SO | Southern OREGON UNIVERSITY

Petition for Substitution
University Studies Foundation

For Catalog Years 2007 to the Present

Petitions for substitutions are reviewed by the Chair of University Seminar. Students are informed of the outcome of the petition through the email or phone number noted below. Approvals are also recorded in your DegreeWorks.

INSTRUCTIONS - To complete the petition, please:

- Complete 'Section 1'. **Please use one petition form for each class you petition**.
- Attach a course description. When possible, include a syllabus.
- Attach a current copy of your DegreeWorks audit.
- Attach an essay that explains how the University Studies goals for the strand you are petitioning were met. How did the course satisfy the University Studies goals? (*Goals are described on the following 2 pages*).
- Complete 'Section 2' with a signature from either your advisor or Student Success Coordinator.
- Submit the completed packet to: **Elizabeth Whitman in the Computing Services Building, Room 216.**

Section 1: To be completed by student:

I request the following course to count for (check one):

    ___ **A Strand**: Communication Goals (WR 121; USem 101, HSE 101 or HON 101)
    ___ **B Strand**: Critical Thinking Goals (WR 122; USem 102, HSE 102 or HON 102)
    ___ **C Strand**: Information Literacy Goals (COMM 125, 210 or 225; USem 103, HSE 103 or HON 103)

Course Prefix	Number	Course Title	SOU Class*	Term Completed
_____	_____	_____	Y / N	_____

You may propose a 100 or 200 level course taken at SOU or another institution (transfer course) to meet a Foundations requirement. If this course was not taken at SOU, please make note of the institution where the course was taken, course number and course description in your essay. Transfer courses proposed must appear on an official transcript prior to petition.

Student Name _____ Student ID _____

Student Email _____ Student Phone _____

****

Section 2: To be completed by the academic adviser:

    ___ This course substitution seems appropriate for the goals of the Foundation strand.
    ___ I am unable to determine if this substitution is appropriate for meeting the goals of the Foundation strand.

    Student's Catalog Year _____ Expected Term of Graduation _____

_____ _____

Adviser's Signature   Print Name   Date

Section 3: Chair's ruling:

    ___ This course substitution is a one-time exception for this student only.
    ___ This course substitution is denied.
    ___ I recommend that this student pursue a portfolio waiver (WR 122 or full USem sequence).

_____ _____

Chair's Signature   Date

Foundational Strands (A, B and C)
12 credits, earned through University Seminar

<u>**Strand A: Communication Goals**</u>

Communicate effectively using writing, speech, and image.

1. **Demonstrate ability to use Standard American English.**
   Proficiencies: Students will be able to -
      1. Use standard conventions of grammar, punctuation, mechanics, and spelling.
      2. Structure sentences in varied and appropriate ways.
      3. Use vocabulary and phrasing appropriate to purpose and audience.
2. **Accurately comprehend written, verbal, visual, and/or symbolic communications.**
   Proficiencies: Students will be able to -
      1. Summarize relevant components and structures in messages.
      2. Interpret communications' purposes and cultural assumptions.
      3. Identify arguments used to justify a position.
      4. Critique and assess meanings.
3. **Communicate in ways appropriate to purpose and audience.**
   Proficiencies: Students will be able to -
      1. Use effective styles, content, and or images.
      2. Adapt messages to facilitate mutual understandings.
      3. Target varied audiences for specific communication purposes.
      4. Develop claims and supporting information.
4. **Collaborate with others to achieve a common goal.**
   Proficiencies: Students will be able to -
      1. Demonstrate accountability to group processes and goals.
      2. Practice norms of effective communication and active listening.
      3. Use a variety of conflict management skills.

<u>**Strand B: Thinking Goals**</u>

Conceptualize ideas holistically, logically, and creatively.

1. **Demonstrate awareness of multiple perspectives.**
   Proficiencies: Students will be able to -
      1. Understand how thinking relates to historical and cultural contexts.
      2. Articulate the salient points of any idea.
      3. Identify the questions at issue.
2. **Identify perceptions, assumptions and biases in any point of view.**
   Proficiencies: Students will be able to -
      1. Distinguish between critical thought and subjective reaction.
      2. Assess claims and conclusions in relation to points of view.
      3. Evaluate inferences in thought.
3. **Apply logical thought to theoretical and practical issues.**
   Proficiencies: Students will be able to -
      1. Summarize an argument's main claim(s) and conclusion(s).
      2. Analyze and evaluate an argument's logic, evidence, and efficacy.
      3. Weigh evidence to determine accuracy, relevance and sufficiency.

4. Assess implications and consequences of ideas.
5. Produce effective arguments using claims, evidence, and valid inferences.

4. Creatively shape ideas, evidence, and experiences.

Proficiencies: Students will be able to -
1. Use ideas to structure and solve problems.
2. Frame decisions using sound interpretations, findings, and solutions.
3. Effectively create a course of action or communicate a point of view.

Strand C: Information Literacy

Access and use information resources effectively and ethically.

1. Determine the nature and extent of information needed.

Proficiencies: Students will be able to -
1. Develop and refine research questions.
2. Identify key concepts and terms required to locate information.
3. Examine and assess potential resources specific to research purpose.

2. Access information effectively and efficiently.

Proficiencies: Students will be able to -
1. Differentiate among keywords, subject headings and descriptors.
2. Differentiate between primary and secondary sources.
3. Implement a variety of information search strategies.
4. Use full array of library services to retrieve information.

3. Evaluate information and resources.

Proficiencies: Students will be able to -
1. Determine accuracy of information by questioning source of data.
2. Analyze limitations of information gathering tools or strategies.
3. Investigate differing viewpoints in the information.

4. Integrate information ethically and legally.

Proficiencies: Students will be able to -
1. Retrieve and manipulate information across contexts and in multiple formats.
2. Understand intellectual property, copyright, and fair use of information.

Cite sources using appropriate documentation style, without plagiarism or misrepresentation.