

Comparison of Minnesota Transfer Curriculum (MnSCU) and Proposed SCSU Liberal Education Curriculum

It is the General Education Committee’s contention that our SLOs are mostly clarifications of the MTC objective language or additional objectives. Since we require 75-100 % of the SLOs be addressed by a course, 51% of the MTC objectives are automatically covered. We have operated in good faith to develop an SCSU MTC that reflects our diverse four-year institution.

NOTE:

1. objectives and student learning outcomes have been numbered to facilitate the comparison
2. red is used to indicate which SLOs match the MTC outcomes
3. green is used to indicate where there is equivalent but not identical language
4. Highlighted language is language taken straight from the MTC.

MnSCU	SCSU
<p>Goal 1: Communication</p> <p>Goal: To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation. all in SLO 1 2. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. included in SLO 2 3. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view. all in SLO 3 4. Select appropriate communication choices for specific audiences. SLO 4 means this 5. Construct logical and coherent arguments. all in SLO 5 6. Use authority, point-of-view, and individual voice and style in their writing and speaking. all in SLO 5 "credibility" means "authority" 7. Employ syntax and usage appropriate to academic disciplines and the professional world. all in SLO 6 	<p>Goal Area 1: Communicate Orally & in Writing</p> <p>Develop, convey, and evaluate oral and written communication in various academic, professional and personal contexts. Use oral and written communication characterized by clarity, critical analysis, logic, coherence, precision, and rhetorical awareness.</p> <p>Student Learning Objectives (SLOs)</p> <ol style="list-style-type: none"> 1. Use writing and speaking processes (such as inventing, organizing, drafting, revising, editing, and presenting) as appropriate for specific tasks and audiences. 2. Listen, think critically and creatively, reflect, and respond appropriately to group tasks, relationships, and processes. 3. Locate, evaluate, and synthesize material from diverse sources (print and non-print) and multiple points of view, using them in a responsible and ethical manner. 4. Evaluate communicative situations and use rhetorical tools appropriate for those situations. 5. Construct logical and coherent arguments, recognizing the role and value of credibility (ethos), point of view, emotional appeals (pathos), and individual voice and style in writing and in speaking. 6. Employ syntax, usage, and style appropriate to academic disciplines, for professional environments, and for personal expression and interpersonal exchange. 7. Describe, summarize, and analyze written and spoken discourse, noting how language affects and reflects our perception of human values, cultural perspectives, and gender identities.

Comment [j1]: This is a statement of program structure rather than a goal statement.

	8. Identify and use appropriate skills for diverse types and levels of listening and/or reading.
MnSCU	SCSU
<p>Goal 2: Critical Thinking</p> <p>Goal: To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected. Split into SLOs 4 and 6. 4 requires gathering such information as part of the process of evaluating the premises or grounds of reasoning. 6 requires attention to relevance and bias as part of avoiding fallacious reasoning. 2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems. Split into SLOs 1 and 3. 1 covers understanding the nature and point of discourse; 3 covers interpreting and understanding assumptions. 3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them. Split into SLOs 3, 4, and 5. 3 requires discovering unstated premises (assumptions) through analysis of reasoning; 4 requires evaluating implications; 5 requires analysis of logical connections. 4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. In SLO 3. 3 requires uncovering these value assumptions as part of a full analysis of reasoning 	<p>Goal Area 2: Critical Reasoning</p> <p>Identify, analyze, and critically evaluate reasoning in a variety of domains in order to develop well founded beliefs and engage in rational and effective action.</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Distinguish between discourse that contains reasoning and that which does not. 2. Distinguish between different types of reasoning. 3. Analyze arguments, distinguishing premises and conclusions. 4. Evaluate inductive and deductive reasoning. 5. Apply basic logical techniques. 6. Identify and avoid fallacies.

Comment [j2]: This part is again a statement of program structure rather than the actual goal statement.

<p>MnSCU</p> <p>Goal 3: Natural Sciences</p>	<p>SCSU</p> <p>Goal Area 3: Natural & Physical Sciences</p>
<p>Goal: To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.</p>	<p>Explore scientific knowledge of the natural world. Understand the central concepts and principles of science; experience the process of scientific inquiry; comprehend science as a human endeavor and understand the impact of science on individuals and on society.</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of scientific theories. all in SLO 1 2. Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty. Split into SLOs 2 and 3 3. Communicate their experimental findings, analyses, and interpretations both orally and in writing. have to do this to be evaluated 4. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies. All included in SLO 6 	<p>SLO</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of concepts, principles, and theories in the physical or natural sciences. 2. Make observations and collect data, design and carry out experiments or other types of scientific investigations. 3. Formulate research questions and testable hypotheses, analyze and interpret data, draw inferences and conclusions, and identify further questions for investigation. 4. Demonstrate awareness of the interdependent relationships of basic science, applied science, mathematics, and technology. 5. Recognize the human nature of the scientific enterprise, including the importance of curiosity, creativity, and imagination; the dual nature of scientific knowledge as changeable and durable; and the impact of a scientist's personal identity on the scientific process. 6. Evaluate societal issues from a science perspective, question the evidence presented, and make informed judgments about these issues.

