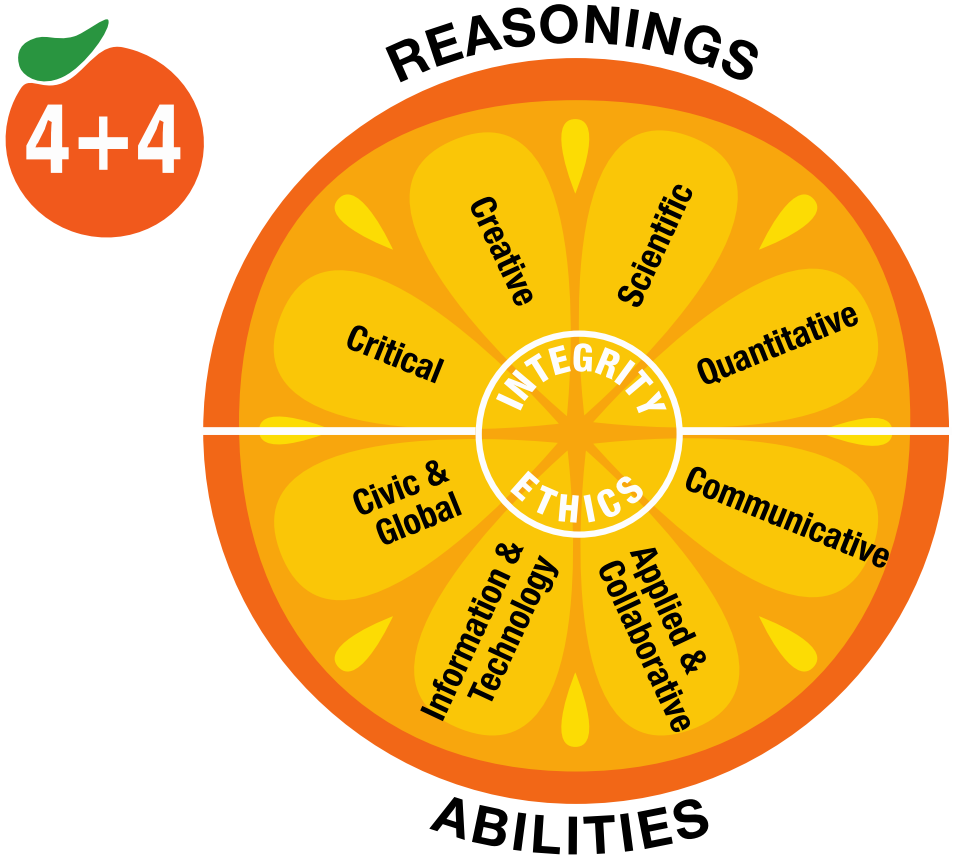
Working Group 1: Student Experience
March 10, 2016

Recommendations for University-wide Learning Outcomes: Proficiencies and Competencies



Academic Strategic Plan Student Experience Working Group

In an attempt to implement one of the first goals of the Student Experience Working Group of the Academic Strategic Plan, this document identifies and develops a set of core competencies for undergraduate and graduate students to obtain before graduation. These competencies shape what a Syracuse University student should represent in the marketplace and enable them to be ready for a career of their choosing and life-long learning.

We are now embarking on a university-wide conversation to engage the university community in refining these core competencies to reflect the Syracuse University's mission, vision, strategic plans and Middle States Accreditation requirements. We are requesting your feedback to improve these competencies to make them better reflect what our unique university's brand.

Once these competencies have been refined, the University will move toward developing an implementation plan that is inclusive of assessment of these learning outcomes by student affairs and academic affairs on campus.

