

Utah State University

DigitalCommons@USU

---

Educational Policies Committee

Faculty Senate

---

4-19-2016

## General Education Subcommittee Minutes, April 19, 2016

Utah State University

Follow this and additional works at: [https://digitalcommons.usu.edu/fs\\_edpol](https://digitalcommons.usu.edu/fs_edpol)

---

### Recommended Citation

Utah State University, "General Education Subcommittee Minutes, April 19, 2016" (2016). *Educational Policies Committee*. Paper 983.

[https://digitalcommons.usu.edu/fs\\_edpol/983](https://digitalcommons.usu.edu/fs_edpol/983)

This General Education Subcommittee Minutes is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).





## GENERAL EDUCATION SUBCOMMITTEE MINUTES

**April 19, 2016**

**8:30 am – 9:30 am**

**Old Main - Champ Hall**

**Present:** Harrison Kleiner, Connections  
Mary Leavitt, Advising  
Kacy Lundstrom, Library  
Melanie Nelson, USU Eastern  
Michele Hillard, Secretary  
Brock Dethier, Writing Program  
Dean Adams, Engineering  
Dick Mueller, Science  
Brian McCuskey, Humanities  
Ryan Dupont, Life and Physical Sciences  
Larry Smith, Provost's Office  
Dan McInerney, American Institutions  
Stephanie Hamblin, Exploratory Advising  
Dan Coster, Quantitative Intensive  
Janet Anderson, Office of the Provost

**Absent:** Bob Mueller, Regional Campus  
Laura Gelfand, Arts Kris Miller, Honors  
Dawn Kirby, Chair  
Jessica Hansen, Academic and Instructional Services  
John Mortensen, Student Services  
Karen Mock, Natural Resources  
Lee Rickords, Agriculture and Applied Sciences  
Kathy Chudoba, Business  
Shelley Lindauer, Education and Human Services  
Trevor Olsen, USUSA President  
Eddy Berry, Social Sciences  
Peggy Petrzeka, Social Sciences  
Cindy Dewey, Creative Arts

---

**Call to Order** – Richard Mueller

**Approval of Minutes** – February 16, 2016

<https://usu.box.com/s/a85ukjws542qb1686t2d260anddwkr74>

*Minutes approved.*

### **Course Approvals/Removals/Syllabi Approvals**

ARTH 3780 (CI) <b>APPROVED</b>	Brock Dethier
AV 3300 (QI) <b>APPROVED</b>	Dan Coster
AV 4710 (CI) <b>APPROVED</b>	Brock Dethier
AV 4720 (CI) <b>APPROVED</b>	Brock Dethier
ENGL 3470 (QI) <b>APPROVED</b>	Dan Coster
ENGL 5310 (CI) <b>APPROVED</b>	Brock Dethier
HIST 3060 (BHU/DHA) <b>APPROVED</b>	Brian McCuskey
LAEP 4040 (CI) <b>APPROVED</b>	Brock Dethier
MIS 3300 (QI) <b>APPROVED</b>	Dan Coster

### **Business**

*USU Prefixes, The Final Discussion* - Departments/Colleges will determine which/if any changes will be made on their course prefixes. Future discussions may focus on maintaining the interdisciplinary requirements for these course.

*Social Sciences Subcommittee Report – Eddy Berry*

<https://usu.box.com/s/a85ukjws542qb1686t2d260anddwkr74>

*General Education Course Appeals – Janet Anderson*

<https://usu.box.com/s/a85ukjws542qb1686t2d260anddwkr74>

*Student Passports – Harrison Kleiner* - Discussions regarding the need/usefulness of student passports. Can institutions add more requirements?

<https://usu.box.com/s/a85ukjws542qb1686t2d260anddwkr74>

*Election of 2016-2017 General Education Committee Chair* – Call for names and vote for new General Education Chair. Lee Rickords was unanimously voted in as the chair for the 2016-2017 academic year.

Meeting adjourned: 9:30 am



## GENERAL EDUCATION SUBCOMMITTEE MINUTES

**February 16, 2016**

**8:30 am – 9:30 am**

**Old Main - Champ Hall**

**Present:** Dawn Kirby, Chair  
Harrison Kleiner, Connections  
Mary Leavitt, Advising  
Kacy Lundstrom, Library  
Kris Miller, Honors  
Melanie Nelson, USU Eastern  
Michele Hillard, Secretary  
Brock Dethier, Writing Program  
John Mortensen, Student Services  
Karen Mock, Natural Resources  
Dean Adams, Engineering  
Dick Mueller, Science  
Brian McCuskey, Humanities  
Bob Mueller, Regional Campus  
Laura Gelfand, Arts  
Larry Smith, Provost's Office  
Dan McInerney, American Institutions

**Absent:** Jessica Hansen, Academic and Instructional Services  
Lee Rickords, Agriculture and Applied Sciences  
Kathy Chudoba, Business  
Shelley Lindauer, Education and Human Services  
Ryan Dupont, Life and Physical Sciences

Trevor Olsen, USUSA President  
Eddy Berry, Social Sciences  
Stephanie Hamblin, University Advising  
Peggy Petrzalka, Social Sciences  
Cindy Dewey, Creative Arts  
Dan Coster, Quantitative Intensive

**Visitors:** John Louviere, Director, Academic and Instructional Services  
Robert Wagner, Dean, Academic and Instructional Services

---

***Call to Order*** - Dawn Kirby

**Approval of Minutes** – January 19, 2016

<https://usu.box.com/s/35yz18kfau0q9510pnouhvxwd7lrk3qt>

*Motion to approve the minutes made by Dean Adams. Seconded by Laura Gelfand. Minutes approved.*

**Course Approvals/Removals/Syllabi Approvals**

ARTH 3770 (CI) **APPROVED** .....Brock Dethier

*Motion to approve CI designation made by Laura Gelfand. Seconded by Dean Adams.*

*Designation approved.*

**Business**

*Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches*

[http://www.aacu.org/sites/default/files/files/LEAP/2015\\_Survey\\_Report2\\_GETrends.pdf](http://www.aacu.org/sites/default/files/files/LEAP/2015_Survey_Report2_GETrends.pdf)

Dan McNerney issued a caution regarding how the survey was done. He doesn't believe that the respondents teach students and is therefore concerned about the information. He also wonders if the programs exist in theory or in practice. Committee members agreed that the goals and learning outcomes are still not being understood by the students. A suggestion was made that we could measure this issue by conducting surveys with the sophomores. Gen Ed is a growing priority and employers are looking for skills and integration. Members discussed the practical uses of E-Portfolios, which are suggested in the report. They seem to be popular at SLCC and other universities statewide. Students seem to benefit from the critical thinking involved in compiling the portfolios, but other uses seem to be more for program assessment rather than demonstrating students' learning.

*Meeting Students' needs for Enrollment in Classes*

This subject will be moved to the March Gen Ed agenda.

*Syllabus Tracking Tool (John Louviere)*

John Louviere provide a demonstration of the Syllabus Tracking tool and explained how it can be customized for colleges and departments. The Syllabus Working Group formed by Ed Reeve, Chair of the USU Curriculum Committee and of which Dawn Kirby is a member, will continue working on this issue.

*USU Prefixes vs. College Prefixes*

Several colleges are looking at offering the USU courses with a departmental prefix. By making this change, we may be taking away the intended interdisciplinarity of the courses. Because USU courses are not required, USU courses may slowly fade away. Can we or should we mandate that departments continue teaching USU courses, or how do we propose new prefixes? These discussions will continue until a determination has been made on how and when to move forward.

Adjourned at 9:35 am.

2016 Report of the Social Science Subcommittee to the  
General Education Subcommittee of the  
Educational Policies and Curriculum Committee

The Committee met five times over the 2015-2016 year.

The Committee took on three tasks over the year.

1. The subcommittee added two new members, Merideth Ferguson and Ryan Bosworth
2. The subcommittee reviewed two proposals but neither was approved. The concerns raised for each proposal were different but included issues associated with:
  - Methodology or theory in the social sciences.
  - Expression of points of view in the social sciences although both courses included the practice of the social sciences.
  - In both cases, there seemed to be a lack of scientific method and rigor discussed in the course. The committee agrees that some use of the methodology of social science is required, whether in depth or breadth study of social sciences or through qualitative/quantitative methods of studying social topics.
3. Finally, the committee has undertaken a review of the Depth and Breadth Social Science courses that are available to students throughout the curriculum.
  - Our impression is that many of these courses are not taught.
  - If the courses are taught, we assume that they are taught as breadth and depth courses, but we'd like to know, what the needs might be for those courses, and whether the rubric for social science courses actually fits social science courses.
    - To take on this task, we have asked for a list of courses taught with the BSS and DSS designation.

