

Core Competencies – Criteria

INFORMATION LITERACY

Graduates will be able to research, locate, accumulate, and evaluate information necessary to sustain lifelong learning.

Beginning	Intermediate	Advanced
<p>Defines the need for information.</p> <p>Identifies a variety of types and formats of potential sources for information.</p> <p>Considers the costs and benefits of acquiring needed information.</p> <p>Reevaluates the nature and extent of needed information.</p> <p>Retrieves information online or in person using a variety of methods.</p> <p>Extracts, records, and manages information and its sources.</p> <p>Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</p>	<p>Selects the most appropriate investigative methods for accessing needed information.</p> <p>Constructs, implements, and refines effectively-designed search strategies.</p> <p>Summarizes the main ideas to be extracted from the information gathered.</p> <p>Articulates and applies initial criteria for evaluating both the information and its sources.</p> <p>Determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.</p>	<p>Synthesizes main ideas to construct new concepts.</p> <p>Compares new knowledge with prior knowledge to determine value added, contradictions, or other unique characteristics of the information.</p> <p>Validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.</p> <p>Applies new and prior information to the planning and creation of a particular product or performance.</p> <p>Revises the development process for the product or performance.</p>

CRITICAL THINKING

Graduates will be able to apply reason and reflection (including quantitative analysis and scientific reasoning) to information, ideas, and arguments in order to solve problems and make decisions.

Beginning	Intermediate	Advanced
<p>Identifies information, ideas, and arguments from a variety of viewpoints.</p> <p>Recognizes the logical processes necessary to solve a problem.</p> <p>Recognizes the biases and preconceptions that affect decision making.</p> <p>Reflects on personal thinking processes and skills (thinking about how one thinks).</p>	<p>Compares and contrasts relevant arguments and counter-arguments.</p> <p>Analyzes and appraises the premises and hypothesis relevant to the problem.</p> <p>Assembles new concepts, criteria, or theories in light of evidence and reasoning.</p> <p>Evaluates one's own and others' thinking strategies and ideas.</p>	<p>Evaluates, synthesizes, or eliminates arguments to draw conclusions.</p> <p>Decides upon a course of action to solve the problem.</p> <p>Makes decisions based on legitimate criteria and reasoning.</p> <p>Adjusts own thought processes through continual review and reflection.</p>

COMMUNICATION SKILLS

Graduates will be able to organize and present their conclusions, ideas, opinions, feelings, and beliefs to others in both oral and written forms.

Beginning	Intermediate	Advanced
<p>Defines the purpose behind any communicative act.</p> <p>Recognizes the uniqueness of a particular audience in respect to an intended message.</p> <p>Indicates the necessary message/ information to be sent in a chosen channel.</p>	<p>Develops an effective strategy to accomplish the purpose of the communicative act.</p> <p>Identifies the demographic and psychological (beliefs, values and attitudes) factors which could effect the comprehension of a given message.</p> <p>Employs clarifying feedback within the context of others' communicative acts.</p> <p>Designs and states the information/message in a concise and precise manner/channel.</p>	<p>Implements effective strategies followed by an evaluation for future improvements.</p> <p>Utilizes skills and techniques to deliver the intended message/information effectively to a specific audience.</p> <p>Translates the message/information through the unique experiences and personality of the sender.</p>

INTERPERSONAL SKILLS

Graduates will be able to interact with other people one-to-one and in groups by applying skills in conversation, listening, conflict resolution, collaboration, and consensus-building.

Beginning	Intermediate	Advanced
<p>Develops an appropriate and concise personal introduction.</p> <p>Identifies effective social behavior.</p> <p>Recognizes availability of multiple conflict resolutions.</p> <p>Extends personal resources and giftedness to the community.</p>	<p>Appraises one's standing within the social construct.</p> <p>Identifies and evaluates one's own behaviors and emotional responses.</p> <p>Constructs mutual gain scenarios.</p> <p>Elicits community participation.</p>	<p>Melds with a group in order to form a cohesive unit.</p> <p>Facilitates edification in personal relationships.</p> <p>Implements techniques and solutions to produce mutual gains.</p> <p>Organizes efforts to incorporate full community in common goals.</p>

RESPECT FOR CULTURAL DIVERSITY

Graduates will be able to understand, analyze, and appreciate the historical development of the knowledge, traditions, literature, values, and beliefs of human cultures around the world.