University-wide Learning Outcomes Framing

- All students should achieve these competencies.
- Competencies are outcome orientation not process.
- Competencies overlap and complement each other.
- Competencies are not mutually exclusive nor exhaustive.
- Competencies are meant to be viewed collectively.
- Competencies should enhance interdisciplinary engagement.
- Achieving the competencies combines academic and co-curricular programs.
- Students will achieve varying levels of proficiency depending on discipline and degree.
- Focus is on students not the institution.
- Integrity and Ethics are encompassed into each competency and serve as a central theme all competencies.
- Assessment of these competencies will be developed at a university-level with input from co-curricular programs and academic units.
- The competencies align Syracuse University Mission, Vision, Strategic Plan, Middle States Accreditation requirements, and common job-readiness skills, knowledge and abilities.
- The process for developing these competencies came from the University's strategic planning process and enable the University to meet accreditation requirements.
- Through initial assessment of these competencies, the University will be able to determine a baseline of the level of proficiency and set expectations of the level of proficiency of future students and strategies to help students achieve those proficiencies.

Ethics and Integrity

All of these competencies must be carried out with a sense of ethics and integrity. While ethics and integrity could very well have their own competency rubric outlined, each of the reasonings and abilities must be accomplished in an ethical manner demonstrating integrity. Without each, students could not be deemed competent at any proficiency level. Each of the competencies will measure ethics and integrity as part of the competency.

Every member of the Syracuse University family from students, faculty and staff by virtue of association with the University pledges to uphold the University's Code of Ethics which can be found at http://supolicies.syr.edu/ethics/code_conduct.htm which incorporates the ideals of ethics and integrity. However, ethics and integrity are more than a code, but they also include an approach to reasoning and therefore should guide decision making and behavior. Therefore, ethics and integrity are essential to all of the competencies being achieved through ethical teaching, learning, research and other experiences at Syracuse University.

Syracuse University Ethical Code Preamble
The preamble to the code is copy and pasted here as it clearly outlines what ethics are to be applied by all members of the Syracuse University family including students, faculty and staff. And by future of associating with the University, all pledge to uphold these ethical standards.

> The foundations of ethical behavior at Syracuse University are a commitment to respecting the rights and dignity of all persons and a commitment to discharging our obligations to others in a fair and honest manner. Each person in the Syracuse University family plays an important role in keeping these commitments by demonstrating integrity and respect in his or her daily activities and in the performance of their responsibilities. This Code of Ethical Conduct establishes a statement of principles to guide the activities of all faculty, staff, and students.
>
> As members of the University community, we affirm the importance of academic integrity in all endeavors. We will be honest, fair, trustworthy, and respectful so as to promote an environment distinguished by the highest standards of academic honesty.
>
> As members of the University community, we respect the rights and dignity of all persons and recognize that discrimination or harassment in any form undermines the fundamental principles of the University. We support a respectful environment through our own actions, encourage respectful behavior in others, and speak out against hatred and bias.
>
> As members of the University community, we recognize that when in positions of authority we have a responsibility to conduct ourselves in a manner that will maintain and strengthen the public's trust in the integrity of the University. We will set the example of fairness and honesty in all of our dealings, and not use our authority to influence others to perform

inappropriate or illegal acts, or violate laws, regulations or University policies.

As members of the University community we recognize that we are often the custodians of personal and institutional information we have a responsibility to protect. We will not abuse this trust or violate any applicable laws by allowing unauthorized access, disclosure and/or discussion of confidential information obtained from official records.

As members of the University community, we recognize our responsibility to comply with all applicable international, federal, state and local laws, rules and regulations; grant and contract requirements; professional standards; and University policies and procedures.

As members of the University community we recognize that conflicts of interest or commitment can interfere with the best interests of the University and erode our credibility. A conflict of interest occurs when an individual is in a position to influence a decision on University policies, purchases, programs or decisions from which he/she or a close family member or other associate might directly or indirectly receive a substantial benefit. A conflict of commitment arises when an individual's involvement in outside activities substantially interferes with his/her primary commitments to the University. We will promptly disclose such conflicts and take steps to mitigate or eliminate any that compromise our integrity or that of the University, in accordance with applicable law and University policies.

As members of the University community, we recognize the importance of acting in good faith, responsibly, and with due care and diligence in the use and control of all University assets and resources entrusted to us. We will be efficient and economical in their use; ensure that all funds received are used prudently, ethically and for their designated purposes; and ensure accurate, complete, and reliable business records are maintained.

As members of the University community, we recognize that we have a responsibility to be scrupulous in our business dealings and to report known or suspected fraudulent activity or unethical behavior to the appropriate University official.