Respectfully submitted,  
E. Helen (Eddy) Berry, Chair

## Passport Learning Outcomes and Proficiency Criteria

### Matrices of Passport Knowledge of Concept and Skill Areas

#### FOUNDATIONAL SKILLS

**Oral Communication:** Public speaking entails a crucial set of skills for higher education students to develop not just because of its importance for effective participation in classrooms, but primarily because of its central position as a tool of democracy and civic engagement. The ability to prepare and extemporaneously deliver an argument grounded in credible information and organized effectively is usually developed in one or more courses in oral communication and becomes refined and strengthened through application across the curriculum. The following learning outcomes are not meant to convey all that a student might learn about public speaking, but to provide a balanced portrait of what receiving institutions can expect from transfer students who have earned a Passport. Proficiency in oral communication also requires development of the ability to hear, accurately summarize and evaluate oral presentations by others. *Relationship to Institutions' Passport Block:* An introductory speech course or equivalent demonstration of speech proficiency is required.

Oral Communication		
Features	Passport Learning Outcomes: (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria:</b> <i>(Evidence of proficiency of the learning outcome appropriate at the transfer level)</i> <i>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</i>  Student speakers will be able to:
Preparation for Performance	<ul style="list-style-type: none"> <li>Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills.</li> <li>Organize content for a particular audience, occasion and purpose.</li> </ul>	<ol style="list-style-type: none"> <li>Select topics that are relevant to and important for a public audience and occasion.</li> <li>Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness.</li> <li>Select and critically evaluate appropriate support materials.</li> <li>Represent sources accurately and ethically.</li> <li>Become fully informed about the subject matter.</li> <li>Defend motive of the presentation.</li> <li>Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction.</li> </ol>

Oral Communication		
<b>Features</b>	<b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)	<p><b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p> <p>Student speakers will be able to:</p>
<b>Delivery</b>	Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.	<ol style="list-style-type: none"> <li>1. Prepare the audience by verbally outlining the speech at the start.</li> <li>2. Present an accurate, relevant and fair message.</li> <li>3. Support main points with specific reference to a variety of materials, including statistics, personal examples, testimony, and other techniques appropriate for the speaking occasion and audience.</li> <li>4. Make clear distinctions between speaker's ideas and ideas of others.</li> <li>5. Use verbal footnotes while delivering the speech.</li> <li>6. Present without reading from notes or visual aids.</li> <li>7. Use delivery techniques (posture, gesture, eye contact, pauses, and vocal expressiveness) and language choices that make the presentation understandable, and speaker appears comfortable.</li> <li>8. Treat audience with respect.</li> </ol>

Oral Communication (continued)		
<b>Features</b>	<b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)	<p><b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Student speakers will be able to:</p>
<b>Monitor and Adjust</b>	Monitor and adjust for audience feedback.	<ol style="list-style-type: none"> <li>1. Present in the time allotted.</li> <li>2. Recognize that the audience is engaged (e.g., audience members are looking at the speaker, orienting body toward speaker, displaying appropriate facial expressions) and adjust if needed (e.g., the speaker initiates eye contact, rephrases points, changes delivery pace, increases volume, steps toward audience, provides additional examples).</li> </ol>



Oral Communication (continued)		
Features	<b>Passport Learning Outcomes</b> <i>(What the student is expected to know and/or be able to do)</i>	<b>Passport Proficiency Criteria</b> <i>(Evidence of proficiency of the learning outcome appropriate at the transfer level)</i> Student speakers will be able to:
Critical Receiver	Listen and critically evaluate the speaker's central message and use of supporting materials.	Audience member will be able to: <ol style="list-style-type: none"> <li>1. Give speaker full attention (e.g., refrain from using cell phone, laptop, iPads, etc.; engaging in other work or side conversations; or sleeping).</li> <li>2. Ask and answer questions as appropriate.</li> <li>3. Restate the purpose of the speech.</li> <li>4. Summarize the main points of the speech.</li> <li>5. Complete appropriate, constructive peer evaluations.</li> </ol>

**Written Communication:** Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline, irrespective of the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but learning to use this key to unlock intellectual potential across the curriculum does, in fact, require at least one dedicated course. Proficiency at writing is imparted by at least one formal writing course that includes the use of sources, writing process knowledge, convention and mechanics, self-assessment and reflection. This area further includes at least an introduction to analysis of the content of others' writings, critical thinking about that content, and logical reasoning in addressing that content in an appropriate context. *Relationship to Institutions' Passport Block:* An introductory writing course or equivalent demonstration of writing proficiency is required, with an expectation that students have opportunities to write as part of other lower-division courses.

Written Communication		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria:</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)  Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Rhetorical Knowledge	Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.	<b>Student's collection of writing may include one or more of the following:</b> <ol style="list-style-type: none"> <li>1. Writing in a variety of genres, including, for example, essays, reviews, lab reports, case studies, research papers.</li> <li>2. Reflective commentary with analysis of writer's own levels of effectiveness in a variety of writing situations.</li> <li>3. Narrative of historical events and/or fictional events using chronological organization.</li> <li>4. Organization and presentation of factual information in the form of a report.</li> <li>5. Development of a unified, coherent essay focused on a thesis.</li> <li>6. Development of an analytical argument with attention to detailed supporting material appropriate to the context.</li> <li>7. Description and analysis of rhetorical features of a document, such as audience, purpose, and genre.</li> <li>8. Employment of a variety of types of evidence, such as definition, explanation, analogy, graphics, and/or visuals, as appropriate to the context.</li> <li>9. Use of a variety of tones, voices, and personae, such as writing in the first person, writing in the third person, adjusting syntax, diction, and structure according to the formality of the occasion and purpose.</li> <li>10. Awareness of the conventions and expectations of academic audiences.</li> <li>11. Use of technology appropriate to the context.</li> </ol>
Use of Sources		<ol style="list-style-type: none"> <li>1. Critical analysis of all source materials for bias, fairness, accuracy, relevance, and validity.</li> <li>2. Integration of source information and ideas with student's original perspective on a topic, with evidence of clear distinctions between his/her own ideas and the ideas of others.</li> </ol>

<b>Written Communication (continued)</b>		
<b>Features</b>	<b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)
<b>Use of Sources</b>	Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.	<ol style="list-style-type: none"> <li>3. Use of correct punctuation and mechanics to present quotations, citations, page numbers, footnotes, endnotes, and references (bibliography) in accordance with a recognized format and style manual.</li> <li>4. Demonstration of the role of full documentation as a strategy to ensure academic integrity, attributing ideas incorporated from books, articles, the Web, or any other material to the original source using in-text citations and ancillary materials (e.g., reference list).</li> <li>5. Presentation of ideas and words of other authors in context, used fairly without distortion.</li> <li>6. Papers written individually for each class and/or assignment unless explicit approval for collaboration or for rewriting a paper done for a previous assignment has been given.</li> <li>7. Understanding of the nature of both obvious (cutting and pasting from other sources, buying papers on the Internet) and subtle (paraphrasing and summarizing without citation) forms of plagiarism and a commitment to avoid it.</li> </ol>
<b>Writing Process Knowledge</b>	Develop flexible strategies for generating, revising, editing, and proofreading.	<ol style="list-style-type: none"> <li>1. Working documents from inception of idea to final draft (e.g., brainstorming, notes, rough drafts, instructor feedback, peer response, collaboration with a peer writing tutor, incorporation of feedback in revised text, and other relevant illustrations).</li> <li>2. Evidence of revision strategies that begin with global (higher order) concerns and shift to local (lower order) concerns as essays or other pieces of writing are developed over time (e.g., a shift from focusing on what to write toward how to write it, but recognizing that the writing process is recursive, not linear, and the writer may return to any stage of process at any time).</li> <li>3. Illustration of skillful use of strategies to create both coherence and cohesion (e.g., readers are provided signals to guide their construction of meaning from the text by means of transitional words, phrases, and sentences; looking forward or backward in the text; and other devices).</li> <li>4. Reflective commentary that shows meta-cognitive awareness of successful and unsuccessful use of processes in samples submitted.</li> </ol>
<b>Conventions and Mechanics</b>	Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.	<ol style="list-style-type: none"> <li>1. Demonstration of sentence variety in terms of type, length, word order, emphasis, etc.</li> <li>2. Evidence that proficiency with language extends to matters of format and paragraphing as well as syntax and style appropriate to the context.</li> <li>3. Efforts to eliminate common errors in grammar, punctuation, and mechanics; over time, student demonstrates improvement in ability to identify and correct patterns of errors.</li> </ol>

<b>Written Communication (continued)</b>		
<b>Features</b>	<b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)
<b>Self-Assessment and Reflection</b>	Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.	<ol style="list-style-type: none"> <li>1. Discussion of student's writing process, including experiences and/or strategies with invention, drafting, peer feedback/peer review, revising, and editing.</li> <li>2. Description and analysis of student's strengths and weaknesses in writing.</li> <li>3. Discussion of student's writing processes and writing choices concerning particular assignments.</li> </ol>

**Quantitative Literacy:** Quantitative literacy requires comfort and capability with fundamental quantitative methods, and incorporation of quantitative concepts into the student's worldview so the student does not hesitate to apply quantitative skills in any appropriate context. Specific quantitative skills that must be addressed are mathematical process, computational skills, formulation of quantitative arguments, analysis of quantitative arguments, communication of quantitative arguments, and quantitative models. *Relationship to Institutions' Passport Block:* A course in mathematics or equivalent demonstration of quantitative literacy is required.

