Pittsburg State University
Pitt State Pathway

(Last Amended FS 11/29/21)

PITT STATE PATHWAY

MISSION STATEMENT

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

CORE VALUES

The *Pitt State Pathway* is a student-focused program that facilitates the development of skills, knowledge, and values required for career success and global citizenship. Underpinning the entire *Pitt State Pathway* are program-wide competencies that inspire:

- Critical Thinking
- Interdisciplinary Perspectives
- Lifelong Learning
- Creative and Innovative Thinking
- Diversity
- Sustainability

CORE OBJECTIVES

A. COMMUNICATION
   1. To *express* and *actively receive* meaning in formal and informal manners via visual, oral, written, verbal, or nonverbal forms (e.g. nonverbal forms are any human response not expressed in words);
   2. To *process* and *integrate* existing knowledge to *develop* and *communicate* new knowledge.

B. GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT
   1. To *understand* the nature of the human experience, human systems, the natural world, and their interconnectedness in local, regional and global contexts;
   2. To *understand* the importance of active citizenship through the *application* of the concepts of equity, inclusiveness, collaboration, service, and building constituency in government, civic institutions, business, and the community at large.

C. QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY
   1. To *apply* methods of scientific inquiry and problem solving;
   2. To *apply* a set of formal tools (e.g., logical or statistical inference, probability, or mathematical analysis) to draw valid conclusions.

D. INFORMATION AND DIGITAL LITERACY
   1. To *identify, access, evaluate* and *synthesize* diverse forms of information;
   2. To responsibly and effectively *apply* appropriate technology to access, collect, manage, integrate, and evaluate information.

E. PERSONAL AND PROFESSIONAL BEHAVIOR
   1. To *manage* personal health, wealth, and time management;
   2. To *work* on a team and *demonstrate* leadership skills and ethical reasoning in a professional setting.

Pittsburg State University · **Pitt State Pathway**

Pitt State Pathway Requirements

	Credit Hours
Core Elements	12 hrs
Written Communication*	6
Information and Digital Literacy* (Information Design and Information Ethically)	
Verbal Communication*	3
Quantitative/Analytic Methods*	3
Essential Studies@	23-24 hrs
The Human Experience within a Global Context*&	3-6
Human Systems within a Global Context*&	9-12
Natural World within a Global Context*	4-5
Wellness Strategies*	4 (3 + 1)
Companion Elements to be Completed in Essential Studies	
Diverse Perspectives within a Global Context*	☐
Social Responsibility within a Global Context*	☐
Non-verbal and Creative Expression*	☐
Scientific Inquiry*	☐
Electives^	3
A course that covers any Essential Studies or Companion Element of the *Pitt State Pathway*	3
Gorilla Gateway	2
Professional Development*	
Financial Literacy*	
Leadership Initiative*	
Self-Management*	
Information and Digital Literacy*	
(Research as Discovery, Information Validity, and Digital Competency)	
Total Hours for the *Pitt State Pathway*	**40-41**

* Elements of the Pitt State Pathway
@ Courses must have different prefixes and be different from the major to meet the Essential Studies requirements to encourage breadth; exceptions to this rule are lecture/laboratory course pairings.
^ May have same prefix as a course taken for Essential Studies category.
& Must complete at least 15 hours between these two Elements.

The "Writing Across the Curriculum Program" at Pittsburg State University:
- Writing to Learn (WL) courses are not part of the *Pitt State Pathway*. Those requirements fall under the **Writing Across the Curriculum Program** and are independent of this package.

Definition of Terms:
- **Element…………………………**An assessable skill, competency, or component of knowledge.
- **Core Elements……………**Elements identified as basic skills.
- **Essential Studies…………**Courses that have been designated as essential to fulfilling the requirements of the *Pitt State Pathway*, and those skills/competencies/components of knowledge deemed necessary for a well-educated individual. Each Essential Studies course is limited to one Companion Element.
- **Companion Elements** ….Elements to be completed through Essential Studies requirements.
- **Electives……………………**Courses that have been identified to increase the student's depth of knowledge based on the student's interest(s).
- **Gorilla Gateway……………**This skills-based 2 credit hour class will replace the Freshman Experience course.

