, all human action, no matter how mundane or technical, falls within the ethical sphere.

Excellence in Ethical Reasoning, then, requires (1) that we are keenly aware of the ethical dimension of all human action whether the action is individual or collective, and (2) that we can present and explain compelling arguments why we should or should not act in a certain way.

## HIGH-LEVEL LEARNING OUTCOMES

Upon graduation from Champlain College, a student should be able to:

- Cite, state and act in accordance with various codes of conduct that speak to specific dimensions of our lives (e.g. the College standards academic honesty, professional codes of conduct).
- Provide moral justification for why the “rules” should be as they are, or how they should be different.
- Identify the ethical implications inherent in any choice or situation, and engage in reasoned discussion regarding why they feel a certain action is or is not appropriate in light of those ethical implications

## Ethical Reasoning Levels

Competency	Sophomore Level (2 <sup>nd</sup> year)	Senior Level (4 <sup>th</sup> Year)
<b>Ethical Awareness</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of college rules of conduct and Academic Integrity</li> <li>• Define plagiarism and appropriate vs. inappropriate use of sources, and present examples of each</li> <li>• Identify and locate codes of conduct relevant to professional programs</li> <li>• Give proper respect to moral issues and considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between implicit and explicit choices</li> <li>• Demonstrate knowledge of specific provision of major codes of conduct for professions</li> <li>• State the major provisions of these codes and clarify the rules with examples</li> <li>• Demonstrate knowledge of the procedures for developing or modifying codes of conduct</li> </ul>
<b>Ethical Argumentation</b>	<ul style="list-style-type: none"> <li>• Identify ethical issues and assumptions in particular situations/case studies, etc.</li> <li>• Recognize the <b>common value issues</b> in different case studies/examples</li> <li>• Identify conflicts of values inherent in specific case studies examples</li> <li>• Evaluate and prioritize ethical issues in specific cases</li> </ul>	<ul style="list-style-type: none"> <li>• Present arguments proposing solutions to ethical conflicts</li> <li>• Demonstrate understanding of the different ways in which people justify moral positions (e.g. appeals to consequences, to duties and human rights, to virtues)</li> <li>• Demonstrate original ethical reasoning rather than mere reliance on rules, traditions or subjective opinion</li> <li>• Develop specific plan of action to address ethical concerns</li> </ul>

# Global Appreciation Competency

## DEFINITION

Competency in *Global Appreciation* includes a set of knowledge and skills for living on a planet characterized by ever closer economic, cultural, environmental interdependency. Through it, students will come to understand and take responsibility for their own and their nation's role in global affairs.

## HIGH-LEVEL LEARNING OUTCOMES

Upon graduation from Champlain College, a student should be able to:

- Demonstrate an understanding of the essential concepts, trends and foundations of world civilizations.
- Demonstrate cultural sensitivity in one's own life.
- Demonstrate responsibilities and opportunities of operating as a citizen within a global environment.

### Global Appreciation Competency

#### Outcomes Statement

#### Global Awareness

- Identifies the foundational cultures, events, institutions and ideas
- Identifies areas of conflict and cooperation among cultures
- Use basic concepts of cultural and physical geography
- Examines and critiques information and arguments related to substantial global issues
- Develops a sophisticated conceptual framework for analyzing global developments

#### Cultural Sensitivity

- Develops a sense of one's own cultural identity
- Identifies and appreciates various viewpoints
- Questions assumptions and challenges stereotypes
- Adapts personally to different cultures and communicates effectively
- Promotes tolerance and the free exchange of ideas

#### Global Citizenship

- Demonstrates an awareness of the growing interconnectivity of the world
- Demonstrates the necessity of her/his ability to function within the global community
- Works effectively in different international or diverse settings
- Implements a program of action in conjunction with community service requirement

# Oral Communication Competency

## DEFINITION

**Oral communication competence** is the ability to use oral and nonverbal messages to convey ideas, information and intentions effectively and in a manner that is appropriate to the topic, situation and audience. It is the ability to use listening skills to interpret accurately and critically the oral and nonverbal messages produced by others, and to display regard for other speakers' points of view. Finally, it requires being able to select a topic, research that topic, and organize and evaluate gathered information for presentational purposes.