Quantitative Literacy		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria:</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)  Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Computational Skills	Demonstrate proficiency with arithmetic and algebraic computational skills, and extend them, for example, to geometric and statistical computations.	Correctly solves problems or equations at the appropriate level. 1. Uses logarithms to correctly solve a compound interest problem for the desired time. 2. Solves linear and quadratic algebraic equations accurately and reliably without the aid of a calculator. 3. Correctly computes the mean, median, mode, and standard deviation for a given numerical data set. 4. Rearranges the margin of error formula to find the desired sample size for a given confidence level and margin of error. 5. Finds the area or volume of general geometric objects by decomposing them into more basic components (circles, triangles, rectangles, cubes, etc.). 6. Uses the ideal gas law to compute how one variable is affected as another is changed. 7. In problems where units are provided, gives answer in correct units. Also, uses units as a check when solving algebraic problems where units are given. 8. Uses a spreadsheet or simple computer programs to automate multiple instances of arithmetic calculation. 9. Calculates present and future values of money by evaluating appropriate formulas. 10. Determines proportional relationships between the areas/volumes of figures given side (or other) measurements.

Quantitative Literacy		
Features	<b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)  Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, <b>not requirements</b> . Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Communication of Quantitative Arguments	Express quantitative information symbolically, graphically, and in written or oral language.	Correctly uses mathematical notation in all aspects of the solution of a typical problem at the appropriate level. <ol style="list-style-type: none"> <li>1. Accurately converts between proper mathematical notation/expressions and written / oral narrative.</li> <li>2. Expresses answer and intermediate steps with correct units.</li> <li>3. Uses appropriate language to link between different steps of stating or solving problems.</li> <li>4. Avoids using "=" to mean anything other than equality.</li> <li>5. Uses function notation and parentheses correctly in solving problems.</li> <li>6. States the conclusion to a significance test and writes an explanation of the rationale for the conclusion.</li> </ol>

Quantitative Literacy (continued)		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	Passport Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Communica- tion of Quan- titative Arguments (continued)		<p>Makes appropriate use of graphical objects (such as geometrical figures, graphs of equations in two or three variables, histograms, scatterplots of bivariate data, etc.) to supplement a solution to a typical problem at the appropriate level.</p> <ol style="list-style-type: none"> <li>Includes an appropriate graph to support or emphasize trends or findings.</li> <li>Draws two consecutive iterations of the Koch Snowflake to demonstrate that perimeter increases at each step.</li> <li>Uses graphs or plots (box-and-whisker, bar graph, etc.) to illustrate a comparison between two related data sets.</li> <li>Illustrates important values (such as median, mean, or extrema) on a graph or histogram of the data under analysis.</li> <li>Uses a graph to correctly present the data collected in a scientific experiment.</li> </ol>
Analysis of Quantitative Arguments	Select and use appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.	<ol style="list-style-type: none"> <li>Determines whether a given sequence of steps constitutes a valid line of reasoning (such as a proposed proof of a mathematical theorem or solution to a quantitative problem). If not a valid method, is able to explain why not.</li> <li>Reads passages that use basic statistics (such as from a newspaper story) and correctly articulates how those statistics could have been calculated and gives a correct analysis of their potential meaning. For example, distinguishes between results that show statistical correlation and causation.</li> <li>When presented with an estimate based on sample data, asks if that sample was randomly chosen, and if not, considers whether that is relevant.</li> <li>Uses present-value and future-value formulas to evaluate claims made about investment opportunities.</li> <li>Critiques the quantitative results obtained from a scientific experiment.</li> </ol>

Quantitative Literacy (continued)		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	Passport Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Formulation of Quantitative Arguments	Recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning.	<p>Correctly formulates, organizes, and articulates solutions to theoretical and application problems at the appropriate level.</p> <ol style="list-style-type: none"> <li>1. Gives a correct argument why the Koch snowflake has finite area but infinite perimeter.</li> <li>2. Analyzes quantitative data collected in an experiment.</li> <li>3. Uses optimization techniques to maximize profit for a business.</li> <li>4. Correctly proves that an irrational number is irrational (for example, <math>\sqrt{2}</math> or 1.010010001... ).</li> <li>5. Uses graphs, diagrams, and charts to compare data sets and draw conclusions.</li> <li>6. Given the results for a hypothesis test or confidence interval, draws an accurate conclusion.</li> <li>7. Describes a scenario in which poll voting (plurality method) gives a different result from ranked preference voting.</li> <li>8. Uses a graph and/or appropriate formulas to find the maximum or minimum value of a quadratic polynomial, and distinguishes between the value at which the maximum occurs and the maximum value itself.</li> </ol>
		<ol style="list-style-type: none"> <li>9. When using linear programming, shows an appropriate graph and the details of how the optimum value is obtained.</li> <li>10. Employs proportional reasoning to explain why a subpopulation is over or under represented in a sample.</li> <li>11. Utilizes a graph to determine the number of real zeros of a quadratic or cubic equation.</li> </ol>



**Quantitative Literacy (continued)**

Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	Passport Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Mathematical Processes	Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.	<p>Correctly solves a variety of different problem types (at the appropriate level) that involve a multi-step solution.</p> <ol style="list-style-type: none"> <li>1. Selects an algorithm (such as Cheapest Link Algorithm) for working with a graph theory problem (Travelling Salesman) and correctly applies it to the exercise.</li> <li>2. Based on given data, correctly computes a confidence interval or hypothesis test.</li> <li>3. Uses synthetic division, factoring, graphing, and other related techniques to find all the (real) zeros of a suitable cubic/quartic polynomial.</li> <li>4. Writes a computer program to do a multi-step calculation that involves multiple cases. For example, identify whether the input is a prime number, factor the input, or sort a list of numbers. Does appropriate error checking on the resulting computer program.</li> <li>5. Calculates multiple monthly loan payments for a given principal and different interest rates/times. Then uses the figures to compare the total cost of the loans.</li> <li>6. Given three linear relationships for three unknowns, correctly solves for the desired quantities.</li> <li>7. For a given velocity and rate of deceleration, calculates the distance required to stop.</li> <li>8. Correctly solves an optimization problem, justifying why their solution is in fact an optimal one (for example, using linear programming or differential calculus).</li> <li>9. For a given velocity and rate of deceleration, calculates the distance required to stop.</li> <li>10. Correctly solves an optimization problem, justifying why their solution is in fact an optimal one (for example, using linear programming or differential calculus).</li> </ol> <p>Considers the validity of a result from a multi-step problem.</p> <ol style="list-style-type: none"> <li>11. Rarely submits solutions that involve an answer of the wrong order of magnitude or involving the wrong type of information (such as a graphical solution when a numeric one is called for).</li> <li>12. Where possible, checks solutions with the original problem.</li> <li>13. Looks for signs of model breakdown when using an exponential growth function in a real-world setting.</li> <li>14. Evaluates the validity of experimental data.</li> <li>15. Recognizes, quantifies (where possible), and articulates the possibility of error (type I or II, as appropriate) in a significance test.</li> <li>16. Recognizes nonrandom sample data as nonrandom and considers the possible impact to conclusions</li> </ol>

Quantitative Literacy (continued)		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	Passport Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Quantitative Models	Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.	<p>Correctly solves problems at the appropriate level that require the student to choose an appropriate technique or formula.</p> <ol style="list-style-type: none"> <li>1. Given a floor plan, the cost of the carpet per yard from a roll of given width, and the cost of making a cut, devises a scheme to carpet a floor plan and calculates the cost.</li> <li>2. Selects the correct model (linear, exponential, logistic, etc.) for a population growth problem and then uses it to solve for the population size at a given time.</li> <li>3. Given sample data, calculates confidence intervals for population means and correctly interprets results.</li> <li>4. Constructs applicable linear demand and quadratic revenue functions from given data, then uses the model to determine the price and quantity that maximizes revenue.</li> <li>5. Given an estimated growth rate per year and a desired investment value after a certain number of years, calculates the initial investment required to reach that value.</li> <li>6. Solves problems that involve adding rates. (For example if person A requires four hours to do a job, and person B requires three hours, how long is required for A and B to do this job together?)</li> <li>7. Selects the correct function type to model a set of real-world bivariate data, determines appropriate values for the constants in the model, and uses the model to answer questions.</li> <li>8. Utilizes vectors to solve problems involving direction and magnitude.</li> </ol>

## KNOWLEDGE OF CONCEPTS

**Natural Sciences:** Proficiency in the natural sciences entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve. *Relationship to Institutions' Passport Block:* This area includes disciplines such as astronomy, biology, chemistry, geology, physics, and others.

