

Minnesota Transfer Curriculum Competencies/Student Learning Outcomes for Goal Areas

Goal Area 1: Communication

Competencies/Student Learning Outcomes: Courses must provide for four of the seven listed student learning outcome categories (A through G).

- _____ A. Students will be able to understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- _____ B. Students will be able to
 - Demonstrate effective listening in group situations.
 - Demonstrate critical and reflective thinking in group situations.
 - Demonstrate effective responses to group participants.
- _____ C. Students will be able to
 - Locate material from diverse sources and points of view,
 - Evaluate material from diverse sources and points of view, and
 - Synthesize in a responsible manner, material from diverse sources and points of view
- _____ D. Students will be able to select appropriate communication choices for specific audiences.
- _____ E. Students will be able to
 - Construct logical arguments.
 - Construct coherent arguments.
- _____ F. Students will be able to
 - Use authority in their writing and speaking.
 - Use point-of-view in their writing and speaking.
 - Use individual voice in their writing and speaking.
 - Use style in their writing and speaking.
- _____ G. Students will be able to employ syntax and usage appropriate to academic disciplines and the professional world.

Goal Area 2: Critical Thinking

Competencies/Student Learning Outcomes: Courses must provide for at least 3 of the 4 student learning outcomes (A through D).

- _____ A. Students will be able to 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.
- _____ B. Students will be able to 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.
- _____ C. Students will be able to analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim and generate and evaluate implications that follow from them.
- _____ D. Students will be able to recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal Area 3: Natural Science

Competencies/Student Learning Outcomes: Courses must have a lab or a lab-like experience and courses must provide for at least three of the five student learning outcome categories noted below (A through E).

- _____ A. Students will be able to demonstrate understanding of scientific theories.
- _____ B. Students will be able to formulate and test hypotheses by performing laboratory, simulation, or field experiments in a natural science discipline.
- _____ C. Students will be able to
 - collect scientific data in a natural science laboratory experience, and
 - analyze data statistically and graphically, while appreciating its sources of error and uncertainty.
- _____ D. Students will be able to communicate results (i.e., experimental findings, analyses, and interpretations) both orally and in writing.
- _____ E. Students will be able to
 - evaluate societal issues from a natural science perspective,
 - ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

Goal Area 4: Mathematics/Logical Reasoning

Competencies/Student Learning Outcomes: Courses must provide for three of the student learning outcomes (A through D).

Students will be able to:

- _____ A. illustrate historical and contemporary applications of mathematical/ logical systems.
- _____ B. clearly express mathematical/logical ideas in writing.
- _____ C. explain what constitutes a valid mathematical/logical argument (proof).
- _____ D. apply higher-order problem-solving and/or modeling strategies.

Goal Area 5: History and the Social and Behavioral Sciences

Competencies/Student Learning Outcomes: Courses must provide for three of the four listed student learning outcome categories (A through D).

- _____ A. Students will be able to
 - Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
 - Employ the data that historians and social and behavioral scientists use to investigate the human condition.
- _____ B. Students will be able to
 - Examine social institutions across a range of historical periods and cultures.
 - Examine social processes across a range of historical periods and cultures.
- _____ C. Students will be able to
 - Use alternative explanatory systems or theories.
 - Critique alternative explanatory systems or theories.
- _____ D. Students will be able to
 - Develop alternative explanations or solutions for contemporary social issues.
 - Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 6: Humanities and the Fine Arts

Competencies/Student Learning Outcomes. Courses must provide for three of the five student learning outcomes (A-E).

Students will be able to:

- _____ A. demonstrate awareness of the scope and variety of works in the arts and humanities.
- _____ B. understand those works as expressions of individual and human values within an historical and social context.
- _____ C. respond critically to works in the arts and humanities.
- _____ D. engage in the creative process or interpretive performance.
- _____ E. articulate an informed personal reaction to works in the arts and humanities.

Goal Area 7: Human Diversity

Competencies/Student Learning Outcomes. To be accepted for inclusion in this goal area, courses must provide for three of the five student learning outcome categories, A-E.

- _____ A. Students will be able to
 - Understand the development of group identities in the United States, history and culture.
 - Understand the changing meanings of group identities in the United States, history and culture
- _____ B. Students will be able to
 - Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
 - Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.
- _____ C. Students will be able to
 - Analyze their own attitudes regarding diversity, racism, and bigotry.
 - Analyze their own behaviors regarding diversity, racism, and bigotry.
 - Analyze their own concepts regarding diversity, racism, and bigotry.
 - Analyze their own beliefs regarding diversity, racism, and bigotry.
- _____ D. Students will be able to 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.
- _____ E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 8: Global Perspective

Competencies/Student Learning Outcomes: In general, courses must provide for three of the four listed student learning outcome categories (A through D). In addition, at BSU, courses must meet both student learning outcome categories A and B plus either student learning outcome category C or D.

- _____ A. Students will be able to
 - Describe political, economic, and cultural aspects of societies in their historical and/or contemporary settings.
 - Analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings.

- _____ B. Students will be able to
 - Analyze specific international problems, illustrating the cultural differences that affect their solution.
 - Analyze specific international problems, illustrating the economic differences that affect their solution.
 - Analyze specific international problems, illustrating the political differences that affect their solution.

- _____ C. Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future.

- _____ D. Students will be able to demonstrate knowledge of a culture through non-English language study at the intermediate (second year) level.

Goal Area 9: Ethical and Civic Responsibility

Competencies/Student Learning Outcomes. According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

- _____ A. Students will be able to
 - Examine their own ethical views.
 - Articulate their own ethical views.
 - Apply their own ethical views.

- _____ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

- _____ C. Students will be able to
 - Discuss the ethical dimensions of legal, social, and scientific issues.
 - Analyze the ethical dimensions of legal, social, and scientific issues.

- _____ D. Students will be able to distinguish the diversity of political motivations and interests of others.

- _____ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

Goal Area 10: People and the Environment

Competencies/Student Learning Outcomes: According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for four of the six noted competency categories. Bemidji State University faculty have determined a more stringent standard for courses in this area. **To be accepted for inclusion in this goal area, the combined (large) group sections must provide for all six competency categories, A through F. Break-out sections must provide for competencies C, E and F.**

- _____ A. Students will be able to explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- _____ B. Students will be able to discern patterns and interrelationships of bio-physical and socio-cultural systems.
- _____ C. Students will be able to describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- _____ D. Students will be able to evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- _____ E. Students will be able to
 - Propose alternative solutions to environmental problems.
 - Assess alternative solutions to environmental problems
- _____ F. Students will be able to
 - Articulate the actions they would take on various environmental issues.
 - Defend the actions they would take on various environmental issues.

Goal Area 11: Performance

Competencies/Student Learning Outcomes: Courses must provide for one of the listed competencies.

Students will be able to:

- _____ A. Participate effectively in a variety of artistic, political, recreational, health and public service, or social service settings.
- _____ B. Participate cooperatively in group athletic activity or artistic performance.