## BROAD LEARNING OUTCOMES

Upon graduation from Champlain College, a student should be able to:

- Effectively prepare for an oral presentation by researching the topic, analyzing the target audience, and adapting the presentation to link with audience characteristics
- Practice academic and intellectual honesty by appropriate use of oral citations
- Effectively deliver an oral presentation using the most suitable channel(s)/media and employing appropriate vocal and non-verbal behaviors
- Manage relational communication through appropriate self-expression and empathetic listening during small group discussions and interpersonal interactions
- Manage the exchange of information through active and/or critical listening, the effective asking and answering of questions, and the accurate interpretation of a speaker's verbal and nonverbal messages
- Analyze communication situations in order to make effective communication choices and achieve desired outcomes
- Demonstrate intercultural and other sensitivities as required in all communication scenarios

## Specific competencies to be assessed:

### **Presentation Preparation**

- Select and research a topic
- Organize gathered information for a presentation
- Identify and analyze a target audience
- Adapt a presentation to link audience characteristics with presentation purposes
- Appropriately cite sources for oral presentations

### **Presentation Delivery**

- Select appropriate channel(s)/media for presentation
- Deliver a clear and coherent presentation employing appropriate language (for the designated audience)
- Convey enthusiasm for one's topic
- Employ vocal variety and clear articulation
- Demonstrate nonverbal behavior that supports verbal message
- Respond effectively to questions about his/her ideas

### **Relationship Management**

- Listen empathetically and convey empathy for another
- Express oneself clearly and appropriately during small group and interpersonal interactions
- Allow others to express alternative viewpoints
- Effectively assert oneself

### **Information Exchange and Listening Skills**

- Listen attentively, actively and critically
- Ask questions effectively
- Answer questions concisely and to the point
- Demonstrate understanding of the difference between verbal and non-verbal information

### **Situation Analysis**

- Identify communication goals and determine purpose of a particular discourse
- Recognize when another does not understand given message
- Manage misunderstandings as is appropriate to the specific situation and audience
- Recognize when it is appropriate to speak and when it is inappropriate
- Recognize the need for intercultural and other sensitivities in various communication scenarios and demonstrate such sensitivities

# Quantitative Literacy Competency

## DEFINITION

*Quantitative literacy* ensures the understanding and communication of rules of number, pattern manipulation and associated terminology for everyday applications. It allows the individual to use numbers and formulate relationships between them, to analyze, interpret and develop an appropriate strategy for meeting that individual's current and future needs in employment and everyday life

## HIGH-LEVEL LEARNING OUTCOMES

Upon graduation from Champlain College, a student should be able to:

- Use and apply computational, arithmetic and algebraic skills to solve problems.
- Estimate solutions in order to evaluate alternatives, test for reasonableness and check answers
- Present mathematical concepts and patterns using graphs and charts as well as symbolically and verbally.
- Understand and apply common indices and the various applications of mathematics in everyday problems
- Demonstrate the use of statistical tools to collect appropriate data, create and test hypotheses and solve problems.
- Demonstrate logical and mathematic reasoning skills to communicate and discuss persuasively.

