

Discovery Core Competencies, August 2009

Communication: Students communicate clearly, concisely, accurately through writing, speaking and visual representations appropriate for various topics and audiences.

Upon graduation, students will be able to:

1. Describe the communication process.
2. Demonstrate a thorough understanding of purpose, context, audience, and presentation format(s).
3. Prepare communications in which the content is well-organized, the central message is compelling, and supporting materials are highly credible.
4. Choose and employ delivery techniques, including appropriate language usage, visual representations, and media choices, which enhance the effectiveness of the communication.

Literacy: Students are proficient in reading, writing, accessing, evaluating, and using information, using technology and quantitative methods.

Upon graduation, students will be able to:

1. Identify and engage major components of literacy including reading, writing, information technology, and quantitative reasoning.
2. Access and evaluate information and its sources, and use it ethically and legally.
3. Identify and productively use discipline-specific methodologies and technologies in their professional areas.

Critical/Analytical Thinking: Students make decisions and solve problems based on research, logic, and qualitative and quantitative analyses of appropriate and relevant data and information.

Upon graduation, students will be able to:

1. Identify and summarize the problem, issue, or question to be investigated.
2. Present existing knowledge, research, and/or views.
3. Design an inquiry process
4. Analyze research/evidence
5. Draw inferences and conclusions from analyses

Interdisciplinary Mindset and Skills: Students approach issues or problems with interdisciplinary perspectives.

Upon graduation, students will be able to:

1. Identify different disciplines along with their unique methods and perspectives on issues or problems.
2. Analyze a problem or intellectual issue by integrating knowledge, concepts, and/or tools from multiple disciplines.
3. Contribute their knowledge and expertise to an interdisciplinary team.

Ethical/Moral and Civic Engagement: Students understand ethical concepts, how different cultures define ethical or moral behavior, and gain a fuller understanding of the responsibilities of citizenship.

Upon graduation, students will be able to:

1. Articulate the bases of ethical/moral behavior for themselves and cross culturally.
2. Recognize ethical issues from a wide variety of contexts in their personal, professional, and civic lives.
3. Apply different ethical perspectives/concepts to questions in an articulate and developed way.
4. Participate in community service via volunteerism, internships and/or field placements.

Global Perspective/World View: Students gain an understanding of the nature and influence of culture as well as global interdependence.

Upon graduation, students will be able to:

1. Recognize that the world consists of people from diverse cultures with different concerns.
2. Identify similarities, differences, and interdependencies among cultures.
3. Describe a complex global issue from multiple cultural perspectives and explain how those perspectives affect the treatment of the issue.
4. Interpret intercultural experience from the perspectives of one's own and others' world views to effectively work with others from different cultures.

The Process and Nature of Sciences and Arts: Students understand and apply research and creative processes.

Upon graduation, students will be able to:

1. Compare scientific and artistic processes and explain the interdependence of inquiry, research, creativity, and technology.
2. Illustrate ways in which art, science, and society have and continue to influence each other.
3. Develop or adopt criteria by which to critique artistic and scientific creations, and use those criteria to evaluate different genres of works.
4. Discriminate between association and causation, and identify the types of evidence used to establish causation.
5. Articulate the creative process as it applies to your discipline, referencing specific work(s) you have created.

Revised July 15, 2009