Crosswalk IOs & LEAP standards

The rows are GT pathways competencies from LEAP
the columns are CCD Institutional Outcomes

	A CCD Graduate Is a Numeric Thinker	**A CCD Graduate Is Personally Responsible**	**A CCD Graduate Is Globally Aware**	**A CCD graduate is an Effective Communicator**	**A CCD graduate is a Complex Thinker**	**A CCD graduate is Effective & Ethical User of Technology**
	Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.	Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and	Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and	Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; Students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and	Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.	Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

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		direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.	economic impacts of their actions.	oral communication in academic, public, and professional discourse.		
Civil Engagement SS1 Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is		**Civic Knowledge** A student should be able to connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government. Rubric **Civic Values & Commitment** A student should be able to create a personal value	**Diversity of Communities & Cultures** (required for SS1) A student should be able to discuss how their own attitudes and beliefs compared to those of other cultures and communities. Rubric **Civic Values & Commitment** A student should be able to examine the role of established systems and	**Civic Communication** A Student should be able to express, listen, and adapt ideas and/or messages based on others' perspectives. Rubric		

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"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,		system that aligns with civic actions and addresses the responsibilities of an active citizen in society. Rubric **Civic Reflection through Civic Action** A student should be able to reflect on one's participation in and contribution to civic activity. Rubric	structures that reproduce patterns of support and/or patterns of inequity over time Rubric			

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page vi.) The rubric can be found here.						
Creative Thinking AH 1 Competency in creative thinking represents 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.					**Demonstrate Originality and Ingenuity** (required for AH1) A student should be able to form an exemplar that meets specifications as indicated by the context. Rubric **Take Risks** A student should be able to go beyond the original parameters of an assignment by introducing new materials, tackling controversial topics, and/or advocating ideas or solutions within the context of the discipline Rubric	

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The rubric can be found here.					**Solve Problems** A student should be able to articulate the rationale for selecting a given solution to the problem. A student should be able to recognize consequences of their suggested solution the problem. 4. **Embrace Contradictions** (required for AH1) A student should be able to Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work. Rubric **Think Innovatively** (required for AH1) A student should be able to create an	

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					innovative or unique idea, question, format, or product that pushes existing boundaries. Rubric **Connect, Synthesize & Transform Ideas** A student should be able to connect / synthesize ideas or solutions into a coherent whole work. Rubric	
Critical Thinking HI1, SS1, SS2, SS3, AH3 Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple					**Explain an Issue** (required for AH3, SS1, SS2 & SS3) A student should be able to use information to describe a problem or issue. Rubric **Utilize Context** (required for AH3, SS1, SS2 & SS3)	

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perspectives and articulate an argument or an opinion or a conclusion based on their analysis. You can find the rubric here.					A student should be able to evaluate the relevance of context when presenting a position. A student should be able to identify assumptions. A student should be able to analyze one's own and others' assumptions. Rubric **Formulate an Argument** (required for HI1, & SS1) A student should be able to ask a question relevant to the discipline. A student should be able to synthesize perspectives that answer it. A student should be able to take a specific position.	

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					Rubric **Incorporate Evidence** (required for HI1) A student should be able to interpret/ evaluate sources to develop an analysis or synthesis. Rubric **Understand Implications & Make Conclusions** (required for HI1, SS1, SS2, SS3 & AH3) A student should be able to establish a conclusion that is tied to the range of information presented. A student should be able to reflect on implications and consequences of stated conclusion. Rubric	

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Diversity & Global Learning SS2, SS3 (this competency will change) Competency in Diversity & Global Learning refers to a student's ability to critically analyze and engage with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning,			**Build Self-Awareness** (required for SS2 & SS3) A student should be able to demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. Rubric **Examine Perspectives** (required for SS2 & SS3) A student should be able to examine diverse perspectives when investigating social and behavioral topics within natural or human systems. Rubric			

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students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global The rubric can be found here.			**Address Diversity** (required for SS2 & SS3) A student should be able to make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. Rubric **Share Personal & Social Responsibility** A student should be able to address ethical, social, and environmental challenges within local or global systems			

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			A student should be able to identify a range of actions or solutions informed by one's sense of personal and civic responsibility Rubric **Understand Global Systems** A student should be able to examine the historical and contemporary roles, interconnections, and differential aspects of human organizations A student should be able to explore impacts and actions on global systems within the human and the natural worlds. A student should be able to apply			

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			knowledge to contemporary global contexts (suggested for service learning/ enrichment programs/ study abroad) A student should be able toi multiple disciplinary perspectives (such as cultural, historical, and scientific) when identifying solutions to contemporary global challenges. Rubric			
Information Literacy HI1 Information literacy refers to the set of skills needed to find, retrieve, analyze,					**Determine the Extent of Information Needed** A student will be able to define the scope of the research question/ thesis/ main idea	**Access the Needed Information** A student will be able to Access information using effective, well-designed search strategies A student will be able to Access needed information by using

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and use information. Competency in information literacy represents a student's ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand. The rubric is [here](#).					A student will be able to select sources that directly relate to the key concepts or answer the research question(s) **Evaluate Information Critically** (required for [HI1](#)) A student should be able to utilize a variety of information sources appropriate to the scope and discipline of the research question A student should be able to Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source	appropriate and relevant sources **Use Information Ethically & Legally** (required for [HI1](#)) A student should be able to demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices. [Rubric](#)

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					Rubric **Use Information Effectively to Accomplish a Specific Purpose** (required for HI1) A student should be able to synthesize information from sources to fully achieve a specific purpose Rubric	