**Quantitative Literacy Competency Levels**

Competency	Sophomore Level (2 <sup>nd</sup> year)	Senior Level (4 <sup>th</sup> Year)
<p><b>Use and apply computational, arithmetic and algebraic skills to solve problems.</b></p>	<ul style="list-style-type: none"> <li>• Correctly solve given math problems and recognize the likely correctness of the answer</li> <li>• Use a variety of mathematic tools or techniques including whole and real numbers, fractions, decimals, ratio and proportion, percent, measurement, arithmetic operators, the real-number system, and introductory algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and apply correct mathematical solution to data relevant to the major</li> <li>• Correctly manipulate algebraic problems relevant to the major</li> </ul>
<p><b>Estimate solutions in order to evaluate alternatives, test for reasonableness and check answers</b></p>	<ul style="list-style-type: none"> <li>• Restate a problem in natural language</li> <li>• Evaluate alternative solutions as likely or unlikely</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate or recognize a viable answer and apply an example solution to a problem</li> <li>• Compare a variety of solutions and solution methods before solving problem</li> </ul>
<p><b>Present mathematical concepts and patterns using graphs and charts as well as symbolically and verbally</b></p>	<ul style="list-style-type: none"> <li>• Ability to correctly read and create graphs and charts with a given set of data</li> <li>• Interpret and explain data presented in graphical form</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately determine and create the best visual format for complex information relevant to the major</li> <li>• Accurately interpret data presented graphically and draw conclusions that support arguments related to the major</li> </ul>
<p><b>Understanding and apply common indices and the various applications of mathematics in everyday problems</b></p>	<ul style="list-style-type: none"> <li>• Recognize and use indices and common measures in personal everyday applications</li> <li>• Understand the relevance and meaning of common indexes or terms</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and discuss the significance of different terms and indexes relevant to the major</li> <li>• Compare and contrast different types of measurements or indices and their uses</li> </ul>
<p><b>Demonstrate the use of statistical tools to collect appropriate data, create and test hypotheses and solve problems</b></p>	<ul style="list-style-type: none"> <li>• Select and generate basic statistical results from data</li> <li>• Discuss and use statistics as proof of argument</li> <li>• Critique the methods of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• State hypothesis and argue level of confidence. Explain results coherently</li> <li>• Compares and contrast different measurement tools and select the relevant tool</li> </ul>
<p><b>Demonstrate logical and mathematic reasoning skills to communicate and discuss persuasively</b></p>	<ul style="list-style-type: none"> <li>• Recognize a sound logical argument and criticize the flow</li> <li>• Compare one argument against another</li> </ul>	<ul style="list-style-type: none"> <li>• Create and analyze a sound logical argument and use statistics and numbers as proof, where appropriate for the major</li> </ul>

# Written Communication Competency

## DEFINITION

Written communication competence is the ability to use reading, thinking, and writing to communicate effectively. The writer's point and purpose are easy to follow and supported by sufficient and appropriate evidence. Language and ideas are appropriately expressed for a specific audience and correctly follow the conventions of standard written English.

## BROAD LEARNING OUTCOMES

Upon graduation from Champlain College, students should be able to:

- Make rhetorical choices about language, genre and organization to produce texts that are effective for a particular audience, purpose, and context.
- Follow a composing process that they have developed in order to produce effective texts.
- Read and think critically and write coherently, comprehensively, concisely, and creatively to meet the demands of various writing situations and audiences.
- Employ standard conventions for spelling, punctuation, and documentation needed to produce effective texts.

# Written Communication Standards

## Rhetorical Knowledge

- Focus on a specific purpose.
- Anticipate the needs of different kinds of readers so that the reader is not distracted or confused.
- Recognize the differences among kinds of writing situations.
- Identify the elements and purposes of different types of writing (book review, reflection, analysis, proposal, research).
- Use the genre, format, organization, and language appropriate to specific writing situations.
- Recognize diverse ethnic and cultural perspectives and use this knowledge to guide rhetorical choices.

## Process

- Use multiple drafts to improve their texts.
- Use various strategies such as brainstorming, outlining, and focused freewriting in all stages of the writing process.
- Use effective collaborative strategies to investigate, write, revise, edit, and proofread.

## Rhetorical Skills

- Read complex texts for meaning and form.
- Use writing to record, explore, organize, and communicate.
- Write coherently, presenting one main idea (thesis) and structuring paragraphs that are logically sequenced so that each paragraph contributes to and advances the paper's thesis.
- Write comprehensively, using appropriate and adequate evidence to support a statement.
- Write concisely, where singular concepts are presented in full scope, absent of superfluous elaboration.
- Write creatively, making connections between seemingly unrelated events and/or facts in order to present unexpected ideas and propose new solutions.
- Find appropriate primary and secondary sources and effectively integrate voices and ideas in order to meet the demands of different kinds of writing situations.
- Use appropriate and culturally-sensitive strategies to communicate with diverse audiences.

