INTERSTATE PASSPORT®

Passport Learning Outcomes and Proficiency Criteria
Human Society and the Individual

PASSPORT LEARNING OUTCOMES

Faculty representatives from participating Passport institutions, along with the Passport State Facilitators and project staff, develop Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The Passport Interstate Faculty Team – comprised of faculty members with expertise in the designated area – review, compare, and contrast the sets of learning outcomes submitted by each state and then negotiate to arrive at an agreed-upon set of learning outcomes – the *Passport Learning Outcomes*. Team members vet the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes are refined and finalized for the knowledge or skill area. Institutions that sign the Passport Agreement acknowledge that their lower-division general education learning outcomes map to and are congruent with the Passport Learning Outcomes.

PROFICIENCY CRITERIA

The proficiency criteria describe the EVIDENCE of proficiency with the Passport Learning Outcomes at the transfer level that one might see in a student's behavior, performance or work. These are observable behaviors rather than subjective descriptors such as "appropriate" or "excellent." Specific examples, provided in the Transfer-Level Proficiency Criteria column of the matrix below, are not intended to mandate curriculum or assessment methods, nor do they constitute a comprehensive list of concepts that each student must master. Rather, they serve as guidelines for determining whether a student has reached the desired level of proficiency for the specific learning outcome through a variety of possible methods. The inclusion of many diverse concrete examples is intentional as different courses may address a given feature in distinct ways; for example, a statistics course will address learning outcomes differently than a quantitative reasoning course. Also, a given concrete example may possibly address more than one Passport Learning Outcome. No single course, or Passport student, is expected to demonstrate all of these criteria of transfer-level proficiency.

HUMAN SOCIETY AND THE INDIVIDUAL FRAMING LANGUAGE

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 institution's Passport Block: this area includes social science disciplines such as sociology, geography, history, criminology, psychology, economics, and others.

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Feature	**Passport Learning Outcomes**	**Passport Transfer-Level Proficiency Criteria** Students demonstrate transfer level proficiency with each of the PLOs through successful completion of assignments such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities are drawn from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performance, individual, group). Proficiency may also be demonstrated in a language other than English.
Core Knowledge	(a) define vocabulary, concepts and terminology in the social sciences, and identify theories; (b) explain the role of individuals and institutions within the context of society.	Students define vocabulary, concepts and terminology in the social sciences, and identify theories. Example assignments could include: 1. In a paper, students define society, culture, deviance and inequality. 2. Students define the historical concept of the "Columbian Exchange" in an in-class writing prompt and/or an exam. 3. Students define blue-collar and white-collar crime in a minute paper. 4. In a multiple-choice exam, students distinguish between major types of economic and political systems. 5. In an online discussion post, students differentiate between operant and classical conditioning. 6. Students define key economic measures, such as GDP, civilian unemployment rate, and CPI, on an exam. Students explain the role of individuals and institutions within the context of society. Example assignments could include: 7. Students write a paper describing the contributions of farmers and those who use their farm products to the benefit of society. 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. 9. In a short-answer exam question, students describe human development using Piaget's theory within the context of the educational system. 10. Using Think-Pair-Share, students explain the role of the police within the context of the U.S. justice system. 11. In pairs, students explain to each other the impact of gender, race, class and sexuality on the individual, family and society. 12. In a group project, students describe how 20th century industrialization in America affected cultural expression. 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.

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Basics of Scientific Inquiry	(a) explain and apply theories to social phenomena and human activity; (b) evaluate various types and forms of research, including their ethical considerations.	Students explain and apply theories to social phenomena and human activity. Example assignments could include: 1. 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. 2. In a written paper or a formal presentation, students apply labeling theory to a given case study. 3. 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. 4. 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). 5. In a peer-reviewed debate, students provide three modern examples of Schumpeter's "creative destruction" theory. 6. In a take-home essay exam, students compare and contrast Freud's psychosexual theory and Erikson's psychosocial theory for human development. 7. In a short-answer exam question, students apply the theory of comparative advantage to the division of labor in a household. Students evaluate various types and forms of research, including their ethical considerations. Example assignments could include: 8. On a short-answer exam question, students evaluate cross-sectional and longitudinal research designs. 9. 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. 10. 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. 11. In a class discussion, students evaluate the merits and limitations of observational, correlational, survey, and experimental research designs.
Analytical Applications	(a) identify, frame and/or respond to a research question; (b) compile, interpret, analyze and/or evaluate qualitative and/or quantitative data.	Students identify, frame and/or respond to a research question. Example assignments could include: 1. Students write a two-page geography identification on ecosystems, biologic landscapes and ecological damage to their hometown and region. 2. 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. 3. Students write a research question to investigate gun control in America. 4. In response to a research question on the value of 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. Students compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. Example assignments could

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		include: 5. For a homework assignment, in response to a research question, students locate, retrieve, and compile information relevant to the discipline using appropriate technological tools. 6. Using a rubric, students peer review another student's research product. 7. 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?" 8. 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. 9. 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. 10. Students conduct a content analysis and write a report on gender roles and stereotypes in popular 3rd- or 4th-grade books. 11. Students conduct a content analysis of advertisements in magazines, newspapers, or any form of mass media, and present findings on racial and ethnic representation. 12. Students compile basic demographic data from two different regions and then discuss the similarities and differences in a short essay.
Information Use and Communications	(a) interpret and communicate various representations of qualitative and/or quantitative data; (b) responsibly identify, categorize, evaluate, and cite multiple sources.	Students interpret and communicate various representations of qualitative and/or quantitative data. Example assignments could include: 1. On an exam, students are given statistical results to interpret, for example, a correlation coefficient or test of statistical significance. 2. Using the FRED database at the St. Louis Fed (https://research.stlouisfed.org/fred2/categories), 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. 3. In a two to three page paper, students summarize, interpret and critique research findings from a professional publication. 4. Students create a graph, table or figure to represent a given set of data. Students responsibly identify, categorize, evaluate, and cite multiple sources. Example assignments could include: 5. 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. 6. Students use a proper citation style such as APA, MLA, ASA, or Chicago in a literature review assignment. 7. Students create a citation page that lists all the articles identified in assigned article abstracts. 8. Students create an annotated bibliography using required citation style.
Social	(a) recognize the complexities of diverse social	Students recognize the complexities of diverse social identities. Example assignments could include:

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Responsibility	identities; (b) evaluate issues of social justice with regard to identities within diverse contexts; (c) 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.	1. 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. 2. 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). 3. In a poster session, students present results of a semester-long project exploring diverse identities. **Students evaluate issues of social justice with regard to identities within diverse contexts. Example assignments could include:** 4. On a multiple-choice exam question, students distinguish between multiculturalism and melting pot as ideologies for diversity. 5. 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. 6. After watching a film, students identify examples of institutional injustice represented by using a student response system, and then participate in a class discussion. **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:** 7. 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. 8. 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. 9. 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.