Pittsburg State University · **Pitt State Pathway**

COMMUNICATION

Communication includes the exchange of information, which can include the ability to listen, comprehend, and respond to others, as well as the creative expression of ideas in the visual, written, and performing arts. Students must demonstrate a thorough understanding of context relating to appropriate audiences and express their own ideas skillfully and ethically through written, verbal, nonverbal, and integrated means that conveys a clear, fluent message using different avenues of delivery.

Learning Outcome: *Students will communicate effectively.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Written Communication	*Composes* evidence-based ideas and creates an appropriate written document to convey a message	*Evaluates* evidence-based ideas and critiques a written document used to convey a message	*Explains* evidence-based ideas and reviews a written document used to convey a message	*Remembers* ideas and understands documents used to convey a message	
Information Design Process	*Formulates* an appropriate research scope, effectively organizing and synthesizing ideas from multiple sources, drawing reasonable conclusions	*Evaluates* an appropriate research scope, effectively organizing and synthesizing ideas from multiple sources, drawing reasonable conclusions	*Explains* the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources	*Describes* the nature of an appropriate research scope, and how to effectively organize and synthesize ideas from multiple sources	
Use Information Ethically	*Evaluates* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Analyze* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Explains* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	*Describes* the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	
Verbal Communication	*Creates* and delivers a clear and compelling message that is appropriate for an intended audience, supported by a variety of materials	*Analyzes* a message intended for the appropriate audience, supported by referenced materials	*Understands* the message intended for the appropriate audience, using limited materials	*Identifies* s a message not supported or referenced	
Non-verbal and Creative Expression	*Creates, evaluates,* and *analyzes* effective non-verbal and/or creative expression via different modes of delivery	*Demonstrates* effective non-verbal and/or creative expression	*Understands* the characteristics of effective non-verbal and/or creative expression	*Defines* the characteristics of effective non-verbal and/or creative expression	

Pittsburg State University · **Pitt State Pathway**

Definitions of Elements

1. **Written communication:**
   Demonstrates a thorough understanding of context relating to appropriate audiences and expresses the writer's own ideas skillfully and ethically through written language that conveys meaning to readers with clarity and fluency, and is virtually error free. Students will demonstrate written communication through comprehension and reading proficiency. Competency in this element means:
   - Clearly *outlining* the main idea using appropriate sentence structure that connects all paragraphs to the overall point of the paper while organizing ideas effectively. Ideas are presented in a logical sequence that supports development of the main point (*Focus*, *Development*, and *Organization*);
   - *Supporting* claims with appropriate evidence and valid reasoning. Opinions are clearly distinguished. Main ideas are developed through evidence-based sources that clearly distinguish the source material from the writer's own ideas and distinctly indicates the provenance of all source material (*Development* and *Use of Sources*);
   - *Creating* effective and coherent sentences. Written language conveys meaning to readers with clarity and fluency. Word choice and vocabulary shows attention to audience (*Style* and *Editing*);
   - Writing shows audience awareness. Intended purpose of the document is clear. The context for the communication is understood and articulated appropriately (*Focus*, *Development*, *Organization*, *Style*, *Editing*, and *Use of Sources*);
   - Document *demonstrates* visual and textual design elements that are appropriate for the audience, purpose, and context (*Style*).

2. **Information Design Process:**
   Information resources reflect the author's expertise and credibility. These resources should be evaluated based on the information need and the context in which the information will be used. Authority and relevance stems from expertise and the practice of various intellectual and scholarly communities. Competency in this element means:
   • Determining an appropriate scope for investigation;
   • Organizing information in meaningful ways;
   • Synthesizing ideas gathered from multiple sources;
   • Drawing reasonable conclusions based on analysis and interpretation of information.