Ethical Reasoning

In addition to abiding by the ethical principles outlined by the University. Students must be able to demonstrate ethical reasoning which simply put is the ability/reasoning about right and wrong human conduct. Ethical reasoning encompasses “analytic reasoning,” the use of information resources, communication, and diverse perspectives. Such reasoning should be brought to bear on situations, both clear and indeterminate, where tensions and conflicts, disparities and harms

emerge, and where a particular set of intellectual skills is necessary to identify, elaborate and, if possible, resolve these cases. Ethical reasoning involves the judicious and self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action." (DPQ, p. 17) "Ethical reasoning requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues." (AAC&U VALUE Rubrics, p. 7)

Ethics and Ethical Reasoning

In a general sense, ethics can be considered "a systematic attempt to make sense of our individual and social moral experience, in such a way as to determine the rules that ought to govern human conduct, the values worth pursuing, and the character traits deserving development in life." (DeGeorge). The ethical standards outlined by the University ought to be one standard all students accept and are committed to upholding, but students should be able to apply ethical reasoning to all situations they encounter. Ethics must be applied in all classrooms from broad liberal arts frameworks to very specialized professional fields (AAC&U VALUE Rubrics, p. 7). Students should be able "to turn what they've learned in the classroom into action. While judging their ability to act ethically when faced with ethical challenges would be pragmatically difficult, if not impossible, students should be able to demonstrate they have the intellectual tools to make ethical choices." (AAC&U VALUE Rubrics, p. 7)

"Students should have an ethical self awareness, the ability to recognize ethical issues Recognition, the ability to understanding different ethical perspectives/concepts, the ability to apply of ethical principles, and the ability to evaluate different ethical perspectives/concepts." (AACU VALUE Rubrics, p. 7) This demonstration must of these five concepts should be evident in any demonstration of each competency (creative reasoning, critical reasoning, quantitative reasoning, scientific reasoning, applied and collaborative abilities, civic and global abilities, communicative ability, and information and technology abilities).

"Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues." (AAC&U VALUE Rubrics, p. 7)

Integrity

In a similar vein, students should demonstrate integrity in they do on and off campus. The University demonstrates it commitment to integrity through policies set forth by Syracuse University's Office of Academic Integrity, http://academicintegrity.syr.edu/, and the Office of Research Integrity. In terms of Academic Integrity students are to give credit to sources of information, communicate honestly, do their own coursework and research, and avoid misrepresenting themselves to others. Similarly, research integrity involves protecting the rights of human subjects and operating in a humane manner with animal subjects and human beings, ensuring the University is in compliance with all applicable regulations and accreditation standards governing research.

Measuring Ethics and Integrity

The University must track the application of ethics with the aim of reducing breaches of academic integrity policies, research integrity policies and the University's ethical code of conduct. However, the University should also track the number of students who are exposed to formal ethical and integrity training not only with regard to the code of conduct, but also with regard to research integrity and in ethical reasoning. Tracking the climate on campus toward diversity and inclusion, as well as toward the code of ethics and integrity policies, should become a regular part of assessing the University, and in particular, student learning.

Creative Reasoning

Definition

The imaginative and self-expressive process of discovery. It cultivates the capacity to confidently integrate or synthesize existing materials, ideas, images, or expertise in original ways. It is an active experience characterized by a high degree of innovation and divergent thinking which transforms the way we see and understand reality.

Framing Language

Creative reasoning supports the university mission by encouraging students to grow through:

- Promoting a culture of innovation and discovery;
- Supporting faculty, staff, and student collaboration in creative activity and research that address emerging opportunities and societal needs; and
- Maintaining pride in our location and history as a place of access, engagement, innovation, and impact

The focus of creative reasoning is on a generative process of engaging ideas. While able to recognize parameters of commonly accepted modes of thinking, the process of creative reasoning experiments with differing approaches in search of new ways of understanding. It questions and expands traditionally understood boundaries and recognizes a multiplicity of alternative perspectives. Students who reason creatively can connect disparate ideas, think interdisciplinarily, and generate novel outcomes. Working with integrity is an essential part of the creative process, by acknowledging sources of inspiration while drawing from and combining them into new forms and ideas. Syracuse University students from every school and college will engage with creative reasoning both in the classroom and in extracurricular activities. Beyond SU, creativity will be essential to success in a rapidly changing job market. The bold and nimble approach of creative reasoning is critical for students will have jobs that we cannot yet imagine.