Comment [j3]: Same comment as 1 and 2

Comment [j4]: our program requires two lab science courses which do this

<p>MnSCU</p> <p>Goal 4: Mathematics/Logical Reasoning</p> <p>Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.</p>	<p>SCSU</p> <p>Goal Area 4: Mathematical Thinking & Quantitative Reasoning</p> <p>Apply mathematics to analyze numerical relationships, solve problems, explain processes and interpret results.</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate historical and contemporary applications of mathematics/logical systems. part of SLO 1 2. Clearly express mathematical/logical ideas in writing. contained in SLO 4 3. Explain what constitutes a valid mathematical/logical argument (proof). part of SLO 1 4. Apply higher-order problem-solving and/or modeling strategies. contained in SLO 2 and 3 	<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the basic theories and methods of mathematics. 2. Use quantitative methods to test hypotheses or to construct quantitative solutions to problems.. 3. Apply mathematical skills and knowledge in other academic disciplines. 4. Communicate quantitative ideas, both orally and in writing.

Comment [j6]: we have made this specific to math and statistics

Comment [j5]: This is a not a goal

MnSCU	SCSU
<p>Goal 5: History and the Social and Behavioral Sciences</p> <p>Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.</p>	<p>Goal Area 5: History and the Social & Behavioral Sciences</p> <p>Develop understanding of human societies and behaviors, and of the concepts, theories, and methods of history and the social sciences.</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition. SLO 1 2. Examine social institutions and processes across a range of historical periods and cultures. contained within SLO 2 3. Use and critique alternative explanatory systems or theories. SLO 3 4. Develop and communicate alternative explanations or solutions for contemporary social issues. contained in SLO 5 	<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe or use the methods and data by which historians, social scientists, or behavioral scientists investigate human conditions. 2. Analyze human behavior, cultures, and social institutions and processes from the perspectives of history or the social and behavioral sciences.. 3. Develop explanations for and explore solutions to historical or contemporary social problems. 4. Reflect upon themselves in relation to family, communities, society, culture, and/or their histories. 5. Apply and critique alternative explanatory systems or theories about human societies and behaviors.

Comment [j7]: again explanation not the actual goal

<p>MnSCU</p> <p>Goal 6: The Humanities and Fine Arts</p> <p>Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.</p>	<p>SCSU</p> <p>Goal Area 6: Humanities & Fine Arts</p> <p>Expand appreciation and critical understanding of changing modes of human expression and systems of thought in the arts and humanities, and develop abilities in the creation and performance of meaning.</p>
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the scope and variety of works in the arts and humanities. SLO 1 2. Understand those works as expressions of individual and human values within a historical and social context. SLO 2 3. Respond critically to works in the arts and humanities. SLO 3 4. Engage in the creative process or interpretive performance. SLO 5 5. Articulate an informed personal reaction to works in the arts and humanities. SLO 6 	<p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the scope and variety of works in the arts and humanities. 2. Describe and appreciate works in the arts and humanities as expressions of individual and collective values within an intellectual, cultural, historical and social context. 3. Interpret and respond critically to works from various cultures in the arts and humanities. 4. Explore intellectually the ideas expressed in works in the arts and humanities. 5. Engage in creative processes or interpretive performance. 6. Articulate an informed personal response to works in the arts and humanities. 7. Analyze the diverse means of communication in the arts and humanities.

Comment [j8]: structure statement

<p>MnSCU</p> <p>Goal 7: Human Diversity</p> <p>Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the development of and the changing meanings of group identities in the United States' history and culture. in SLOs 1 and 3 2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. in SLOs 1 and 4 3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry. contained in SLO 6 4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. in SLO 5 5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity. in SLO 6 	<p>SCSU</p> <p>Goal Area 7: Racial & Ethnic Diversity in the U.S.</p> <p>Examine patterns of racial and ethnic inequality in the United States; the heritage, culture, and contributions of racially subordinated groups; and how race and ethnic relations are embedded in the institutions that structure our lives.</p> <p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and understanding of historical and current race relations in the United States. 2. Explain the concept of "race." 3. Analyze current events and conditions at the local, statewide, and national levels using course theories and concepts. 4. Identify forms of institutional discrimination in areas such as education, media, housing, employment, economics, politics, and the legal system. 5. Describe the basic history of discrimination against and contributions of African Americans, Asian Americans, American Indians, Latinos, and recent immigrants of color. 6. Engage in dialog and self-reflection concerning racism, racial oppression, and white privilege.
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Comment [j9]: because of SCSU's commitment and history this is focused on Race . We require two other diversity specific courses in the program.

