General Education Proficiency Statements

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**Oral Communication**

Oral communication involves actively and critically expressing and receiving ideas through spoken language with the goal of achieving shared understanding of meaning.

Students who are proficient in oral communication will be able to:

· Organize a clear central message, using supporting evidence ethically and logically

· Communicate a message effectively, demonstrating ability to adapt language and delivery based on audience and purpose

· Listen to and evaluate a speaker’s central message and use of supporting evidence

· Initiate and negotiate effectively in a collaborative setting by listening to, building upon, verifying, and challenging others’ ideas and conclusions

**Quantitative Literacy**

Quantitative literacy involves fluency with the tools and concepts that are commonly used to understand, analyze, and reason with quantitative information.

Students who are proficient in quantitative literacy will be able to:

· Perform the arithmetic processes necessary to solve quantitative problems

· Present accurate interpretations of quantitative information on a wide array of topics and issues and explain how both calculations and symbolic operations are used

· Create accurate graphs or other visual interpretations of trends, relationships, or changes in status and correctly use them to provide written or oral explanations

· Reason with appropriate numeric, symbolic, graphical or statistical tools to understand a wide variety of issues, and to interpret, analyze and critique information or a line of reasoning presented by others

· Develop and support a line of reasoning about issues that are not solely mathematical by correctly using quantitative information

**Written Communication**

Written communication requires students to write effectively, individually and collaboratively, in a variety of genres to address different audiences for specific purposes, using sources and evidence appropriate to the context. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Students who are proficient in written communication will be able to:

· Effectively use genres, such as essays, reviews, lab reports, case studies, memos, and blogs, appropriate to the context**CB**

· Adapt to the needs and expectations of different audiences**SG**

· Demonstrate the ability to write for different purposes, such as to inform, analyze, explain, and persuade **M**

· Integrate and cite credible and relevant sources**LP**

· Reflect on the writing process in order to improve**JK**

· Demonstrate acceptable control of language conventions, such as grammar, usage, style, and diction.

**Breadth of Knowledge**

Students who are proficient in breadth of knowledge will be able to:

· Describe how existing knowledge or practice is advanced, tested and revised in each of the four core field categories: Arts and Humanities, Communications, Math, Science, and Technology and Social Sciences

· Describe a key debate or problem relevant to each of the four core field categories, and explains the significance of the debate or problem to the wider society, and show how concepts from the core fields can be used to address the selected debates or problems

· Use recognized methods of each core field category studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks to be identified by threshold concepts

· Describe, evaluate, and interpret an important societal problem using threshold concepts from two of the core field categories

**Critical and Creative Thinking**

Critical and creative thinking are complementary cognitive processes that operate across disciplines. These processes include inquiry, analysis, evaluation, discovery, and invention applied to a situation, scenario, issue, or problem.

Students who are proficient in critical and creative thinking will be able to:

· Identify a problem or question and its component parts, recognizing relevant ideas, concepts, theories, or practical approaches

· Evaluate fundamental knowledge and issues associated with a situation or problem, identifying underlying assumptions and anticipating consequences

· Create possible approaches and processes to solving emerging problems or unscripted scenarios

· Transform ideas into new forms or innovative applications and explore complex issues in original ways