Critical Reasoning

Definition

Critical reasoning is the intentional process of engaging in reflective and independent thinking in order to identify and understand the logical connections between ideas and issues; to evaluate and construct arguments; to solve problems systematically and ethically; to arrive at informed conclusions; to reflect on the validity of one's own beliefs and values; and to appreciate the relevance and importance of diverse evidence from the realms of ideas, themes, and proposals, which may result in new modes of understanding.

Framing Language

The intentional process of critical reasoning is characterized by the ability to interpret, respond to, and formulate arguments. It involves the comprehensive exploration of evidence from multiple contexts by questioning and identifying themes, patterns, or significant contrasts, and arriving at informed conclusions. Critical reasoning is central to, and plays a role in, all core reasonings and competencies; it can be applied in all fields as a mode of inquiry and analysis and it may also require interdisciplinary work to draw together conceptual tools from multiple disciplines. Students will also apply critical reasoning in their specific curricula, as well as in their co-curricular activities, applying analytical skills to real-world situations.

As a crucial component of a liberal education, critical reasoning supports the mission and vision of Syracuse University; it fosters a diverse and inclusive community of learning and opportunity. Critical reasoning serves as the foundation for preparing citizens of the world by encouraging examination, discovery, questioning, and creativity. Students who are critical thinkers are engaged, self-aware, empathetic, and able to think laterally, questioning assumptions latent in their own assertions and those of others. Critical reasoning fosters curiosity and openness to new and diverse ways of considering and approaching issues, and prepares students to navigate an ever-changing job market and for a life of learning.

Quantitative Reasoning

Definition

A multi-disciplinary 'habit of mind' competency and comfort in working with numerical data; ability to reason and solve real-world problems from a variety of contexts and develop and communicate arguments supported by quantitative data.

Framing Language

The ability to reason quantitatively is becoming increasingly important in an increasingly quantitative and data-dense world (AAC&U).

Individuals with strong quantitative reasoning skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. These tools help prepare students for career-readiness.

According to the National Association of Colleges and Employers (NACE) the ability to exercise sounds reasoning to analyze issues, make decisions and overcome problems is one of the requisite competencies that broadly prepare all college graduates for a successful transition into the workplace. Thus this competency should be required, at some level, campus-wide.

According to the AAC&U Value Rubrics, quantitative reasoning is not merely computation nor the simple citing of others' data. It is a 'habit of mind' reasoning, a way of thinking that relies on data and on mathematical analysis of data to make connections and draw conclusions.

Quantitative fluency translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning… (DQP Grid: Lumina Foundation).

They understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (AAC&U).

This competency aligns with Middle States Standard IIIb. It also supports the development of analytical thinking and skills necessary to excel, as stated in the SU Strategic Plan.

Scientific Reasoning

Definition

Scientific reasoning is the purposeful process of examining phenomena, creating and evaluating hypotheses about how and why these phenomena exist and work, and use information, ethically and with integrity, to determine and communicate verifiable explanations about a wide variety of phenomena. It is used to understand the scope and impacts of science and scientific phenomena in the world, to differentiate between relevant and irrelevant data, and to use data to arrive at verifiable outcomes.

Framing Language

Using the scientific method as a basis, *scientific reasoning* is applicable across disciplines. Regardless of a student's background/discipline, scientific reasoning allows one to be able to read with understanding articles about science in the popular press and to engage in social conversation about the validity of the conclusions.

Scientific is defined broadly including natural, human and social phenomena; it is not confined to phenomena within the classroom, but touches on *all* aspects of life, even when it might seem unnoticeable or unrelatable. This reasoning particularly enables students to use the traditional scientific method to ask questions, test ideas, and make conclusions about problems and other issues and, based on the results of this process, make recommendations for future research or addressing the problems or issues.