Natural Sciences		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, <b>not requirements</b> . Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
The Nature of Science	Students explain the following attributes of science: a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis.	<ol style="list-style-type: none"> <li>Students explain on an exam or assignment why the assumption that the universe operates by consistent principles and that these rules are understandable by critical analysis are important to science.</li> <li>Students mathematically solve problems illustrating commonly accepted theories to show that the results match that observed, for example, the calculation of gravity or Avogadro's number, theoretical yields of a chemical reaction, confirmation of thermodynamic laws, illustration of Hardy-Weinberg equilibrium, etc.</li> <li>Students prepare a list of questions amenable to scientific inquiry and a list of questions that are not, and give reasons for their choices.</li> </ol>
	b. Processes and results must be reproducible and subjected to peer review.	<ol style="list-style-type: none"> <li>Students explain what is meant by "reproducibility" and "peer review" as part of an exam, class assignment, or laboratory experiment.</li> <li>Contrast data gathered by different groups in a lab section about the same phenomenon; use averages to get a better picture of the relationship between the two variables.</li> </ol>

Natural Sciences		
<b>Features</b>	<p><b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)</p>	<p><b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, <b>not requirements</b>. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative; individual; group). Proficiency may also be demonstrated in a language other than English.</p>
	<p>c. The results will display intrinsic variation and limitations.</p>	<p>Students will repeat an experiment multiple times, measuring the results and noticing the variation in the results, for example:</p> <ol style="list-style-type: none"> <li>Students throw a paper airplane x number of times and record distance or flight time, noting the variation in results.</li> <li>Students will explain the difference between precision and accuracy by making multiple measurements of density weighing water with pipette or other experimentally measured value.</li> <li>Students measure the mass of popcorn before and after popping to determine average Accumulate data and compare to other results.</li> </ol>

Natural Sciences ( <i>continued</i> )		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
The Nature of Science ( <i>continued</i> )	d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts.	Students provide examples of changing scientific thought regarding fundamental scientific concepts, for example: <ul style="list-style-type: none"> <li>a. The progression of the understanding of evolution from Lamarckian evolution, to Darwinian evolution and our current understanding of epigenetics.</li> <li>b. A discussion reviewing the video, "A Tale of Two Mice - The Agouti Sisters."</li> </ul>
	e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates	Students report on an example of models and/or concepts from science that have withstood critical analysis of time) and those that ultimately have not, for example: <ul style="list-style-type: none"> <li>a. Students compare and contrast the plum pudding model and modern theory of the atom.</li> <li>b. Students compare and contrast the heliocentric and geocentric model of the solar system.</li> <li>c. Students compare and contrast the phlogiston and oxidation explanation of fire and burning.</li> </ul>
	f. There is inherent beauty and wonder in science in and its possibilities.	Having been exposed to basic astronomical concepts either in class, through reading, or through a TED-style talk, students observe the stars in a dark sky, consider the content of the talk while observing, and later write a poem or a diary entry reflecting on the beauty and wonder of science as an approach to knowledge about the natural world.

Natural Sciences (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Scientific Inquiry	Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.	<ol style="list-style-type: none"> <li>Students describe the processes of collecting, analyzing, and interpreting data, including the description of their findings in a lab or field report, for example:               <ol style="list-style-type: none"> <li>Students write a procedure and then follow it to collect data for measuring the speed of sound.</li> <li>Explain the purpose of experimental controls.</li> </ol> </li> <li>Students use their senses and appropriate instruments to observe and accurately measure and analyze phenomena using SI units, such as:               <ol style="list-style-type: none"> <li>Students conduct single and double displacement chemical reactions, observe evidence of the reactions occurring, then correlate the physical reactions with the writing and balancing of the appropriate chemical equations.</li> <li>Students use appropriate equipment to record the mass and volume of substances using significant figures. Using this data, students will graph mass and volume to determine the density of the substance.</li> </ol> </li> <li>Students collect data on known and unknown samples then graph the data to determine the value of an unknown, such as:               <ol style="list-style-type: none"> <li>Students collect leaf pigment samples and use a spectral photometer to determine dominant feedback.</li> </ol> </li> <li>Students calculate and quantify the difference between two groups or systems, for example:               <ol style="list-style-type: none"> <li>Measure mass of kernels of popcorn before and after popping, calculate the percent of mass lost, and perform a statistical analysis on the loss.</li> </ol> </li> </ol>
Scientific Inquiry (continued)		<ol style="list-style-type: none"> <li>Students use accepted vocabulary, symbols, and conventions to describe natural occurrence.</li> <li>Students describe and represent significant changes in phenomena, such as:               <ol style="list-style-type: none"> <li>Students use gel electrophoresis to determine changes in the hemoglobin gene in cases of sickle-cell anemia.</li> <li>Students observe and classify whether changes are chemical or physical.</li> </ol> </li> <li>Students design an investigation to test a hypothesis, identifying the appropriate means of data collection and analysis necessary to do so.               <ol style="list-style-type: none"> <li>Students design different paper airplanes, hypothesize which fly fastest and farthest, and then test the designs using measuring tape and stopwatch.</li> </ol> </li> <li>Students draw conclusions to accept or reject hypothesis, support their findings, and answer questions using a provided data set.</li> </ol>

Natural Sciences (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Core Concepts	Students accurately describe the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline related terminology.	<ol style="list-style-type: none"> <li>Students apply the basic concepts, vocabulary, and models from a particular scientific discipline in order to solve a problem or carry out a task within that discipline, for example: <ol style="list-style-type: none"> <li>Students use a pedigree to track sex-linked characteristics through a family.</li> <li>Students diagram the different stages of the life cycle of a fern plant and label them using specific terminology.</li> <li>Students explain the periodicity of the elements according to their placement in the periodic table.</li> <li>Students use a classification key to identify plant species.</li> <li>Students correctly solve problems and answer questions at the end of textbook chapter.</li> <li>Students develop a concept map for a set of vocabulary terms associated a text chapter.</li> <li>Students watch a video on the North American Wood frog and use colligative properties to explain how the frog freezes itself.</li> </ol> </li> </ol>
Scientific Literacy	Students shall: <ul style="list-style-type: none"> <li>Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions.</li> </ul>	<ol style="list-style-type: none"> <li>Read with understanding articles about science in the popular press and engage in discussion about the validity of the conclusions, for example: <ol style="list-style-type: none"> <li>Read an article about the relationship between vaccination and autism, and engage in a discussion on the validity of the article's conclusions with their peers in a classroom situation or online discussion board.</li> </ol> </li> <li>Identify scientific issues underlying national and local decisions and defend positions that are scientifically and technologically informed, for example <ol style="list-style-type: none"> <li>Students view an online TED talk dealing with global warming and afterwards engage in an online of the validity of the arguments and evidence presented.</li> </ol> </li> </ol>

Natural Sciences ( <i>continued</i> )		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Scientific Literacy ( <i>continued</i> )	<ul style="list-style-type: none"> <li>Demonstrate an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics.</li> </ul>	<ol style="list-style-type: none"> <li>Evaluate the quality of scientific information on the basis of its source and the methods used to generate it, for example               <ol style="list-style-type: none"> <li>Students select an advertisement for a product or service and evaluate the validity of the scientific claims used to promote it.</li> </ol> </li> <li>Pose and evaluate arguments based on evidence and apply conclusions from such arguments. <u>For example:</u></li> <li>Students investigate the reported health benefits of an item such as magnets or copper bracelets and report on the scientific basis for these claims.</li> <li>Students evaluate the effectiveness of the use of scientific data in a debate, <u>for example:</u> <ol style="list-style-type: none"> <li>Students watch the Ken Hamm-Bill Nye evolution-creation science debate (available on line) and evaluate the scientific evidence and arguments used by the participants.</li> </ol> </li> </ol>



Natural Sciences (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Scientific Reasoning	Students demonstrate scientific reasoning processes to draw conclusions.	<ol style="list-style-type: none"> <li>Students demonstrate proficiency on an accepted scientific reasoning assessment, such as the Madison Assessment or Lawson Test.</li> <li>Students draw appropriate conclusions from laboratory or field activities or case studies, and communicate the results to others. <ol style="list-style-type: none"> <li>Students can explain why cans of diet soda and regular soda will display different buoyancy properties when placed in a tank of water.</li> <li>Students use the results of a natural selection experiment, such as the rise of multi-drug resistant pathogens, to explain phenotypic variations of a population.</li> </ol> </li> <li>Students identify the appropriate methodologies (qualitative and quantitative) to analyze and solve a scientific problem. Examples might include: <ol style="list-style-type: none"> <li>Students determine the originator of a simulated epidemic. Students carry out a simulation of the spread of infection using the standard classroom 'candy' sharing exercise.</li> <li>Students determine the appropriate cation-anion detection method to determine an unknown salt.</li> <li>Students write a procedure and the follow it to collect data for measuring the speed of sound.</li> </ol> </li> <li>Identify and quantify patterns and observations. Examples might include: <ol style="list-style-type: none"> <li>Students build and separate macromolecules to show that dehydration synthesis is a common chemical reaction used to form the major macromolecules in biological systems.</li> <li>Students distinguish various groups of organism using shared and non-shared characteristic.</li> </ol> </li> </ol>