3. **Use Information Ethically:**
   Information possesses several dimensions of value, including as a commodity, as a means of education, as a means of influence, and as a means of negotiating and understanding the world. Ethical and legal interests influence information production and dissemination. The value of information is manifest in various contexts, including publishing practices, access to information, the commodification of information, and intellectual property laws. Competency in this element means:
   • Making informed decisions about how to ethically access, use, produce, and disseminate information;
   • Giving credit to the original ideas of others through proper attribution and citation;
   • Understanding that intellectual property is a legal and social construct that varies by culture and the distinguishing characteristics of copyright, fair use, open access, and public domain;
   • Understanding the implications of the commodification of personal information and the effects of information they produce or disseminate online.

Pittsburg State University · **Pitt State Pathway**

4. **<u>Verbal communication</u>:**
   Demonstrates the effective ability to engage others in order to increase knowledge and foster understanding. Competency in this element means:
   - *Organizing* formal presentations (introduction, body with clear and concise transitions, and conclusion) so that the central idea is clear, memorable, and strongly supported;
   - *Creating* a cooperative, civilized dialogue based on asking and answering questions to stimulate critical and creative thinking via informal presentations;
   - *Demonstrating* language choices that are imaginative and compelling while using appropriate vocabulary for the audience;
   - *Employing* supporting claims with appropriate evidence and valid reasoning. Opinions are clearly distinguished. Main ideas are developed through evidence-based sources that clearly distinguish the source material from the writer's own ideas;
   - *Analyzing* presenter's credibility/authority through ethical means.

5. **<u>Non-verbal and Creative Expression</u>:**
   Competently utilizes and demonstrates human response not expressed in words. These responses may or may not complement written and verbal information. Competency in this element means:
   - *Interpreting* and *delivering* nonverbal communication as it applies to specific contexts such as art, music, illustrations, theater, dance, digital media, or other forms of context not identified above, as appropriate.
   - *Demonstrating* effective and appropriate delivery/presentation including, but not limited to, facial expression, eye contact, body movement, and vocal variety;
   - *Demonstrating* professionalism;

GLOBAL UNDERSTANDING AND CIVIC ENGAGEMENT

As global citizens, students need a comprehensive understanding of where they live and of the larger, interconnected global system of which they are part, and on which they depend. While identifying commonalities among people and places is important, it is crucial that students understand and appreciate the diverse cultural, social, political, economic, and environmental contexts that create differences. Understanding the role of responsible citizens in their own community and beyond ensures effective and ethical participation at all levels. Students also need to understand how biological, physical, and chemical systems work, how they change naturally, and how they can change due to human involvement. Understanding the implications of the interaction between humans and non-human systems is essential for long-term decision-making.

Learning Outcome: Students will explore global systems conscientiously.

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Human Experience within a Global Context	*Analyzes* how various art forms respond to and influence society and culture	*Interprets* how various art forms respond to and influence society and culture	*Explains* how various art forms respond to and influence society and culture	*Recognizes* that various art forms respond to and influence society and culture	
Human Systems within a Global Context	*Evaluates* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	*Analyzes* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	*Explains* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	*Describes* human organizational systems using a variety of disciplinary and interdisciplinary perspectives	
Natural World within a Global Context	*Evaluates* biological, physical and/or chemical processes and how human activities alter them	*Analyzes* biological, physical and/or chemical processes and how human activities alter them	*Explains* biological, physical and/or chemical processes and human activities that alter them	*Describes* biological, physical and/or chemical processes and human activities that alter them	
Diverse Perspectives within a Global Context	*Evaluates* the role of multiple worldviews and power structures in addressing significant global problems	*Analyzes* the role of multiple worldviews and power structures in addressing significant global problems	*Explains* the role of worldviews and power structures in addressing significant global problems	*Describes* the role of worldviews and power structures in addressing significant global problems	
Social Responsibility within a Global Context	*Evaluates* the roles and responsibilities of citizens at all levels	*Analyzes* the roles and responsibilities of citizens at all levels	*Explains* the roles and responsibilities of citizens at all levels	*Describes* the roles and responsibilities of citizens at all levels	