Scientific reasoning enables a person to identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed; evaluate the quality of scientific information on the basis of its source and the methods used to generate it; and pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately. This ability is important because it helps people deal with problems and issues in their everyday personal life; it will also be useful in fulfilling tasks associated with any job.

This competency supports the university's mission by supporting a culture of ethical behavior and promoting innovation and discovery. It plays a role in experiential learning, involves creativity, may support entrepreneurial efforts, and promotes research that can contribute to emerging opportunities and societal needs.

Applied and Collaborative Learning Competency

Definition

Is the ability to synthesize and transfer learning to new, complex situations, independently and with others, using knowledge, skills, techniques, reasoning, and experiences within and beyond campus. This ability demonstrates flexibility, adaptability, resourcefulness and resiliency.

Framing Language

This competency requires students to:

a) synthesize learning from different broad fields of study and (e.g., the humanities, arts, sciences and social sciences,) their co-curricular experiences (teamwork, student organization involvement, leadership opportunities, etc.), and those activities that combine in-and-out-of-class learning opportunities (service learning, experiential learning, entrepreneurial activities, reflection opportunities, learning communities, etc.);
b) discover and explore concepts and questions that bridge these essential areas of learning;
c) apply their learning to known and new contexts, and;
d) do this work not only independently, but within diverse teams.

Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom, as well as the integration of the liberal arts and professional studies (DQP and AAC&U). This competency calls for multiple aspects of the student experience to be included in their learning.

In addition to content and reasoning skills, students need to develop additional skills in order to apply their knowledge and competencies in a wide variety of contexts. These skills include lifelong learning, problem solving and teamwork skills. *Lifelong learning* encompasses skills and dispositions such as curiosity, independence, initiative, and reflection (AAC&U), as well as self-awareness, goal-setting, decision-making, and time management (Dayton, 2015).

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings (AAC&U). Problem solving skills are learned and utilized both within and outside of the classroom through co-curricular and everyday life contexts (Dayton, 2015), and include flexibility, adaptability, resource identification, resiliency, and the ability to work with others.

Teamwork is another skill critical to the development of this competency. Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, develop a campus-wide event, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. Furthermore, teamwork skills are essential for student success upon graduation. The ability for students to motivate others, manage conflict, manage relationships, develop others, build effective teams, and more are all essential skills in a global environment. Learning with others in the course of application projects;

students need to learn to utilize knowledge and skills in collaboration with others to apply and effectively do what is relevant.

Essentially, this ability is “What you do with what you know” and relates to all elements of Syracuse University’s mission. The demonstration of student’s abilities to work with others and to apply what they know is essential to job readiness and success upon graduation. Applying their knowledge within an ethical framework and with integrity is also part of what a Syracuse University graduate should be able to do.

This relates most specifically to the charge in the Syracuse University Strategic Plan as it relates to resiliency, team work, collaboration, adaptability and flexibility as well as the University’s aim to nourish the whole student. This also relates to the Middle States charge for universities to foster a coherent student learning experience and to promote synthesis of learning as part of their degree program. Expanding students cultural and global experiences and their ability to make well-reasoned judgement within and outside the academic field.

Civic and Global Competency

Definition

Civic and global competence is the ability to understand, appreciate and engage with people from differing cultural, social, economic, and geographic contexts, combined with the ability to demonstrate and promote responsible citizenship locally, nationally, and globally.

Framing Language

Effective and transformative civic and global learning offers students the opportunity to engage in global study and experiential learning as an essential component of professional and liberal arts educational offerings. It supports faculty, staff and student collaboration in creative activity and research that addresses emerging opportunities and social needs. It provides opportunities to engage diverse groups through activities that promote the understanding and appreciation of differing views, as well as the development of cognitive, affective, and behavioral skills and characteristics that support appropriate interactions in a variety of cultural contexts – cultural self-awareness.

Students will increase their self-awareness, particularly with regards to right and wrong human conduct and decision making. They will recognize and grasp the complexities of interrelationships and demonstrate the ability to respect the rights and dignity of all persons as they build trusting relationships.

