

## WASC Core Competencies: Definitions

<b>Critical Thinking</b>	
<b>WASC definition</b>	The ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open- mindedness and motivation to seek the truth.
<b>AACU definition</b>	Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
<b>Definition from American Philosophical Society's Delphi Report (1990)</b>	The process of reflective judgment which manifests itself in reasoned considerations of evidence, context, methods, standards, and conceptualizations for the purpose of deciding what to believe or what to do.

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<b>Written Communication</b>	
<b>WASC definition</b>	Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors.
<b>AACU definition</b>	Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. 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.
<b>Definition from Degree Qualifications Profile (DQP)</b>	<i><b>At the associate level:</b></i> Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences. <i><b>At the bachelor's level:</b></i> Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences. In a language other than English, in writing, conducts an inquiry with a non-English-language source concerning information, conditions, technologies, and/or practices in his or her major field. With collaborators, advances an argument or designs an approach to resolving a social, personal, or ethical dilemma.

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<b>Oral Communication</b>	
<b>WASC definition</b>	Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience
<b>AACU definition</b>	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.
<b>Definition from University of Virginia (2006)</b>	Oral communication is the effective interpretation, composition, and presentation of information, ideas, and values to a specific audience.

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<b>Quantitative Reasoning</b>	
<b>WASC definition</b>	The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimension as the ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods
<b>AACU definition</b>	Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).
<b>Definition from Mathematical Association of America</b>	The ability to adequately use elementary mathematical tools to interpret and manipulate quantitative data and ideas that arise in an individual's private, civic, and work life.

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<b>Information Literacy</b>	
<b>WASC definition</b>	According to the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.
<b>AACU definition</b>	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. - Adopted from the National Forum on Information Literacy
<b>Definition from “Information Literacy Competency Standards for Higher Education” (2000)</b>	Information literacy is a set of abilities requiring individual to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.