<p>MnSCU</p> <p>Goal 8: Global Perspective</p> <p>Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions. SLO 3 2. Demonstrate knowledge of cultural, social, religious and linguistic differences. implicite in SLO 1, 2, and 3 3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution. same as SLO 4 4. Understand the role of a world citizen and the responsibility world citizens share for their common global future. in SLO 5 	<p>SCSU</p> <p>Goal Area 8: Global Perspectives</p> <p>Develop a comparative perspective and understanding of one's place in a global context.</p> <p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Explain how they are connected and related to people elsewhere in the world. 2. Describe similarities and differences among global places and populations. 3. Analyze how political, economic or cultural elements influence relations among the world's states, peoples, or societies. 4. Analyze specific international issues and propose and evaluate responses. 5. Articulate a vision of their individual roles and responsibilities in a common global future.
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<p>MnSCU</p> <p>Goal 9: Ethical and Civic Responsibility</p> <p>Goal: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Examine, articulate, and apply their own ethical views. <i>implicit in SLO 6 and in goal statement</i> 2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues. <i>SLO 4</i> 3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues. <i>SLO 5</i> 4. Recognize the diversity of political motivations and interests of others. <i>SLO 3</i> 5. Identify ways to exercise the rights and responsibilities of citizenship. <i>SLO 6</i> 	<p>SCSU</p> <p>Goal Area 9: Civic Engagement and Ethics</p> <p>Understand and evaluate ethical or civic issues and theories, and participate in active citizenship or ethical judgment.</p> <p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Explain the connections among education, citizenship, and participation in a democratic society. 2. Explain major ethical or political theories. 3. Describe how interpretations of ethics or citizenship may vary by nationality, ethnicity, race, color, religion, gender, ability and disability, or sexual orientation. 4. Apply concepts such as democracy, rights, morality, justice, virtue, liberty and obligation to personal, professional, and public issues. 5. Analyze and evaluate alternative theoretical approaches or formulate solutions to ethical or civic issues. 6. Develop and exercise personal agency or ethical judgment in the public domain.
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<p>MnSCU</p> <p>Goal 10: People and the Environment</p> <p>Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems. identical to SLO 1 2. Discern patterns and interrelationships of bio-physical and socio-cultural systems. identical to SLO 2 3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges. identical to SLO 3 4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions. identical to SLO 4 5. Propose and assess alternative solutions to environmental problems. in SLO 5 6. Articulate and defend the actions they would take on various environmental issues. 	<p>SCSU</p> <p>Goal Area 10: Environmental Issues</p> <p>Examine the interrelationship of humans and the natural worlds from scientific and socio-cultural perspectives and the complex environmental challenges that result.</p> <p>Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Explain the basic structure and function of various ecosystems and human adaptive strategies within those systems. 2. Discern patterns of interrelationships of bio-physical and socio-cultural systems. 3. Describe the human institutional arrangements (social, legal, political, economic, and religious) that deal with environmental and natural resource challenges. 4. Analyze environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions. 5. Propose and assess alternative solutions to environmental problems including issues involving sustainability.
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MnSCU	SCSU
<p>"Students who complete a transfer curriculum will be expected to use computers, libraries, and other appropriate technology and information resources. Institutions should assure integration of these skills in courses throughout the general education curriculum."</p> <p>Minnesota Transfer Curriculum [original document], February 1994, p. 9</p>	<p>Goal Area 11: Information Literacy and Technology</p> <p>To locate, evaluate critically, and use information to meet an identified information need and develop appropriate information technology skills.</p> <ol style="list-style-type: none"> 1. Identify and analyze an information need effectively and efficiently. 2. Access information using an effective search strategy and appropriate resources. 3. Critically evaluate information and its sources in order to determine information reliability and accuracy, and discern its point of view, bias, and authority. 4. Access and use information ethically and legally.

Comment [J10]: To ensure this objective in the MTC is accomplished we have chosen to make it an explicit goal area. This will be a second goal area covered by a number of the general education courses but can also be satisfied by a dedicated one credit course. This is also included as a goal area because it is a necessary skill for upper division work in a University program.