**Transfer Degree Credit Hours**

**Thursday, March 8, 2018, 3:00 pm**

**S-139/GTM**

Attendees: Brian Howe, Karen Kratzer, Rose Cain, Lori Crowther, Mike Cox, Cheryl Lippert, Mary Doyle, Sarah Riegel

Review core concept:

* There will be some classes that will fit into more than one area – this will put more pressure on advisors
* Look at outcomes on syllabi to know which categories the classes will fit in
* Courses will go into categories where they meet the majority of outcomes (e.g., 2 or more outcomes need to be met to fit into a category)
* Will we make exceptions for students to graduate who have 60 hours but not met all core categories? We do it now. We don’t want to make it more difficult for students to complete.



Definitions (rationale) and outcomes for the core areas:

**Communication Skills**

* Possible goal options:
  + **Upon completion of their degree program, students will be able to effectively use the English language, writing and speaking with clarity, coherence, and persuasiveness.**
  + **Students will present and support ideas in an organized and coherent manner consistent with the intended audience and purpose in both speaking and writing.**
* Outcomes:
  + Students will apply basic principles of rhetorical communication, especially those related to analyzing audience and purpose
  + Students will identify, analyze, and choose supporting materials in written and spoken communication.
  + Students will organize information with a central idea or thesis for effective presentation in written or oral format.
  + Students will differentiate among various audience needs in word choice, level of explanation, and method of presentation.
  + Students will locate and evaluate source information and incorporate it into their work in an ethical and legal fashion.
  + Students will gain an appreciation of effective communication involving various forms of media. (to include blogs, videos, virtual interactions)

**Critical Thinking and Reasoning**

* Use empirical methods to determine and express relationships between properties or concepts.
* Solve problems by applying appropriate strategies and logical reasoning.
* Apply scientific facts and ideas.
* Explain major concepts related to living systems and the physical universe.

**Historical Perspectives**

* Demonstrate historical literacy and articulate a view of history as a series of historiographical discussions.
* Describe and evaluate the overall political, social, economic, diplomatic, environmental, and cultural perspectives of history
* Analyze and interpret the causes, course and consequences of major events in History.

**Societal Perspectives**

* **Possible goal:  Upon completion of their degree program, students***will have developed a deeper understanding of the relation of self to world through investigation of the influence of social, cultural, economic, and political institutions in shaping human thought, value, and behavior.*
* *Outcomes:*
  + Students will explain how a social, behavioral, economic or political disciplines describe and analyze social change or human behavior.
  + Students will describe how people’s experiences and perspectives are shaped by sex, gender, ethnicity, class, age, race, culture and other factors.
  + Students will discuss and explain how the diverse range of human differences influences the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.
  + Students will examine how the range of human differences influences each individual’s experience of equality and inequality within a society, its institutions, or its cultures.
  + Students will use methods of scientific inquiry to analyze human behavior and come to an understanding of the interrelationship between human experience and societal, behavioral, political and economic systems.
  + Students will identify and (logically?) analyze their preconceptions of the world and how these influence their views and interactions in society.

We also liked this paragraph, not sure how it could be used but is reflected in the outcomes above.

**Rationale:** The social and behavioral sciences are made up of the disciplines that use the methods of scientific inquiry to understand human behavior and the interrelationship of human experience and societal, political, and economic systems. Study in these fields enhances students’ awareness of the interdependent nature of individuals and societies and thus better equips them for thoughtful participation in a democratic society. Study here also encourages greater sensitivity to differences among people. However diverse the specific disciplines are in this category, they all investigate group differences–whether economic, ethnic, psychological–and thus expose students to significant issues of cultural diversity. Finally, like all breadth-of-knowledge areas, study in this category requires students to examine their pre-conceptions about the world and to interpret and analyze logically

**Global Issues**

* Describe and evaluate the overall political, social, economic, diplomatic, environmental, and cultural perspectives of the Global experience.
* Analyze and interpret the causes, course and consequences of major events in the Global Experience.

**Technological Perspectives**

* Courses and experiences to accomplish objectives using a collection of techniques that could include skills, methods and processes.
* Rational: Technology has tangible and intangible benefits to allow people the ability to meet objectives; big or small.  Whether the technology is physical with multiple steps or a process that requires mental skills and acuity; these ideas and concepts will aid in problem solving no matter the situation. Technology affects culture, efficiency and relationships.

**Cultural Perspectives**

* Analyze and interpret artistic performances, works of art and literary texts utilizing the historical and cultural context.
* Reflect on and explain the meanings of artistic works, performances and/or literary texts.

**Life-Long Learning**

* Experiential learning that enhance social inclusion, active citizenship, personal and professional development and self-sustainability.
* Rational:  Learning is not confined to the classroom or textbook, knowledge and skill needs change with time, economy and circumstances.  Individual health and wellbeing (physical, mental and emotional) is critical to self-awareness and community involvement.

Next Meeting:

Thursday, March 15, 2:00 pm, S-139/GTM

Develop 3 to 4 outcomes for each core area.