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Inquiry & Analysis SC1, SC2 Inquiry is a systematic process of exploring issues/ objects/ works through the collection and analysis of evidence that result in informed conclusions/ judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. The rubric can be found here.			**Integrate Various Points of View** A student should be able to integrate information that represents various points of view and/or approaches. Rubric	**Identify a Topic** A student should be able to identify a discipline related topic that is focused and manageable to explore and evaluate. Rubric	**Incorporate Information & Existing Research** A student should be able to incorporate information from relevant sources directly relating to the topic. Rubric **Select or Develop a Design Process** (required for SC1 & SC2) A student should be able to select or develop elements of the methodology or theoretical framework to solve problems in a given discipline. Rubric **Analyze & Interpret Evidence** (required for SC1 & SC2)	

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					A student should be able to examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus. A student should be able to utilize multiple representations to interpret the data. Rubric **Draw Conclusions** (required for SC1 & SC2) A student should be able to state a conclusion based on findings. Rubric	
Oral/ Presentational Communication AH4 Competency in oral				**Illustrate Organization** A student should be able to implement an organizational pattern that results in a		**Integrate Content & Supporting Material** A student should be able to incorporate a variety of types of supporting materials (explanations,

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communication represents a student's ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively The rubric is here.				cohesive presentation (specific introduction and conclusion, sequenced material within the body, and transitions). Rubric **Develop a Central Message** (required of AH4) A student should be able to develop a central message using the content and supporting materials. Rubric **Address Language** (required for AH4) A student should be able to employ language that enhances the presentation. A student should be able to incorporate language that is		examples, illustrations, statistics, analogies, quotations) from authorities. A student should be able to make reference to and connect information through analysis that supports the presentation while establishing the presenter's credibility/ authority on the topic. A student should be able to ability to manage visual aids with appropriate technology. Rubric

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				appropriate to the audience. 4. **Execute Delivery** (required for AH4) A student should be able to demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose. Rubric		
Problem Solving MA1, MA2, MA3, MA4, SC1?, SC2? This competency is not currently required, but may be in future. Competency in problem solving represents a	**Define a Problem** a) Construct a detailed and comprehensive problem statement or clearly describe the goal b) Identify relevant					

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student's ability to design, evaluate, and implement a strategy to answer question or achieve a goal. The rubric can be found here.	contextual factors Rubric **Propose a Strategy** a) Identify reasonable approaches to solving the problem within the given context Rubric **Evaluate Potential Strategies** a) Provide an evaluation of the potential strategy(ies) which may include: i. the history of the problem, ii. the logic behind the					

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	potential strategy(ies), iii. the feasibility of the proposed strategy(ies) and iv. the potential impacts of the proposed strategy(ies) b) Choose a feasible strategy Rubric **Apply a Strategy** Use chosen approach(es) to solve the problem Rubric **Evaluate Results** a) Discuss and review results					

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	relative to the context of the problem. b) Make recommendations for further work (where applicable) Rubric					
Quantitative Literacy MA1, SC1, SC2 Competency in quantitative literacy represents a student's ability to use quantitative information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative	**Interpret Information** (required for MA1, SC1 & SC2) A student should be able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). **Represent Information**					

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literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.). The rubric can be found here.	(required for MA1, SC1 & SC2) A student should be able to convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). **Perform Calculations** (required for MA1) A student should be able to solve problems or equations at the					

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	appropriate course level. A student should be able to use appropriate mathematical notation. A student should be able to solve a variety of different problem types that involve a multi-step solution and address the validity of the results. **Apply & Analyze Information** (required for MA1) A student should be able to make use of					

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	graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level. A student should be able to formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.					

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	A student should be able to make judgments based on mathematical analysis appropriate to the course level. **Communicate Using Mathematical Forms** (required for MA1) A student should be able to express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning					

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	(may also include oral communication). **Address Assumptions** (required of statistics courses only) A student should be able to describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.					
Written Communication CO1, CO2, CO3, AH2 Competency in written communication is				**Employ Rhetorical Knowledge** (required for CO1, CO2, CO3) A student should be able to demonstrate an understanding of audience, purpose,		

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a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. The rubric is [here](#).				genre, and context that is responsive to the situation. **Develop Content** (required for CO1, CO2, CO3 & AH2) A student should be able to create and develop ideas within the context of the situation and the assigned task(s). **Apply Genre & Disciplinary Conventions** (required for CO1, CO2, CO3 & AH2) A student should be able to apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in		

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				particular forms and/or fields. **Use Sources & Evidence** (required for CO1, CO2, CO3 & AH2) A student should be able to evaluate, apply, and synthesize evidence and/or sources in support of a claim, following an appropriate documentation system. **Control Syntax & Mechanics** (required for CO1, CO2, CO3) A student should be able to demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.		

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Key to Abbreviations

AH – Arts and Humanities
    AH1 – Arts and Expression
    AH2 – Literature and Humanities
    AH3 – Ways of Thinking
    AH4 – World Languages
HI – History
MA – Mathematics
    MA1 – Mathematics
    MA2 – not yet defined
    MA3 – not yet defined
    MA4 – not yet defined

SC – Natural and Physical Sciences
    SC1 – Courses with Required Laboratory
    SC2 – Lecture Course without Required Laboratory
SS – Social and Behavioral Sciences
    SS1 – Economic or Political Systems
    SS2 – Geography
    SS3 – Human Behavior, Culture, or Social Frameworks
CO – Written Communication
    CO1 – Introductory Writing Course
    CO2 – Intermediate Writing Course
    CO3 – Advanced Writing Course