## Conventions

- Control general conventions of spelling, punctuation, and grammar expected in standard writing.
- Document primary and secondary sources appropriately.
- Research conventions about which they are uncertain.
- Apply appropriate conventions for different kinds of writing situations.

# Technology and Information Literacy

## DEFINITION

*Technology Literacy* refers to the ability to recognize when technology tools are needed for a given purpose, to select and use them appropriately and responsibly, and to recognize the implications associated with their use. *Information Literacy* refers to the ability to recognize when information is needed, and to locate, evaluate, and effectively use this information. Information literacy is increasingly important in light of rapid technological change, proliferating information resources, and multiple media. Thus, *Technology Literacy* and *Information Literacy* are closely related and integrated competencies.

## BROAD LEARNING OUTCOMES

Upon graduation from Champlain College, a student should be able to:

- Choose appropriate technology tools and use them effectively.
- Apply these tools in the service of a wide variety of information-related tasks, including seeking, storing, organizing and communicating to name a few.
- Develop an adaptive life-long learning approach to changing technologies that gives proper consideration to the implications associated with their use.
- Approach tasks and projects that require information in a strategic, planned way that considers the problem, the likely information sources, the quality and relevance of the information, and its appropriate and effective use.

## **DEFINING THE TOPIC OR TASK**

- Explore the general topic relevant to the task; get a broad overview.
- Narrow the topic; formulate the focus. Define the problem and clarify objectives.
- Identify keywords and related terms.
- Identify information requirements; determine the nature and extent of information needed.

## **INFORMATION SEEKING**

- Identify and prioritize likely sources of information. Formulate a research strategy.
- Identify task-appropriate starting points such as the Library website or resource guides, and determine which selections are most relevant.

## **ACCESSING INFORMATION**

- Find and access sources of information within the determined selections effectively and efficiently.
- Locate desired information within individual sources.
- Identify and note the source of the information so it can be cited correctly.

## **SELECTING INFORMATION**

- Examine and evaluate each information resource individually.
  - Determine relevance to task and objective.
  - Distinguish free internet from database sources; choose accordingly.
  - Distinguish popular from scholarly sources; choose accordingly.
  - Distinguish primary from secondary sources; choose accordingly.
- Accept or reject information resources. Examine and compare information from various sources. Evaluate relevance, reliability, validity, accuracy, authority, currency, and bias.
- Amass a collection of appropriate sources for the given purpose. Examine compiled information and assess whether additional information sources are needed.

## **USING INFORMATION**

- Take notes or otherwise gather, record, or store the information for later use.
- Organize information in a way that addresses the topic, problem, or task.
- Incorporate information from variety of appropriate sources effectively.
- Integrate selected information into own knowledge base and value system.
- Present the information accurately and effectively in a way that addresses the task or accomplishes the stated purpose.
- Accurately cite or attribute information.
  - Identify elements essential for properly citing an information source.
  - Select an appropriate citation style.
  - Use that style consistently when citing sources.
- Evaluate the resulting project or product; loop back as needed to any step in the information process.

## **USING TECHNOLOGY**

- Choose when to use technology and when not to, based on the given purpose.
- Choose technology tools appropriate to the given purpose.
- Use current applications (including specific features of appropriate tools) as needed, to store, organize, present, and convey information effectively and efficiently.

- Use electronic communication and presentation tools effectively and responsibly to participate meaningfully in the Champlain and broader learning communities.

## **RECOGNIZING IMPLICATIONS**

- Recognize and address issues associated with information and technology use, such as privacy, confidentiality, security, intellectual property, and responsible use. Consider the ethical and legal implications when using information and technology.
- Develop a self-learning approach to technology; be prepared to adapt to new technologies.