Natural Sciences (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Ethics	<p>Students demonstrate an understanding of the standards that define ethical scientific behavior, including:</p> <ul style="list-style-type: none"> <li>Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues;</li> <li>Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment;</li> <li>Social Responsibility: Recognition of the impact of our actions has on the natural and human world.</li> </ul>	<ol style="list-style-type: none"> <li>Students distinguish ethical from non-ethical scientific behavior using examples (actual or hypothetical); explain the reasons for the decisions. <ol style="list-style-type: none"> <li>Students read several scenarios in which there are "gray areas" in the conducting of an experiment, interpreting or publishing of data. Students respond to these scenarios with a description of their course of action, and the reasons for their decisions.</li> </ol> </li> <li>Students accurately report/represent their findings in a lab or field report, presentation, or paper, using proper citation of sources and collaborations. <ol style="list-style-type: none"> <li>Students describe the impact of falsified data on the validity of scientific conclusions and the reputation of science in general, using the Jan Hendrick Schön or cold fusion cases as an example.</li> <li>Students will use the Watson-Crick DNA case study to discuss the importance of proper attribution of scientific credit.</li> </ol> </li> <li>Students display an awareness of the importance of the safety and well-being of the scientific researchers, participants, and the environment during a scientific experiment. Examples might include: <ol style="list-style-type: none"> <li>Students are able to identify the location of basic safety equipment used in laboratory and field activities and demonstrate their proper use.</li> <li>Students do a search and hunt exercise to learn the safety features presented in chemical safety data sheets.</li> <li>Students carry out laboratory exercises in which they demonstrate the proper disposal of harmful materials.</li> </ol> </li> <li>Students will report on the way scientific ethics have evolved over time For example: <ol style="list-style-type: none"> <li>Using case studies such as the Tuskegee Experiment and the case of the Henrietta Lack cell line.</li> <li>Students calculate their carbon footprint using <a href="http://www.myfootprint.org">www.myfootprint.org</a>.</li> <li>Students participate in a classroom discussion that weighs the benefits and environmental costs of activities such as fracking, oil extraction in the Amazon.</li> <li>Students evaluate discrepancies, such as wealth and health, among societies using <a href="http://www.gapminder.org">www.gapminder.org</a>.</li> </ol> </li> </ol>

Natural Sciences ( <i>continued</i> )		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Science and Society	Students understand the role science plays in historical and contemporary issues.	<ol style="list-style-type: none"> <li>Students identify the scientific context that helped frame a past social issue (e.g., fluoridation, eugenics, antiseptics and germ theory, Love Canal, detergent additives)               <ol style="list-style-type: none"> <li>Students write a review of the movie "Inherit the Wind" based on their knowledge of the actual Scopes trial and discuss what that trial would be like if it took place today.</li> <li>Students watch the documentary "The Polio Crusade" on the poliovirus and write report on necessity to develop a polio vaccine.</li> </ol> </li> <li>Students evaluate the scientific evidence and reasoning underlying a contemporary scientific debate.               <ol style="list-style-type: none"> <li>Students engage in a classroom discussion on climate change.</li> <li>Students read recent news reports on outbreaks of measles and whooping cough, evaluate the safety and efficacy of vaccinations, and debate the pros and cons of mandatory vs. voluntary vaccinations</li> <li>Watch the movie "Gattaca" and discuss it in the context of "designer babies," genetically modified children, and selecting for specific genetic traits in children.</li> </ol> </li> <li>Through course assignments, laboratory experiments, or discussions, students examine the impact of science and technological advances on work, recreation, communication, economic systems, social relationships, health, privacy, and environmental sustainability.</li> </ol>

**Human Cultures:** Proficiency in evolving human cultures Increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time. *Relationship to institutions' Passport Block:* This area includes disciplines such as history, anthropology, archaeology, political science, geography, ethnic studies, gender studies, languages, and others.

Human Cultures		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	Passport Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)  Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, <b>not requirements</b> . Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Core Knowledge	Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates)	<p><i>The student will explain concepts, theories, and debates with regard to culture using appropriate vocabulary, terminology, and identifying core concepts relevant to discipline with regard to culture.</i></p> <ol style="list-style-type: none"> <li>1. Use appropriate vocabulary, terminology, etc. related to a course topic [in a formal presentation].</li> <li>2. Explain an important concept, theory, and/or debate relevant to the discipline [in a 3 to 5-page paper].</li> <li>3. Identify the core distinctions between primary and secondary sources [through a PowerPoint presentation].</li> <li>4. Identify and account for the different perspectives expressed in two or more cultures or in two or more primary sources that describe the same event [through a poster presentation].</li> <li>5. Identify and describe a series of cultural artifacts and explain their varied contexts (e.g. space/time) [through a series of multiple-choice questions].</li> <li>6. Identify and describe differences in a cultural practice in two or more societies (e.g. gender roles, marriage, kinship, political leadership, subsistence practices) [through an in-class essay].</li> <li>7. Describe the events leading up to a global conflict [in an 8-10 page paper].</li> <li>8. Define the terms "checks and balances" and provide an example from the U.S. Constitution for each branch of government [through an in-class essay].</li> <li>9. Explain what scholars mean when they say that race is a social and not a biological category [through active participation in an in-class debate].</li> <li>10. Identify and reflect on language-learning strategies [in a two-page essay].</li> </ol>

## Human Cultures

Features	<b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)  Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Modes of Inquiry	Identify and describe past and current forms of inquiry into changing human cultures across time and place.	<i>The student will describe how existing knowledge or practice is advanced, tested, and revised in studies of human cultures; explain how and why forms of inquiry differ across time and place; demonstrate understanding of personal and/or cultural biases and their impact on modes of inquiry.</i>  1. Describe the motivations that drove medieval alchemists and how alchemy was an important precursor to modern science [in a paper of 8-10 pages]. Analyze the changing nature of "historical revisionism" [through a well developed series of multiple-choice questions].

### Human Cultures (continued)

Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Modes of Inquiry (continued)	Identify and describe past and current forms of inquiry into changing human cultures across time and place.	<ol style="list-style-type: none"> <li>2. Describe the motivations that drove medieval alchemists and how alchemy was an important precursor to modern science [in a paper of 8-10 pages]. Analyze the changing nature of "historical revisionism" [through a well developed series of multiple-choice questions].</li> <li>3. Compare and contrast two different explanations for President Truman's decision to drop the atomic bomb on Japan [through a poster presentation].</li> <li>4. If history is "just the facts" about the past, explain why historians disagree [in an in-class essay].</li> <li>5. Compare and contrast ways cultures have been studied at different times [through an in-class essay].</li> <li>6. Compare and contrast ways how place can change the way cultures are studied [through an in-class discussion].</li> <li>7. Explore the modes of inquiry used by a well-known researcher of different cultures [through a formal presentation on his/her work].</li> <li>8. Use primary and secondary sources [in a three to five-page analysis of a Beatles song].</li> <li>9. Analyze the differences between "Eurocentric" and "global" approaches to research [through an oral presentation].</li> <li>10. Compare the analyses that two different college-level history texts offer on the nature of the "market revolution" [through an oral presentation].</li> <li>11. Evaluate the Puritan experience from the perspectives of theology and lived experience [through a five to seven-page paper]</li> </ol>
Investigation	Research human cultures using relevant methodologies.	<p><i>The student will engage with various investigative methodologies in order to describe and understand certain principles and phenomena of human culture or cultures.</i></p> <ol style="list-style-type: none"> <li>1. Identify and distinguish between primary and secondary sources [through the construction of an annotated bibliography]</li> <li>2. Describe an important person or event [through a PowerPoint presentation].</li> <li>3. Describe or role-play a real or representative historical person (e.g. an 18th-century midwife) [through an oral presentation].</li> <li>4. Analyze the impact of an important event in history [through a short five to eight-page paper].</li> <li>5. Compare and contrast two or more accounts of an event for bias [through a paper or presentation].</li> <li>6. Analyze a cultural artifact and explain its varied context [through a brief three to five-page paper].</li> </ol>

Human Cultures (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Areas of Study	Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.	<p><i>Describe, explain and evaluate the sources of one's own perspective on selected issues in culture, society, the arts, and global relations and compare that perspective with other views.</i></p> <ol style="list-style-type: none"> <li>1. Discuss the disadvantages of the American emphasis on individualism and individual rights from a Swedish point of view [through an in-class essay].</li> <li>2. Examine specific examples of differences between home cultures and others [through a well developed series of multiple-choice questions].</li> </ol>
Areas of Study (continued)		<ol style="list-style-type: none"> <li>3. Analyze linguistic differences between Shakespeare's original text and a modern translation of Hamlet's soliloquy [through a brief three to five-page paper]</li> <li>4. Reflect on a role-play focusing on a particular cultural topic (e.g. use of formal/informal address, dinner party behavior, historical period/event/figures/actors/political advocates) [through a brief three to five-page paper].</li> <li>5. Observe and reflect upon particular rituals, ceremonies, behaviors, or customs [through an oral presentation].</li> <li>6. Reflect on aspects of the target culture that are similar to/ different from your own [through a service-learning project].</li> <li>7. Debate a topic as a cultural practice (e.g. foot binding, genital mutilation, child marriage, honor killings, spanking, handshaking, eye contact, personal space) [orally with a partner].</li> </ol>
Attitudes Toward Cultural Difference	Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts, ideas, values, and customs).	<p><i>Through interpersonal and/or intellectual engagement, respond to, interact with, describe, and/or analyze human cultures with sensitivity, empathy, and respect.</i></p> <ol style="list-style-type: none"> <li>1. Use appropriate forms of address (formal/informal) in a language other than your own [in an in-class interaction or extra-class project].</li> <li>2. Attend two or more cultural events and compare and contrast them [through a three to five page paper].</li> <li>3. Identify, describe, and analyze stereotypes in an assigned text [through a well developed series of multiple-choice questions].</li> <li>4. Compare and contrast stereotypes that different cultural groups hold of each other [through a three to five-page paper].</li> <li>5. Explain a concept from the point of view of another culture [in an oral presentation].</li> <li>6. Prepare and ask questions, listen attentively, respond appropriately and respectfully, ask follow-up questions, and report thoughtfully [in a reflection essay on an interview of a subject from a culture or co-culture other than your own].</li> <li>7. Carry out a cultural analysis of a Beatles song [through a three to five-page paper].</li> </ol>