Beginning	Intermediate	Advanced
Identifies people, places, works and events central to culture.	Compares and contrasts essential cultural elements.	Critiques elements of one's own culture that contribute to cultural prejudice.
Identifies elements and issues essential to cultural understanding.	Analyzes various racial, legal, and moral perspectives in various cultures.	Explains the relationship of fear, ignorance and ethnocentrism contribute to cultural misunderstanding.
Indicates knowledge of cultural difference.	Demonstrates openness to cultures and behaviors which are not one's own.	Formulates a strategy for fostering intercultural harmony.
Relates current cultural issues to their components in the past.	Analyzes historical development of a cultural element or elements.	Reflects on issues of superiority and inferiority engendered by one's culture or subculture.

SELF-UNDERSTANDING

Graduates will be able to recognize, evaluate, and improve their weaknesses, strengths, gifts, and values.

Beginning	Intermediate	Advanced
Discovers and identifies personal weaknesses.	Evaluates weaknesses in light of Christian maturity.	Develops strategies for improving areas of weakness.
Articulates areas of strength and potential	Analyzes employment of strengths and realization of potential.	Takes steps to maximize potential and improve upon known strengths.
Discovers talents and spiritual gifts	Assesses breadth and scope of giftedness and inherent talent.	Cultivates practices to develop talents and gifts.
Identifies own values and convictions as reflected in life and behavior.	Evaluates values and convictions in relation to Christian maturity.	Pursues a plan to align values and convictions with Biblical principles.

RESOURCE MANAGEMENT

Graduates will be able to manage resources of time, finances, individuals and groups, possessions, and the environment.

Beginning	Intermediate	Advanced
<p>Recognizes the need for proper management of one's time.</p> <p>Recognizes the importance of fiscal responsibility and stewardship.</p> <p>Recognizes the value of each individual's contributions.</p> <p>Identifies tangible and intangible possessions.</p> <p>Recognizes the necessity of a healthy environment for humanity's survival.</p>	<p>Designs a personal time management plan.</p> <p>Creates a money management system (i.e., budget, investments).</p> <p>Perceives ways to encourage others.</p> <p>Helps others recognize areas of strengths and weaknesses.</p> <p>Helps individuals see the importance of pooling together their strengths for the common good.</p> <p>Articulates the need for wise management of tangible and intangible possessions for personal benefit, especially in the service of others</p> <p>Creates a plan for the utilization of tangible and intangible possessions for appropriate personal needs and for service to others.</p> <p>Creates a personal environmental use plan.</p>	<p>Utilizes a time management plan.</p> <p>Articulates the importance of time management to others.</p> <p>Assists others in creating an effective time management program.</p> <p>Implements a constructed budget into one's lifestyle.</p> <p>Demonstrates leadership in stewardship and fiscal responsibility when managing others' finances.</p> <p>Encourages others.</p> <p>Assists others in their personal growth to promote their character development.</p> <p>Assists others in pooling together their strengths for the common good.</p> <p>Participates in environmental causes or organizations that help protect the earth and its resources.</p>

CHRISTIAN MATURITY

Graduates will demonstrate Christian beliefs, values, conduct, and servant-leadership in their participation in the Christian community and engagement with the world.

Beginning	Intermediate	Advanced
<p>Recognizes the need to grow spiritually.</p> <p>Recognizes central Christian beliefs.</p> <p>Regularly attends local church gatherings.</p> <p>Recognizes basic Christian ethics.</p> <p>Explains the Biblical teachings on servanthood.</p> <p>Articulates God's will for the world.</p>	<p>Begins practicing disciplines that promote spiritual growth.</p> <p>Adopts central Christian beliefs and commits to developing a Christian worldview.</p> <p>Forms a network of relationships within a local church.</p> <p>Embraces Christian ethics and begins to apply them in daily life.</p> <p>Incorporates the Biblical teachings on servanthood in their daily lives.</p> <p>Accepts God's call to bear witness to his kingdom to the world.</p>	<p>Consistently practices disciplines that promote spiritual growth.</p> <p>Guides others in developing a Christian worldview.</p> <p>Actively serves in a local church.</p> <p>Consistently applies Christian ethics in daily life.</p> <p>Serves others joyfully and consistently.</p> <p>Actively seeks opportunities to bear witness to God's kingdom to the world.</p>