Pittsburg State University · **Pitt State Pathway**

Definitions of Elements

1. **Human Experience within a Global Context:**
   Understanding the diverse nature, meanings, or functions of creative endeavors through the study of literature, music, theater, visual arts, or related forms of expression helps us understand ourselves. Competency in this element means:
   - *Applying* cultural concepts and/or methodologies in the analysis of literary, performing, visual, or other art forms;
   - *Analyzing* how literature, performance, the visual arts, or other creative endeavors respond to and influence society and culture;
   - *Analyzing* creative endeavors in a contextual framework, such as critical theory, aesthetics, philosophy of art, or rhetoric;
   - *Demonstrating* concepts that characterize a polycentric view of the world in contrast to an ethnocentric perspective.

2. **Human Systems within a Global Context:**
   Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:
   - *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
   - *Analyzing* the individual's role and responsibility to society at all levels;
   - *Evaluating* how human systems are interconnected at all levels.

3. **Natural World within a Global Context:**
   Biological, physical, and chemical systems form the context for life. Students need to understand how these systems work, how these change naturally, and how these can change as a result of human activities. The implications of these changes are essential for long-term decision-making. Competency in this element means:
   - *Analyzing* biological, physical, and/or chemical systems;
   - *Evaluating* the implications of changes that result from interactions between natural and human systems.

4. **Diverse perspectives within a Global Context:**
   Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding. Competency in this element means:
   - *Applying* multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
   - *Analyzing* connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context;
   - *Analyzing* issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).

Pittsburg State University · **Pitt State Pathway**

5. **<u>Social Responsibility</u>:**
   Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:
   - *Applying* the concepts associated with active, responsible citizenship;
   - *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
   - *Analyzing* the historical consequences of local or national decisions on global systems.

Pittsburg State University · **Pitt State Pathway**

QUANTITATIVE/ANALYTIC METHODS AND SCIENTIFIC LITERACY

Students will be able to apply quantitative and scientific methods to answer questions and to effectively communicate the results in a variety of formats (e.g. tables, graphs, statistical inference, and mathematical equations). Quantitative literacy is the ability to recognize and analyze numerical problems through the use of formal tools (e.g. logical or statistical inference, probability, or mathematical analysis) to draw valid conclusions using higher-order thinking skills. Scientific literacy is the ability to apply systematic methods of inquiry to solve objective questions using evidence-based reasoning.

Learning Outcome: *Students will analyze data logically.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Quantitative/Analytic Methods	*Synthesize* tools of analysis and communicate results	*Compares* tools of analysis and communicate results	*Applies* tools of analysis and communicate results	*Recognizes* tools of analysis	
Scientific Inquiry	*Evaluates* a problem by using scientific methods	*Interprets* a problem by using scientific methods	*Applies* the scientific methods to a problem	*Identifies* steps of scientific methods	

Definition of Elements

1. **Quantitative or Analytic Methods:**
   Quantitative literacy and its methods refer to competency in working with numerical data. Students with strong quantitative skills possess the ability to reason and solve problems from a wide array of contexts and everyday life situations. They can create sophisticated arguments supported by objective evidence and can communicate those arguments in a variety of formats (e.g. text, tables, graphs, mathematical equations, etc.) as appropriate. Competency in this element means:
   - *Applying* a set of formal tools to interpret, represent, calculate, and analyze quantitative data;
   - *Explaining* assumptions and rationale for selecting a mathematical approach to solve a problem;
   - *Explaining* assumptions and rationale for selecting a mathematical or formal logical approach to solve a problem;
   - *Drawing* and *communicating* conclusions to support decisions.