Students will learn to innovate within and navigate through the economic, cultural, and political systems of the world, and become locally and globally connected. They will learn to merge theory and practice, and demonstrate integrity, knowledge and skills locally, nationally and globally by interacting with others in a fair and honest manner. Civic and Global competence enables people to see themselves as members of a world community and understand intersectionality, knowing they share the future with others.

Students will/ should demonstrate the knowledge and understanding of world history, socioeconomic and political systems and other global events that can affect local and national events and vice versa. An appreciation of diversity, cultural differences, and intersectional identities, will provide the foundation for students to engage in dialogue with others who hold different perspectives. The ability to communicate on these different perspectives respectfully will assist with the forging of coalitions to provide ethical and peaceful solutions that affect local, national and global communities.

Communicative Competency

Definition

The ability to receive and interpret messages accurately and to aggregate and express ideas through written, oral and other forms of expression and to inform and persuade multiple audiences, and achieve shared understanding.

Framing Language

The ability to communicate effectively is critical to all disciplines and personal growth. As a fundamental competency it supports all the goals of the University's mission. It prepares students with lifelong learning skills for future success in an increasingly global community, for engagement within and outside of the campus community, and for sharing innovative ideas with others. It supports the academic strategic plan and the Middle States expectation that students to be competent in oral and written communication.

Fluency in communication involves "the use of messages to achieve shared understanding of meaning through effective use of language, intentional engagement of audience, cogent and coherent iteration and negotiation with others, and skillful translation across multiple expressive modes and formulations, including digital strategies and platforms," according to the Degree Profile Qualifications (DPQ, p. 20).

According to the National Association of Colleges and Employers (NACE) the ability to articulate thoughts clearly and effectively in written and oral forms is one of the requisite competencies that broadly prepare all college graduates for a successful transition into the workplace. Thus this competency should be required, at some level, campus-wide.

Students must be able to effectively listen to others through observing body language, hearing oral messages and obtaining other cues from other visual and aural media in order to seek understanding of others ideas and perspectives. Using information gathered from various sources, students should be able to develop and express their ideas and those of others in a clear manner orally, in writing and in other forms of expression appropriate to their discipline.

In accordance with AAC&U VALUE Rubrics, through oral communication, students should be able "to prepare, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors." (AAC&U, p. 21)

Oral communication can take many forms from single speaker short answers to group presentations. Likewise, written communication, according to AAC&U Value Rubrics, "involves learning to work in many genres and styles" and "with many different writing technologies," and "mixing texts, data, and images." "Written communication abilities develop through iterative experiences across the curriculum." (AAC&U, p. 31)

Developing communicative competency is also vital for students as part of their overall development and professional success. The ability to work in teams, develop strong interpersonal relationships, address conflict, and engage in self-advocacy are all skills that are dependent on communicative competency. (World Health Organization, p. 9; Microsoft, 2015).

Information & Technology Competency

Definition

Information and Technology competency is the ability to effectively, critically, and ethically deploy a range of information and technology resources in endeavors of academic, creative, personal, and civic inquiry.

Framing Language

Information and technology competent individuals are aware of their own information needs and how to address them, as well as the human practices driving the development, organization, and distribution of the information, technology, and data they encounter. They are able to make adaptive use of information technology for communication, collaboration, and analysis of information and in the creation of a variety of media.

This competency orients learners toward the patterns of information and its technologies across a variety of disciplines and contexts. The skills that evidence this competency are transferable to problems and questions both in academic contexts and in broader environments of lifelong learning and professional success. In addition, this competency couples information literacy with a deep understanding of technological tools through which we encounter, interact, and compose with information. The information literate student is able to identify the extent of an information need, access needed information effectively, evaluate sources critically, and use information accomplish a specific purpose, with an awareness throughout the process of the legal and ethical issues surrounding the information encountered (ACRL Standards). Additionally, information and technology competent individuals recognize the ways in which inequities in distribution of and access to technology effect society. Students achieving this competency are able to identify and make use of the unique information and technology resources available at Syracuse University for academic success and will take with them, upon graduation, skills to navigate the information and technology environments they will inhabit in their personal and working lives.