### Human Cultures (continued)

Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
<b>Factors Shaping Human Cultures</b>	Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity.	<p><i>Identify and explain complexities, interconnectivity and diverse factors shaping human cultures.</i></p> <ol style="list-style-type: none"> <li>1. Explain the cultural consequences of global processes such as colonialism, slave trade, world wars, civil rights, diasporas [through an eight to ten-page paper].</li> <li>2. Debate questions of equity with regard to access to education, housing, food, transportation, etc. [through an in-class discussion].</li> <li>3. Discuss the cultural foundations of one or more political systems [through an oral presentation].</li> <li>4. Compare and contrast how two political ideologies address a common problem, for example, poverty, work, education, taxation [through a PowerPoint presentation].</li> <li>5. Explain the relationships between culture and structures of power [through an eight to ten-page paper].</li> </ol>



**Creative Expression:** Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims. *Relationship to institutions' Passport Block:* This area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture, and others.

Creative Expression		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, <b>not requirements</b> . Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Basic Knowledge	<p><i>Through the study of literary, performing and/or visual arts, students will:</i></p> <p>Employ fundamental discipline-specific principles, terminology, skills, technology, and methods.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate conceptual knowledge in creative expression using key terminology and principles in response to, for example, concerts, theatrical presentations, exhibitions, dance performances, film screenings, or literary readings.</li> <li>2. Employ introductory knowledge of technical skills in a chosen creative area through the successful completion of practical assignments; for example, create a theater costuming sewing sampler.</li> <li>3. Define discipline-specific vocabulary in the form of a written assignment or quiz.</li> <li>4. Demonstrate discipline-specific abilities such as performing basic dance steps, constructing a musical scale, or drawing using perspective.</li> <li>5. Demonstrate ability to utilize specific technologies; for example, shooting and editing a video using industry standard equipment and software.</li> </ol>
History and Cultures	Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.	<ol style="list-style-type: none"> <li>1. Analyze the factors that have shaped the arts in different parts of the globe at different times; cultural factors may include religion, politics, economics, or others. Present findings in a written or oral presentation.</li> <li>2. Choose a visual, musical or literary work from a specific historical period and write a paper that focuses on historical and cultural contexts and how they relate to contemporary concerns.</li> <li>3. In a paper, presentation, or exam, identify how a given work, artist or movement influenced the creative work of others.</li> </ol>
Ethics	Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.	<ol style="list-style-type: none"> <li>1. Engage in the art of a culture not your own and reflect on your experience, for example, write a paper or make a presentation.</li> <li>2. Examine creative works from diverse points of view: political, social, racial, gender, sexual orientation. Share reflections and insights in a class discussion, paper or presentation.</li> <li>3. In a paper or exam, compare and contrast the different values, beliefs, and tensions displayed in works of art.</li> </ol>

<b>Creative Processes</b>	Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.	<ol style="list-style-type: none"> <li>1. Participate, onstage or backstage, in a university/college theatrical play, vocal or instrumental ensemble, or dance concert.</li> <li>2. Create discipline-specific work such as video productions, short stories, visual art and communication, musical compositions, monologues, and others, and incorporate peer/instructor feedback along the way.</li> <li>3. Construct and revise a work of art, abiding by discipline-specific creative processes. Self-reflect and report on the process.</li> </ol>
-------------------------------	--	---

Creative Expression (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Aesthetics and Analysis	Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.	<ol style="list-style-type: none"> <li>1. Engage in peer-to-peer critique to identify strengths, improvements or enhancements in a creative work of art.</li> <li>2. Write an analysis of a creative work that may include a play, an opera, a literary work, a musical composition, video game, film, or visual art.</li> <li>3. Write a paper or make a presentation that examines the meaning of images, personal interpretation, and artistic expression in a work of art.</li> </ol>

**Human Society and The Individual:** Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments. *Relationship to institutions' Passport Block:* This area includes social science disciplines such as sociology, geography, history, criminology, psychology, economics, and others.

Human Society and the Individual		
<b>Features</b>	<b>Passport Learning Outcomes</b> (What the student is expected to know and/or be able to do)	<p><b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)</p> <p>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, <b>not requirements</b>. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</p>

Core Knowledge	<ul style="list-style-type: none"> <li>▪ Define vocabulary, concepts and terminology in the social sciences, and identify theories.</li> <li>▪ Explain the role of individuals and institutions within the context of society.</li> </ul>	<p><b>DRAFT</b></p> <p><b>Students define vocabulary, concepts and terminology in the social sciences, and identify theories. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>1. In a paper, students define society, culture, deviance and inequality.</li> <li>2. Students define the historical concept of the "Columbian Exchange" in an in-class writing prompt and/or an exam.</li> <li>3. Students define blue-collar and white-collar crime in a minute paper.</li> <li>4. In a multiple-choice exam, students distinguish between major types of economic and political systems.</li> <li>5. In an online discussion post, students differentiate between operant and classical conditioning.</li> <li>6. Students define key economic measures, such as GDP, civilian unemployment rate, and CPI, on an exam.</li> </ol> <p><b>Students explain the role of individuals and institutions within the context of society. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>7. Students write a paper describing the contributions of farmers and those who use their farm products to the benefit of society.</li> <li>8. In an in-class writing prompt, students explain the impact of the Second Great Awakening on 19th century reform movements in the United States.</li> <li>9. In a short-answer exam question, students describe human development using Piaget's theory within the context of the educational system.</li> <li>10. Using Think-Pair-Share, students explain the role of the police within the context of the U.S. justice system.</li> <li>11. In pairs, students explain to each other the impact of gender, race, class and sexuality on the individual, family and society.</li> <li>12. In a group project, students describe how 20th century industrialization in America affected cultural expression.</li> <li>13. In a short-answer exam question, students explain how the market price adjusts when there is a shortage of a product and how individual consumers and producers respond to the price change.</li> </ol>
----------------	---	--

Human Society and the Individual (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Basics of Scientific Inquiry	<ul style="list-style-type: none"> <li>Explain and apply theories to social phenomena and human activity.</li> <li>Evaluate various types and forms of research, including their ethical considerations.</li> </ul>	<p><b>DRAFT</b></p> <p><b>Students explain and apply theories to social phenomena and human activity. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>Students debate the merits of essential theories of sociology, for example, structural functionalism, conflict theory, and symbolic interactionism with regard to a study of poverty.</li> <li>In a written paper or a formal presentation, students apply labeling theory to a given case study.</li> <li>Students write a paper in which they appropriately apply social science theory to a social issue within one of the following areas: crime, poverty, gender inequality, race and ethnic relationships, or problems within family, education, or the economy.</li> <li>Students write a policy paper or present and defend a position on fracking and the roles of state and federal governments using a political science theory (such as eco-feminism or political ecology).</li> <li>In a peer-reviewed debate, students provide three modern examples of Schumpeter's "creative destruction" theory.</li> <li>In a take-home essay exam, students compare and contrast Freud's psycho-sexual theory and Erikson's psycho-social theory for human development.</li> <li>In a short-answer exam question, students apply the theory of comparative advantage to the division of labor in a household.</li> </ol> <p><b>Students evaluate various types and forms of research, including their ethical considerations. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>On a short-answer exam question, students evaluate cross-sectional and longitudinal research designs.</li> <li>In an essay or class discussion, students analyze ethics of famous and/or historical research studies, for example, Zimbardo's prison study and Milgram's obedience study, highlighting the role of the social setting and the presence of an authority figure in shaping behavior.</li> <li>Students read excerpts from the Nazi experiments and other research studies with questionable ethical or moral issues. Students share their thoughts on these studies by writing a brief essay. Then in groups, they compile contemporary social science studies that challenged or violated ethical norms and present them in class.</li> <li>In a class discussion, students evaluate the merits and limitations of observational, correlational, survey, and experimental research designs.</li> </ol>

