**Transfer Degree Credit Hours**

**Thursday, March 29, 2018, 3:00 pm**

**S-139/GTM**

Attendees: Brian Howe, Karen Kratzer, Rose Cain, Mary Doyle, Sarah Riegel

Review “core” outcome statements:

**Communication Skills**

* Effectively communicate in writing and speaking with clarity, coherence, and persuasiveness.
* Present and support ideas in an organized ~~and coherent~~ manner consistent with the intended audience and purpose in both speaking and writing.
* Locate and evaluate source information and incorporate it into their work in an ethical and legal fashion.
* Identify communication techniques for effective elicitation of information including listening, speaking, writing and body-language.

**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.
* Using scientific facts and ideas, examine and predict multiple outcomes for various encounters.
* 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.
* Critique today’s societal issues in comparison to a period of time in history.

**Societal Perspectives**

* Develop an understanding of the relation of self to world through investigations of social, cultural, economic, and political institutions in shaping human thought, value, and behavior.
* Identify various social factors that influence behavior at multiple levels of human interaction.
* Apply systematic and scientific strategies to examine current social issues and problems.
* Analyze how people’s experiences and perspectives are shaped by social change or human behavior.

**Global Issues and Diversity**

* ~~Describe and evaluate the overall political, social, economic, diplomatic, environmental, and cultural perspectives of the global experience.~~
* Analyze issues such as globalization, sustainability, multiculturalism, and prejudice ~~using a global context~~ (equality/inequality) within a society or culture.
* Explain how the diverse range of human differences influences the historical and current formation of artistic, economic, social, scientific, cultural or political institutions ~~and each individual’s experience of equality and inequality within a society or culture~~.

**Technological Perspectives**

* Demonstrate technical knowledge and skills used in a digital-age work and learning environment in an ethical manner.
* Practice communication, problem solving and decision-making using appropriate technology.

**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.
* Develop appreciation for other cultures through language and other forms of expression.

**Life-Long Learning**

* Develop habits that encourage life-long, responsible and independent learning.
* Participate in activities that enhance social inclusion, active citizenship, personal and professional development and self-sustainability.
* Develop an understanding of how individual health and wellbeing (physical, mental and emotional) is critical to self-awareness and community involvement.

“Blended” development/brainstorm:

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* Use the foundation box and the “big” box – brings back the concept of breadth and depth
* This gives students more options to complete emphasis courses by allowing the emphasis courses to be taken as further study courses; they will be able to take more emphasis courses

Goals:

* Have samples of the three types for LICC
* Get faculty feedback
* Rank the three types in order of preference
* Need to have examples of what classes fall into each category

Next Meeting:

More meetings will be scheduled through the first week of May