This competency addresses the University's vision of preparing engaged citizens, scholars, and leaders through its emphasis on informed, ethical participation in our information society. Students demonstrating Information and Technology Competency are able to make use of information from a variety of settings, resources, and communities and locate opportunities for innovation and discovery though creative use of information and information technology. Additionally, Information and Technology competent students understand and respond to the local and historical impacts of the development of and access to information and information technology with integrity.

Glossary

Appreciate: to acknowledge, recognize, take (into) account, and value

Argument: a connected series of statements or reasons intended to establish a position; this is typically part of an ongoing dialogue

Discovery: to find or gain knowledge of something previously unknown. This is not necessarily a linear process and the outcome or goal is not known at the beginning of the process.

Divergent: deviating from a standard or norm; producing wide variety of possible solutions.

Engage: to induce to participate; to participate; to deal with at length/in depth;

Evidence: ideas, materials, observations, and experiences used to support an assertion

Civic Identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purpose. (AAC&U VALUE Rubric, Civic Engagement)

Diversity: the presence and/or representation of individual and group differences that make us unique. Diversity is not always noticeable and is quite often invisible.

Inclusion: the deliberate and ongoing act of creating and incorporating systems, policies, practices, and spaces that respect individual and group differences.

Information literacy: a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. [American Library Association. Presidential Committee on Information Literacy. Final Report. (Chicago: American Library Association, 1989.)] Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. [Association for College & Research Libraries, Information Literacy Competency Standards for Higher Education, www.ala.org/acrl/standards/informationliteracycompetency].

Information technology: The software and hardware interfaces through which people locate, read, make use of, and compose with information resources. “Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills.” [Association for College & Research Libraries, Information Literacy Competency Standards for Higher Education, www.ala.org/acrl/standards/informationliteracycompetency].

Innovative: the alteration of what is established by the introduction of new elements or forms.

Intentional: characterized by conscious design or purpose

Intercultural, Cultural Differences: Differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture. (AAC&U VALUE Rubric – Intercultural Knowledge and Competence)

Intersectionality: Identities intersect and enhance diversity, the ability to identify with multiple core diversity identities (gender, sexuality, race, varying abilities). The ability to identify with multiple diversity identities

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world on the local and global levels. The ability to apply knowledge and skills gained through higher learning to real-life problem solving alone and with others.

Responsible Citizenship: the full participation in all the rights and responsibilities of members of a nation, state, organization so that it functions successfully.

Scientific: broadly including natural, human and social phenomena

Self-expression: expression of thoughts and emotions through written, oral, performative, or artistic means. The "self" may be individual or collective identity and may represent the thoughts and ideas of others.

Social: relating to societies and their organizations

Validity: the quality of being factually sound and well-grounded in information

Worldview: is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

Sources

AAC&U VALUE Rubric

"Critical Thinking" http://edglossary.org/critical-thinking/

Gardenswartz & Rowe's (1994) Four Layers of Diversity Model.

Lumina Foundation DPQ

Lau, Joe and Jonathan Chan, "What is Critical Thinking?"

Scriven, Michael and Richard Pau, "Defining Critical Thinking"

SU Sr. Vice President for Student Affairs Council on Diversity and Inclusion, Charter

Wade, Carole and Carol Tavris, "Critical and Creative Thinking"

http://philosophy.hku.hk/think/critical/ct.php

http://www.ala.org/acrl/issues/infolit/standards

http://www.criticalthinking.org/pages/defining-critical-thinking/410

http://www.civicmissionofschools.org/educators/civic-competencies

http://www.evspedia.ro/wiki/social-and-civic-competence

http://www.globalteachereducation.org/what-global-competence

http://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1695-2_610

http://www.nafsa.org/_/file/_/global_competency_2.pdf

http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf

https://www.neafoundation.org/content/assets/2012/11/Educating%20for%20Global%20Competence%20by%20Fernando%20Reimers.pdf

https://www.neafoundation.org/content/assets/2012/11/Global%20Competence%20Content-Area%20Matrices.pdf

http://www.rit.org/essays/criticalthinker.php