Human Society and the Individual (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Analytical Applications	<ul style="list-style-type: none"> <li>Identify, frame and/or respond to a research question.</li> <li>Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data.</li> </ul>	<p><b>DRAFT</b></p> <p><b>Students identify, frame and/or respond to a research question. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>Students write a two-page geography identification on ecosystems, biologic landscapes and ecological damage to their hometown and region.</li> <li>In a two-page paper, using a given data set, students formulate a research question, problem, or issue and provide the background information to support an argument on a social phenomenon or human activity relevant to the discipline.</li> </ol>
Analytical Applications (continued)		<ol style="list-style-type: none"> <li>Students write a research question to investigate gun control in America.</li> <li>In response to a research question on the value a college degree, students identify the primary costs and benefits of earning a degree and explain the importance of present value when comparing the costs and benefits.</li> </ol> <p><b>Students compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>For a homework assignment, in response to a research question, students locate, retrieve, and compile information relevant to the discipline using appropriate technological tools.</li> <li>Using a rubric, students peer review another student's research product.</li> <li>On a written homework assignment, using a given data set, students answer the question, "Is the return on the investment of time and money to earn a college degree higher or lower today than it was 50 years ago?"</li> <li>Students conduct and present a poverty line threshold analysis by compiling information from reliable sources, calculating living expenses, and contrasting that to income earned, i.e., minimum wage or living wage.</li> <li>In a two-three-page paper, citing evidence in historical documents, students summarize and evaluate the development of legal codes regarding the institution of slavery in colonial Virginia.</li> <li>Students conduct a content analysis and write a report on gender roles and stereotypes in popular 3rd- or 4th-grade books.</li> <li>Students conduct a content analysis of advertisements in magazines, newspapers, or any form of mass media, and present findings on racial and ethnic representation.</li> <li>Students compile basic demographic data from two different regions and then discuss the similarities and differences in a short essay.</li> </ol>

Human Society and the Individual (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Information Use and Communication	<ul style="list-style-type: none"> <li>Interpret and communicate various representations of qualitative and/or quantitative data.</li> <li>Responsibly identify, categorize, evaluate, and cite multiple sources.</li> </ul>	<p><b>DRAFT</b></p> <p><b>Students interpret and communicate various representations of qualitative and/or quantitative data. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>On an exam, students are given statistical results to interpret, for example, a correlation coefficient or test of statistical significance.</li> <li>Using the FRED database at the St. Louis Fed (<a href="https://research.stlouisfed.org/fred2/categories">https://research.stlouisfed.org/fred2/categories</a>), students find data on the daily exchange rate between the U.S. dollar and the Euro over the last 12 months. Input the data into a worksheet and explain how the changes affected producers and consumers in the U.S. and in Europe.</li> <li>In a two to three page paper, students summarize, interpret and critique research findings from a professional publication.</li> <li>Students create a graph, table or figure to represent a given set of data.</li> </ol> <p><b>Students interpret and communicate various representations of qualitative and/or quantitative data. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>On an exam, students are given statistical results to interpret, for example, a correlation coefficient or test of statistical significance.</li> </ol>
Information Use and Communication (continued)		<ol style="list-style-type: none"> <li>Using the FRED database at the St. Louis Fed (<a href="https://research.stlouisfed.org/fred2/categories">https://research.stlouisfed.org/fred2/categories</a>), students find data on the daily exchange rate between the U.S. dollar and the Euro over the last 12 months. Input the data into a worksheet and explain how the changes affected producers and consumers in the U.S. and in Europe.</li> <li>In a two to three page paper, students summarize, interpret and critique research findings from a professional publication.</li> <li>Students create a graph, table or figure to represent a given set of data.</li> </ol> <p><b>Students responsibly identify, categorize, evaluate, and cite multiple sources. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>Students identify, navigate, assess and cite relevant government websites that offer social statistics such as the U.S. Census Bureau, and produce a PowerPoint presentation of their findings.</li> <li>Students use a proper citation style such as APA, MLA, ASA, or Chicago in a literature review assignment.</li> <li>Students create a citation page that lists all the articles identified in assigned article abstracts.</li> <li>Students create an annotated bibliography using required citation style.</li> </ol>



Human Society and the Individual (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Social Responsibility	<ul style="list-style-type: none"> <li>Recognize the complexities of diverse social identities.</li> <li>Evaluate issues of social justice with regard to identities within diverse contexts.</li> <li>Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.</li> </ul>	<p><b>DRAFT</b></p> <p><b>Students recognize the complexities of diverse social identities. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>As a class assignment, students create mind maps of themselves as individuals, family members, community members and members of a greater social world. They will then explain to other students how those different selves are interconnected.</li> <li>Through multiple-choice, true/false, or short-answer questions, students identify or describe key elements of diverse social identities (e.g., social class, gender, race/ethnicity, sexuality, age, ability/disability, religion).</li> <li>In a poster session, students present results of a semester-long project exploring diverse identities.</li> </ol> <p><b>Students evaluate issues of social justice with regard to identities within diverse contexts. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>On a multiple-choice exam question, students distinguish between multiculturalism and melting pot as ideologies for diversity.</li> <li>In a group presentation, students articulate the categories of discrimination, including but not limited to racism, sexism, heterosexism, and classism and evaluate their effects within the context of social justice.</li> <li>After watching a film, students identify examples of institutional injustice represented by using a student response system, and then participate in a class discussion.</li> </ol>
Social Responsibility (cont.)	<ul style="list-style-type: none"> <li>Recognize the complexities of diverse social identities.</li> <li>Evaluate issues of social justice with regard to identities within diverse contexts.</li> <li>Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.</li> </ul>	<p><b>Students apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live. Example assignments could include:</b></p> <ol style="list-style-type: none"> <li>Students participate in an online discussion board on the topic of privilege, for example, class, gender, race/ethnicity, ability/disability, age, and/or sexuality, and describe their own understanding and experiences.</li> <li>In a service-learning project, students provide 10 hours of community service and reflect and journal on individual actions and their consequences on others and society at large.</li> <li>Students complete a calculation worksheet of their own ecological impact and its relationship to the uneven political, economic, environmental, social, and medical effects of global climate change.</li> </ol>

## CROSSCUTTING SKILLS

**Critical Thinking:** Critical thinking is a cross-disciplinary process based on information literacy that uses inquiry and analysis and leads to problem solving. Critical thinking is also a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion. Critical thinkers deeply reflect on the process and each of the steps below and return to each step as necessary.

*Relationship to institutions' Passport Block:* This area may be addressed by a single course or in multiple courses across the lower-division general education curriculum. Options may include science, quantitative literacy, economics, computer science, sociology, philosophy, history, literature and others.

Critical Thinking		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Problem Setting	Identify a problem or question and its component parts.	Students state, describe, and clarify an open-ended problem/issue appropriate to the discipline. Examples include the following: <ol style="list-style-type: none"> <li><b>Age of Responsibility:</b> Students identify different perspectives on how age might influence legal or ethical responsibility.</li> <li><b>The Problem of Justice:</b> Students will identify and evaluate several different views and perspectives of justice in Plato's Republic, Book 1.</li> <li><b>Business Ethics Case Study:</b> Student will identify what decisions a corporation might consider about producing snack foods made with trans fats.</li> </ol>

<p><b>Recognize Assumptions</b></p>	<p>Recognize and assess personal and other relevant underlying assumptions.</p>	<p>Students engage with resources, ideas, problems, or questions to investigate and/or explain the role biases have in shaping point of view, analysis, and conclusions. Through this discovery students are able to examine and interpret their findings. Examples include the following:</p> <ul style="list-style-type: none"> <li>a. Students write an exploratory essay, identifying different points of view from different sources on a policy issue, explaining how their reaction to proposed solutions to the problem changed during the research process.</li> <li>b. Students write an exploratory essay, identifying different points of view from different sources on a policy issue, explaining how their reaction to proposed solutions to the problem changed during the research process.</li> <li>c. Students select an event they believe has the qualities of an "apocalypse" (i.e., The Dust Bowl, Three-Mile Island, the reintroduction of wolves into Oregon, etc.), explaining how their personal priorities influenced their choice while predicting the consequences of the event on individuals, communities, and environment.</li> </ul>
-------------------------------------	---	--

<b>Critical Thinking (continued)</b>		
<b>Features</b>	<b>Passport Learning Outcomes</b> (What the student is expected to know)	<b>Proficiency Criteria</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level)
<b>Evidence</b>	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	<p>Students gather an appropriate scope and depth of evidence sufficient to address a question. Examples include the following:</p> <ol style="list-style-type: none"> <li>Students quote and appropriately cite one or two passages that provide evidence for their thesis. Additionally, identify one or two passages that are still logically relevant but not quite as strong.</li> <li>After choosing a current event of global interest, students gather reports of the event from local, regional, national, and international sources; examine the evidence as reported from the various source for levels of strength; make reasoned judgments about the reliability of the reports; and report their own conclusions about the event in an essay or presentation, commenting on reasons for accepting particular pieces of evidence in their argument.</li> <li>Students develop an annotated bibliography of self-selected materials and a summary viewpoint that directly addresses how evidence does or does not support a particular argument.</li> </ol>
<b>Evaluate</b>	Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation.	<p>Students demonstrate skills as evaluators in addition to awareness of the evaluation process. Examples include the following:</p> <ol style="list-style-type: none"> <li>Students differentiate relevant from irrelevant information as it pertains to a question of interest; an example assignment may deliberately provide students with thematically related but irrelevant information (cf., heroin user recidivism rates as it might pertain to the success of an alcohol treatment center) to assess an ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.</li> <li>Students identify logical fallacies within an argument contained in a prompt or original materials.</li> <li>Students assess and defend the credibility of each piece of data when analyzing an experiment, including some data and excluding other data in order to evaluate findings and reach a legitimate conclusion.</li> </ol>

