

# DRAFT

## BAS Core Competencies proposal (fall 2014)

### ASSUMPTIONS

- Only students who possess an AAS degree will be able to pursue the BAS
- Students will be able to pursue a BAS entirely on-line, though some face-to-face options may be available
- BAS students will have had a significant amount of work experience prior to pursuing the BAS degree
- BAS students will typically be mature working adults pursuing career advancement
- Only courses developed via Quality Matters on-line course development will be considered for inclusion into the BAS Core Competencies curriculum
- No course can satisfy more than one competency
- No course can double-count within the BAS major

### ADMISSION REQUIREMENTS

To pursue a BAS degree at UNI students must have:

- At MINIMUM an AAS degree from an accredited community college
- a minimum GPA of 2.0
- at least 2 years of work experience, preferably related to the AAS degree
- have at least 60 hours of transferable college credit that includes at least one foundational course in each of the following areas:
  - writing\*
  - oral communication\*\*
  - math\*\*\*

\*If you have not satisfied this requirement you are required to take a LAC Cat 1A course at UNI or equivalent

\*\*If you have not satisfied this requirement you are required to take a LAC Cat 1B course at UNI or equivalent

\*\*\*If you have not satisfied this requirement you are required to take a LAC Cat 1C course at UNI or equivalent

### BAS CORE COMPETENCIES REQUIREMENTS (21 hours)

These core requirements are meant to enhance the general education foundation that BAS students will have completed within the AAS degree. Students must satisfy each of the following competencies:

**1. Workplace Communication (oral and written)-6 hours**

Sub-competency: Information literacy

**2. Intercultural Knowledge -3 hours**

**3. Ethical Reasoning Competency-3 hours**

Sub-competency: Reading

**4. Creative Inquiry and Analysis-3 hours**

**5. Applied Problem Solving-3 hours**

**6. Integrative Learning-3 hours**

Sub-competency: Creative Thinking or Civic Engagement

**1. Workplace Communication (oral and written) -6 hours.** Communication covers the skills individuals (selves) need to send and receive messages, but also the language, grammar, concepts and associations to words and images that allow us to interact with each other in the workplace.

**a. Technical or Business Writing -3 hrs.** Written communication is the development and expression of ideas in writing. While written communication involves learning to work in many genres and styles, courses that satisfy this competency will focus on professional writing.

Learning Goals and Outcomes

Upon completion of this course students will be able to: TBD

**b. Professional Oral Communication-3 hrs.** Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Learning Goals and Outcomes

Upon completion of this course students will be able to: TBD

Courses that satisfy the **Workplace Communication** competency requirement will also focus on **Information Literacy**. The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Learning Outcomes

Upon completion of this course students will be able to:

1. Determine the extent of information needed
2. Access the needed information
3. Evaluate Information and its Sources
4. Use Information effectively to accomplish a specific purpose
5. Access and use information ethically and legally

**2. Intercultural Knowledge -3 hours.** Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Learning Goals and Outcomes

Upon completion of this course students will be able to:

1. Demonstrate cultural self-awareness within a multicultural framework
  - a. Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)

- b. Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- 2. Act in a supportive manner that recognizes the feelings of another cultural group.
  - a. Recognizes intellectual and emotional dimensions of more than one worldview and uses more than one worldview in interactions.
  - b. Recognizes and participates in cultural differences in verbal and nonverbal communication and negotiates a shared understanding based on those differences
- 3. Appreciates cultural diversity
  - a. Asks deeper questions about other cultures and seeks out answers to these questions.
  - b. Initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.

**3. Ethical Reasoning -3 hours.** “Ethical Reasoning is reasoning about right and wrong human conduct. It 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.” (taken from AAC&U value rubric)

#### Learning Goals and Outcomes

Upon completion of this course students will be able to:

- 1. Recognize and evaluate different ethical perspectives/concepts
  - a. Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.
  - b. Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate
- 2. Recognize ethical issues concerning self and other
  - a. Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.
  - b. Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.
- 3. Apply ethical perspectives/concepts/reasoning to problem-solving activities
  - a. Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question

Courses that satisfy the **Ethical Reasoning** competency requirement will also focus on **Reading**. Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From [www.rand.org/pubs/research\\_briefs/RB8024/index1.html](http://www.rand.org/pubs/research_briefs/RB8024/index1.html))

#### Learning Outcomes

Upon completion of this course students will be able to:

1. Comprehend author's message
  - a. Use the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.
  - b. Articulate distinctions among genres and their characteristic conventions.
2. Make meanings with texts in their contexts via analysis and interpretation
  - a. Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.
  - b. Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.
  - c. Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.
3. Participate in academic discourse about texts
  - a. Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.

**4. Creative Inquiry and Analysis -3 hours.** Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

#### Learning Outcomes

Upon completion of this course students will be able to:

1. Identify issue, object or works to be examined
  - a. Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.
  - b. Presents in-depth information from relevant sources representing various points of view/approaches.
2. Uses appropriate framework/methodology in analysis
  - a. Develops Critical elements of the methodology or theoretical framework
  - b. Organizes evidence to reveal patterns, differences, or similarities related to focus
  - c. state a conclusion
  - d. Discusses relevant and supported limitations and implications of analysis

**5. Applied Problem Solving -3 hours.** “Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.”

Learning Goals & Outcomes

Upon completion of this course students will be able to:

1. Define a problem and identify possible strategies for solving the problem
  - a. Demonstrates the ability to construct a problem statement with evidence of contextual factors
  - b. Identifies approaches for solving the problem
2. Propose, evaluate and implement potential solutions
  - a. Proposes one or more solutions/hypotheses that indicates comprehension of the problem.
  - b. Evaluates solutions in consideration of history of problem, logic/reasoning of solution, feasibility of solution, and impacts of solution.
3. Implement Solution(s)
  - a. Implements the solution in a manner that addresses contextual factors of the problem.
4. Evaluate Outcome(s)
  - a. Reviews results relative to the problem defined with some consideration of need for further work.

**6. Integrative Learning-3 hours.** Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Learning Goals & Outcomes

Upon completion of this course students will be able to:

1. Connect relevant experience and academic knowledge
  - a. Identify connections among experiences outside of the formal classroom (including both life experiences and academic experiences) to better understand fields of study and to broaden own points of view.
  - b. Connect examples, facts, or theories from more than one field of study or perspective.
2. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations
3. Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)

Courses that satisfy the **Integrative Learning** competency requirement will also focus on **Civic Engagement** or **Creative Thinking**.

**Civic Engagement** is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

**Creative Thinking** is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

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