

## **V. General Education Curricula**

### **V.A. GEC Expected Learning Outcomes (to be included in GEC course syllabi)**

In the Program of General Education, students will take coursework in several areas of study to achieve basic skills, competencies, and breadth of knowledge expected of a Colleges of the Arts and Sciences college-educated graduate. The learning outcomes that students should achieve through coursework in various categories of the General Education Curriculum (GEC) are listed below.

All GEC course syllabi must include the GEC category (or categories) the course has been approved to fulfill and the associated Expected Learning Outcomes numbered below, as well as a brief statement as to how the course attempts to satisfy the Expected Learning Outcomes. Outcome statements can be contextualized by specific course content but must be identified as those meeting general education outcomes. The statements below are derived from the *GEC Submission Guidelines* in section V.B.

#### **1. Skills: A. Writing and Related Skills**

##### **Goal:**

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression

##### **Expected Learning Outcomes:**

1. Students apply basic skills in expository writing.
2. Students demonstrate critical thinking through written and oral expression.
3. Students retrieve and use written information analytically and effectively.

##### **First Writing Course**

Expected Learning Outcomes:

1. Students learn the conventions and challenges of academic discourse.
2. Students can read critically and analytically.

##### **Second Writing Course**

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.
2. Students further develop basic skills in expository writing and oral expression.
3. Students develop skills in effective communication and in accessing and using information analytically.

##### **Third Writing Course**

Expected Learning Outcomes:

1. Students apply writing skills to the major.
2. Students develop skills in the oral articulation of ideas as well as their critical and analytical abilities in reading demanding texts and synthesizing ideas.

## 1. Skills: B. Quantitative and Logical Skills

### Goals:

Students develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, use mathematical models, and draw conclusions and critically evaluate results based on data.

### Expected Learning Outcomes:

1. Basic Computational Skills: Students demonstrate computational skills and familiarity with algebra and geometry, and apply these skills to practical problems.
2. Mathematical and Logical Analysis: Students comprehend mathematical concepts and methods adequate to construct valid arguments, understand inductive and deductive reasoning, and increase their general problem solving skills.
3. Data Analysis: Students understand basic concepts of statistics and probability, comprehend methods needed to analyze and critically evaluate statistical arguments, and recognize the importance of statistical ideas.

## 1. Skills: C. Foreign Language

### Goals:

Students cultivate skills in communication across ethnic, cultural, ideological, and national boundaries, and acquire an understanding of other cultures and patterns of thought.

### Expected Learning Outcomes:

1. Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

## 2. Breadth: A. Natural Science

### Goals:

Students gain understanding of the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.

### Expected Learning Outcomes:

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students learn key events in the history of science.
3. Students provide examples of the inter-dependence of scientific and technological developments.
4. Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

## **2. Breadth: B. Social Science**

### **Goals:**

Students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

### **Expected learning outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

### **(1) Individuals and Groups Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

### **(2) Organizations and Politics Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

### **(3) Human, Natural, and Economic Resources Expected Learning Outcomes:**

1. Students understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

## **2. Breadth: C. Arts and Humanities**

**Goals:**

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

**Expected Learning Outcomes:**

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

**(1) Literature Expected Learning Outcomes:**

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

**(2) Visual and Performing Arts Expected Learning Outcomes:**

1. Students develop abilities to analyze, appreciate, and interpret significant works of art.
2. Students develop abilities to be an informed observer or active participant in a discipline within the visual, spatial, and performing arts.

**(3) Cultures and Ideas Expected Learning Outcomes:**

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**3. Historical Study****Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

**Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**4. Diversity****(1) Social Diversity in the United States****Goals:**

Students' understanding of the pluralistic nature of institutions, society, and culture in the United States is enhanced.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**(2) International Issues (contains two subcategories: “Non-Western or Global,” and “Western (Non-United States)”**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

<b>5. Capstone: Issues of the Contemporary World</b>
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**Goals:**

Students attain an understanding of the increasingly global nature of the contemporary world by drawing upon multiple disciplines in an enriching capstone experience.

**Expected Learning Outcomes:**

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.