Critical Thinking (continued)		
Features	Passport Learning Outcomes (What the student is expected to know)	Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	<p>Students clarify the significance of the context/environment in which the problem, event, and/or issue exists, interpreted or is perceived. Context may include temporal, disciplinary, historical, social, and physical considerations. Examples include the following:</p> <ul style="list-style-type: none"> <li>a. Business Case Study: Students develop criteria and utilize appropriate principles/concepts for comparing multiple courses of action in support of a conclusion or decision.</li> <li>b. Fictional Memoir or Profile: Students conduct historical and cultural research in order to craft a fictional memoir or profile of a person who could have lived in a specific historical time period (e.g. Pre-Revolutionary War). Students take up their research for this project by focusing on a particular cultural, political, and/or economic context.</li> </ul>
Context (cont.)	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	<ul style="list-style-type: none"> <li>c. Historical Artifact Analysis: Students write an analysis of non-literary historical artifacts, explaining their physical and social contexts and significance.</li> <li>d. Students participate in a forum discussion explaining how time, place, and circumstances persuaded them to take some kind of significant, personal action.</li> </ul>
Reasoning/Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	<p>Students employ appropriate reasoning processes to reach a valid conclusion supported by relevant data. Examples include the following:</p> <ul style="list-style-type: none"> <li>a. Students develop a recommendation on the most effective way to reduce the incarceration rate in the state for illegal drug abuse.</li> <li>b. Students write a conclusion based upon lab reports that deal with the extraction of microbes from local soil that potentially may have antibiotic properties. They should restate their hypothesis, describe the support or rejection of their hypothesis, evaluate experimental data, synthesize what they would like to improve or perform for further experimentations, and explain how their work adds or compares to scientific work that has been previously reported.</li> <li>c. Students develop and communicate conclusions based upon self assessment (reflection) on the recursive reading, reasoning, and writing process in order to improve the quality of the exposition or argument.</li> </ul>

**Teamwork and Value Systems:** **Teamwork** is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining healthy relationships. **Value Systems** are a coherent set of ethical standards adopted and/or evolved by a team as a standard to guide its behavior. Teamwork and Value Systems may be embedded in any of the content areas or across multiple courses in the institution's Passport Block. *Relationship to institutions' Passport Block:* This area may be addressed by a single course or in courses across the lower-division general education curriculum. Options may include science lab courses, psychology, theater, and many others.

Teamwork and Value Systems		
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)	<b>Passport Proficiency Criteria:</b> (Evidence of proficiency of the learning outcome appropriate at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are <i>examples</i> of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Team work Fundamentals	Students will explain teamwork fundamentals including but not limited to team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.	<b>DRAFT</b> <ol style="list-style-type: none"> <li>1. After reading a case study or learning key aspects of teamwork, students take a test on key aspects of teamwork.</li> <li>2. Break into small groups. Discuss past experiences with teamwork. Identify what worked and what did not work.</li> <li>3. Complete a worksheet identifying teamwork concepts demonstrated in a fictional or real-life scenario. Teamwork scenarios include, but are not limited to, films such as <i>Ocean's Eleven</i>, <i>Twelve Angry Men</i>, <i>The Apprentice</i>; or board meetings, readings, classroom activities, and scientific exploration documentaries.</li> <li>4. At the completion of an in-class teamwork exercise, students identify a minimum of four key aspects of teamwork that influenced behaviors during the activity. The identification could be through class discussion, journals, reports, or worksheets.</li> <li>5. Following preparatory activities on teamwork (such as assigned readings, lectures, class discussions, and/or case studies), students prepare a project plan. The project plan may include timelines, roles of each member, communication expectations, team rules, and conflict management strategies.</li> </ol>

<b>Purposeful Participation</b>	Students will demonstrate teamwork fundamentals through participation and mutual accountability.	<p><b>DRAFT</b></p> <p>After completing a project plan, teams will implement the plan and engage in purposeful participation in one or more of the following ways, students will:</p> <ol style="list-style-type: none"> <li>1. Keep a periodic, individual journal on what the individual is doing and what other people on the team are doing.</li> <li>2. Participate in regular team meetings with minutes, agendas, and reports.</li> <li>3. Submit reports with timelines and benchmark updates.</li> <li>4. Write a group blog at periodic intervals on the team climate.</li> <li>5. Provide examples of the individual's interaction with other team members and that individual's contribution to the team project in a blog or journal.</li> <li>6. Submit a report on the relational climate of the team.</li> <li>7. Join a discussion board on team progress.</li> <li>8. Create multiple drafts of team project plan.</li> <li>9. Troubleshoot and adjust plans if necessary.</li> </ol>
---------------------------------	--	---

**Teamwork and Value Systems (continued)**

<b>Features</b>	<b>Passport Learning Outcomes: (What the student is expected to know and/or be able to do)</b>	<b>Passport Proficiency Criteria: (Evidence of proficiency of the learning outcome appropriate at the transfer level)</b>
<b>Shared Values Systems</b>	Students will demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork.	<p><b>DRAFT</b></p> <p>Students will plan for and enact behaviors consistent with their code of conduct in one or more of the following ways:</p> <ol style="list-style-type: none"> <li>1. Create written team rules, practices, shared ethical obligations, and expectations sensitive to individual team members based on consideration of the following: <ul style="list-style-type: none"> <li>• Personality inventory</li> <li>• Communication styles</li> <li>• Race, Class, Gender, Age, etc.</li> <li>• Learning styles</li> </ul> </li> <li>2. Use a rubric to monitor constructive and destructive behaviors and adjust where needed.</li> <li>3. Adhere to the institution's student behavior policies. For example: <ul style="list-style-type: none"> <li>• Read and sign the institutional policy.</li> <li>• Use citation practices in course assignments as appropriate to the academic discipline.</li> <li>• Complete the CITI (Collaborative Institutional Training Initiative) training and certification</li> <li>• Complete a mock IRB (Institutional Review Board) form for a team research project.</li> </ul> </li> <li>4. Use a rubric to monitor constructive and destructive team behaviors and adjust behaviors appropriately.</li> </ol>

<p><b>Evaluation</b></p>	<p>Students will evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team.</p>	<p><i>DRAFT</i></p> <p>At the conclusion of a team project, students may complete any of the following written or oral forms of assessment.</p> <ol style="list-style-type: none"> <li>1. Evaluate the team's level of accomplishment against the original goal.</li> <li>2. Provide an evaluation of the strengths and weaknesses of teamwork.</li> <li>3. Analyze teamwork using a rubric provided by instructor.</li> <li>4. Complete self and peer evaluations for each team member, describing each member's strengths and weaknesses.</li> <li>5. Fill out an assessment form that would critique the effectiveness of the team as a whole in terms of team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.</li> </ol>
<p><b>Reflection</b></p>	<p>Students will reflect on and communicate the impact and effectiveness of their teamwork.</p>	<p><i>DRAFT</i></p> <ol style="list-style-type: none"> <li>1. At the end of the team project or activity, the team will process "lessons learned." (What went well and what did not go well, and what you would do differently for a future teamwork project?) An individual or team could complete the following: <ul style="list-style-type: none"> <li>• Write an analysis paper.</li> <li>• Make a presentation.</li> <li>• Perform a role play based on a challenge presented to the team.</li> </ul> </li> <li>2. Write a paper or make a presentation on how to transfer the skills gained to future projects.</li> </ol>



**Subject:** General Education Petition Request for Jessie Howard

**Date:** Wednesday, April 13, 2016 at 3:28:05 PM Mountain Daylight Time

**From:** USU ServiceNow

**To:** Janet Anderson

Janet Anderson,

A General Education Petition Request has been submitted for Jessie Howard. This request requires your review and approval or rejection.

You may approve or reject this request by clicking the link below and sending the email.

---

**APPROVE THIS REQUEST:** [Click here to approve RITM0068984](#)

**REJECT THIS REQUEST:** [Click here to reject RITM0068984](#)

---

**Description of Petition Request:**

**Adviser name (requesting the appeal):** Melanie Stein

**College or regional campus:** CEHS

**Student name:** Jessie Howard

**Student A#:** A01757703

**Student major:** HEP: School Health

**Student minor:**

**Student GPA:** 3.53

**Total earned credits:** 68

**General Ed designation being requested:** BLS

**School where course under consideration was taken:** Eastern Arizona College

**Full name of course:** Nutrition

**Course prefix and number:** HCE 241

**Semester and year course was taken:** Spring 2011

**Grade received in course:** A

**Credits earned from this course:** 3

**Course description:** Scientific principles of human nutrition. Emphasis on health promotion and concepts for conveying accurate nutrition information in a professional setting. Addresses medical nutrition therapy principles for treatment of common health conditions. Includes exploration of food sources of nutrients, basic metabolism of nutrients in the human body, relationship between diet and other lifestyle factors, use of supplements, current recommendation for food selection throughout the life cycle and use of nutrition tools for planning food intake or assessment of nutritional status

**Course justification:** Appears to be similar to our NDFS 1020

Ref:MSG1211399