2. **Scientific Inquiry:**
   The scientific method is the systematic approach to understanding the world around us. Through experimentation and hypothesis testing, students will apply analytical skills and appropriate methods of scientific inquiry (i.e. qualitative and quantitative) to solve a variety of research questions. Competency in this element means:
   - *Composing* appropriate research questions and hypotheses, drawing from experts, reliable sources, or previously collected data;
   - *Collecting, synthesizing*, and *analyzing* data from multiple sources;
   - *Drawing* logical conclusions, assessing for gaps or weaknesses, and addressing potential consequences and implications;
   - *Communicating* results using appropriate delivery methods or formats.

Pittsburg State University · **Pitt State Pathway**

INFORMATION AND DIGITAL LITERACY

Information literacy and digital literacy are foundational to student success. The information literate student must demonstrate proficiencies in finding, using, and analyzing information and data to answer questions, develop new questions, and create new knowledge through ethical participation in communities of learning and scholarship. The digital literate student must use appropriate technologies to locate, access, evaluate, manage, and share information in appropriate ways for various disciplines.

Learning Outcome: *Students will evaluate information competently.*

Elements	4 Mastery	3 Milestone 2	2 Milestone 1	1 Benchmark	N/A
Research as Discovery	*Evaluates* information sources for appropriate use in formulating research questions and applying research methods	*Analyzes* information sources for appropriate use in formulating research questions and applying research methods	*Explains* information sources for appropriate use in formulating research questions and applying research methods	*Describes* information sources for appropriate use in formulating research questions and applying research methods	
Information Validity	*Evaluates* the information need and the contexts in which information is created and disseminated	*Analyzes* the information need and the contexts in which information is created and disseminated	*Explains* the information need and the contexts in which information is created and disseminated	*Describes* the information need and the contexts in which information is created and disseminated	
Evidence of Digital Competency	*Creates* effective search strategies within digital systems through skillful application of appropriate technologies to locate, access, manage, interpret and present information with clarity and insight	*Analyzes* effective search strategies within digital systems through skillful application of appropriate technologies to locate, access, manage, interpret and present information with clarity and insight	*Explains* effective search strategies within digital systems	*Describes* effective search strategies within digital systems	

Definition of Elements

1. **Research as Discovery:**
   Research is iterative and depends upon asking increasingly complex or new questions. The analysis of the answers may lead to additional questions or lines of inquiry in any field. Competency in this element means:
   - *Evaluating* a range of information sources and pursue alternate research strategies as new understanding develops;
   - *Formulating* research questions based on existing information;
   - *Applying* various research methods based on the need, context, and type of inquiry as appropriate;
   - *Managing* and *assessing* the gathered information.

2. **Information Validity:**
   - *Understanding* how information from different sources is valued in various contexts;
   - *Recognizing* that information may be perceived or interpreted differently based on the format in which it is disseminated;

Pittsburg State University · **Pitt State Pathway**

- *Articulating* how information is created and disseminated within a particular discipline;
- *Assessing* the fit between an information resource and a particular information need.

3. <u>**Evidence of Digital Competency**</u>:
   Locating, accessing, organizing, and disseminating information requires an understanding of how information systems are ordered and the mental flexibility to pursue alternate avenues as new understanding develops. Competency in this element means:
   - *Matching* information needs and search strategies to appropriate search tools;
   - *Using* different types of search language such as controlled vocabulary and keywords appropriately;
   - *Managing* search processes and results effectively;
   - *Understanding* that emerging methods of information creation and dissemination with differing purposes are available for their use.

PERSONAL AND PROFESSIONAL BEHAVIOR

To lead productive lives, students must develop personal and professional behaviors, within and across disciplines. This will develop the aptitude to make informed choices regarding general wellness, fiscal decision-making, the development of personal and professional behaviors, and leadership skills. With these abilities, students will be better prepared and more confident in their abilities to actively engage and effectively perform in society.

