

**Quality Instruction Task Force Meeting
September 28, 2007 in A202**

Next meeting will be October 12, 2007 at 10:30 a.m. in A202

Present: Laura Ross, Laila Nimri, Laurel Stevenson, Carole Williams, Barbara Lott, Terri Meta, Christine Robinson, Vanetta Grier-Felix, Matthew Christo, Barbara Entwistle, Ellen Orr and Jan Gerrity

- I. Design a communiqué for Ed. Programs
 - Review of the communiqué for Executive Staff to Educational Programs was postponed until the October 12, 2007 meeting.
- II. Reviewed and suggested changes to the five core competencies related to the five State Learning Outcomes shown below:
 - We will continue our review at the October 12, 2007 meeting.
 - Please add any suggestions that you may have and bring them to the meeting.
- III. Meeting times:
 - Note: the October 26, 2007 meeting time has been change in order to begin at 10:00 a.m. We will continue to meet in A202.

Meeting adjourned at 11:53 a.m.

Core Competency suggested changes:

Core Competency COMMUNICATION: Effective reading, writing, speaking, listening
Students will communicate effectively, which means the ability to:

A. Read – Students will be able to comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals, graphs, *and articles*.

B. Write – Students *will* demonstrate *confidence in their* ability to:

- Communicate thoughts, ideas, *opinions*, information, and messages in writing
- Compose and create documents, such as: letters, reports, memoranda, *messages, presentations,* manuals, and graphs with correct grammar, spelling, *and* punctuation, *as well as* appropriate language, style, and format

C. Listen—Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages

D. Speak and/or Converse – Students *will* have the ability to:

- Organize ideas and communicate verbal, or non-verbal messages appropriate to the audience

and the situation

- Participate *intellectually* in conversations, discussions, and group activities
- Speak clearly and ask questions *relevant to the discussed topic*.
- Construct and deliver a clear, well-organized, verbal presentation.
- Recognize the role of culture in communication
- Students will utilize *ethical* strategies for effective cross-cultural communication
- Students will use inclusive language
- *Student will possess the ability to express their thought and emotions.*

Core Competency CRITICAL THINKING: *Observation*, reflection, analysis, synthesis, application

Thinking critically is characterized by the ability to:

- Identify a problem or argument
- Gather *and* analyze, and data relevant to a problem
- Distinguish among opinions, facts, and inferences.
- Identify and critique underlying or implicit assumptions.
- Select and assess solutions appropriate to the context.
- Generate multiple solutions to the problem.
- Predict consequences
- Evaluate consequences and revise the thinking process
- Ask questions appropriate to the learning context
- Explore alternative goals, approaches and different viewpoints *to the learning context*.
- Evaluate diverse perspectives and alternative points of view
- Apply specialized knowledge to larger context, make connections across disciplines, and link ideas in ways new to the thinker
- Use evidence or sound reasoning to justify a position

Core Competency SCIENTIFIC AND QUANTITATIVE REASONING:

Understand and apply mathematical and scientific principles and methods *in the student's daily life*.

Quantitative

A person who is competent in quantitative reasoning can:

- Identify and extract relevant data from given mathematical situations.
- Interpret mathematical models such as graphs, tables and schematics and draw inferences from them
- Use graphical, symbolic, and numerical methods to analyze, organize, and interpret data
- Estimate and consider answers to mathematical problems in order to determine Reasonableness
- *Understand consumer related mathematical concepts*

Scientific

A person who is competent in scientific reasoning can:

- Generate an empirically evidenced and logical argument
- Distinguish a scientific argument from a non-scientific argument
- Reason by deduction, induction and analogy
- Distinguish between causal and correlational relationships
- Recognize methods of inquiry that lead to scientific knowledge
- *Use scientific thinking to support or falsify assumptions.*
- *Define specific information needed to solve the problem or answer the question.*

Core Competency INFORMATION LITERACY: Find, evaluation, organize, and use information

A person who is competent in information literacy can:

- Locate **and use** appropriate and relevant information *from print and/or electronic information sources* to match informational needs.
- Identify, analyze **and evaluate** information for relevancy, accuracy, authority, bias, **currency** and coverage
- **Synthesize(?)** collected ideas and materials into original work **in appropriate** formats

- **Use information ethically and legally**

Core Competency GLOBAL SOCIOCULTURAL RESPONSIBILITY: Participate actively as informed and responsible citizens in social, cultural, global, and environmental matters

A person who is competent in global sociocultural responsibility can:

- Interface with people from a variety of backgrounds
- **Understand** diverse cultural customs, beliefs, traditions, and lifestyles.
- **Discuss** cultural, historical and geographical issues that shape our perceptions.
- **Recognize** biases, assumptions, and prejudices in multicultural interactions.
- **Recognize** contributions that persons of diverse backgrounds bring to our multicultural world
- **Demonstrate** interpersonal sensitivity and mutual respect
- Recognize the **existence of global** interdependence.
- Recognize important social and political issues in their own community
- **Donate time, money and/or energy to** the community.