Learning Outcome: *Students will model productive behaviors purposefully.*

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark	N/A
Wellness Strategies	*Creates* wellness strategies for life long health	*Evaluates* wellness strategies for life long health	*Analyzes* wellness strategies for life long health	*Understands* wellness strategies for life long health	
Financial Literacy	*Creates* financial strategies for lifelong financial security	*Evaluates* financial strategies for lifelong financial security	*Analyzes* financial strategies for lifelong financial security	*Understands* financial strategies for lifelong financial security	
Self-Management	*Develops* ethical management, respectful engagement, and critical thinking skills	*Analyzes* ethical management, respectful engagement, and critical thinking skills	*Understands* ethical management, respectful engagement, and critical thinking skills	*Defines* ethical management, respectful engagement, and critical thinking skills	
Professional Development	*Develops* strategies for life-long learning, and the problem-solving/decision-making processes	*Analyzes* strategies for life-long learning, and the problem-solving/decision-making processes	*Understands* the need for life-long learning, and the problem-solving/decision-making processes	*Identifies* the strategies for life-long learning, and the problem-solving/decision-making processes	
Leadership Initiative	*Creates* effective leadership methods	*Evaluates* effective leadership methods	*Analyzes* effective leadership methods	*Understands* effective leadership methods	

Pittsburg State University · **Pitt State Pathway**

Definitions of Elements

1. **Wellness Strategies:**
   Wellness encompasses the concepts and importance of physical fitness and/or activity over the lifetime, chronic disease prevention/management, nutritional knowledge, mental health awareness, and continuous involvement in an exercise or physical/leisure time activity program to ensure students create a healthy lifestyle plan throughout their lifetime. Competency in this element means:
   - *Understanding* chronic disease prevention/management;
   - *Understanding* the principles of behavior and mental processes;
   - *Evaluating* healthy lifestyle habits;
   - *Analyzing* the benefits of exercise and physical/leisure time activity on mental health;
   - *Creating* a healthy nutritional regimen;
   - *Creating* a personalized exercise or physical/leisure time activity program;
   - *Completing* an exercise or physical/leisure time activity course.

2. **Financial Literacy:**
   Financial literacy includes the ability to manage personal finances. The ability to analyze and evaluate financial decisions, and develop strong financial habits, will enable students to create positive lifelong financial plans. Competency in this element means:
   - *Creating* personal financial management practices;
   - *Developing* a working knowledge of basic consumer finance principles;
   - *Investigating* global economic issues that may impact personal financial management.

3. **Self-Management:**
   To master the concept of self-management, students must develop responsible habits and personal behaviors. Competency in this element means:
   - *Making* independent decisions;
   - *Applying* ethics, values, self-awareness, and responsibility;
   - *Developing* skills for time management, meeting deadlines, task prioritization, and organization.

4. **Professional Development:**
   Professional development includes the interrelated components of behavioral, attitudinal, and intellectual skills and aptitudes exhibited by successful professionals. Competency in this element means:
   - *Developing* effective job seeking skills (e.g. resume writing, interview skills, etc.);
   - *Demonstrating* professional workplace behaviors (e.g. punctuality, dress code, lifelong learning, etc.);
   - *Applying* effective negotiation and conflict management techniques;
   - *Formulating* successful project management practices and activities.

Pittsburg State University · **Pitt State Pathway**

5. **<u>Leadership Initiative</u>:**
    Leadership initiative is recognizing multiple approaches to leadership and cultivating the knowledge required to apply these approaches. Leaders understand the need for individual initiative in place of direct supervision. Competency in this element means:
    - *Demonstrating* successful organizational skills including planning, logistics, and delegation;
    - *Fostering* accountability and responsibility;
    - *Modeling* team skills including respectful engagement (complementary to leadership);
    - *Implementing* effective leadership styles and techniques.

Pittsburg State University · **Pitt State Pathway**

Verb Wheel based on the revised Bloom's Taxonomy

- Domain
- Verb (measurable, observable)
- Learner artefact/evidence

Lower order

Higher order

Remade by Dr Ashley Tan
Twitter: @ashley

Reference: http://bit.ly/oldbtref
This resource: http://bit.ly/newbtref

Pittsburg State University · Pitt State Pathway

Amendments

FS 11/29/21 Information & Digital Literacy* (Information Design & Information Ethically) moved from Gateway to Written Communications.