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| **GE Program Goals and Objectives** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal 1: INTELLECTUAL & COGNITIVE SKILLS:**  **Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life.** | **1.1** Locate and select information sources that are credible, relevant, and appropriate to the context. |
| **1.2** Demonstrate critical and logical thinking by analyzing and integrating information from multiple sources and disciplines. |
| **1.3** Read, listen, compose, and speak in a variety of genres and modalities for a range of purposes and audiences. |
| **1.4** Apply learned concepts and skills to new situations. |
| **GOAL 2: MODES OF INQUIRY: Successful students will engage with and apply a range of important modes of human thought, inquiry, and expression.** | **2.1** Analyze, explain, and appreciate modes of thought, inquiry, and expression current in art, cultural studies, design, history, literary studies, mathematics, natural sciences, philosophy, social sciences, and technology. |
| **2.2** Use methods of research, inquiry, creativity, and discovery across disparate disciplines to generate and respond to socially and ethically important topics. |
| **GOAL 3: EDUCATED GLOBAL CITIZENSHIP: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings.** | **3.1** Describe, analyze, and discuss the institutions and the diverse cultural traditions of both the U.S. and other nations, and issues of global interdependence. |
| **3.2** Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion, both within and beyond U.S. society. |
| **3.3** Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world. |
| **3.4** Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in a range of contexts and across human differences. |
| **GOAL 4: EMOTIONAL, SOCIAL, AND PROFESSIONAL ABILITIES: Successful students will demonstrate skills and abilities needed for engaged citizenship, and personal and professional growth.** | **4.1** Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society. |
| **4.2** Plan for personal, professional, and career development. |
| **4.3** Employ technology effectively and ethically to enhance academic, professional, and personal life. |
| **4.4** Appreciate and participate in a culture of engagement and service. |
| **4.5** Work collaboratively with others to achieve shared goals. |

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| **Foundations: Writing and Information Literacy** | |
| **Goals** | **Expected Learning Outcomes** |
| **GOAL 1: Successful students will demonstrate skills in effective reading, and written, oral, digital, and visual communication for a range of purposes, audiences, and contexts.** | **Successful students are able to …**  **1.1** Compose and interpret across a wide range of purposes and audiences using written, as well as oral, visual, digital and other methods appropriate to the context. |
| **1.2** Use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. |
| **1.3** Generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. |
| *1.4 Evaluate social and ethical implications of writing and information literacy.* |
| **GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.** | **2.1** Demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. |
| **2.2** Locate, identify and use information through context-appropriate search strategies. |
| **2.3** Employ reflective and critical strategies to evaluate and select credible and relevant information sources. |

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| **Foundations: Mathematical and Quantitative Reasoning** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.** | **Successful students are able to …**  **1.1** Use logical, mathematical and/or statistical concepts and methods to represent real-world situations. |
| **1.2** Use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. |
| **1.3** Draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. |
| **1.4** Make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. |
| *1.5 Evaluate social and ethical implications of mathematical and quantitative reasoning.* |

n.b additional comments received from Statistics department 11/12/19

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| **Foundations: Literary, Visual, and Performing Arts** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.** | **Successful students are able to …**  **1.1** Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design. |
| **1.2** Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design. |
| **1.3** Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. |
| *1.4 Evaluate social and ethical implications of literary, visual, and performing arts and design.* |
| **Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.** | **2.1** Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. |
| **2.2** Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design. |

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| **Foundations: Historical and Cultural Studies** | |
| **Goals** | **Expected Learning Outcomes** |
| **Successful students will meet the goals for *either* a Historical Studies (A) or Cultural Studies (B) course.**  **Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.** | **Successful students are able to …**  **1.1A** Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. |
| **1.2A** Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. |
| **1.3A** Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. |
| *1.4A Evaluate social and ethical implications of historical studies.* |
| **Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.** | **1.1B** Analyze and interpret selected major forms of human thought, culture, ideas or expression. |
| **1.2B** Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and multiple/different theories and methodologies. |
| **1.3B** Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. |
| *1.4B Evaluate social and ethical implications of cultural studies.* |

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| **Foundations: Natural Sciences** | |
| **Goals** | **Expected Learning Outcomes** |
| **GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, while gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.** | **Successful students are able to …**  **1.1** Explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. |
| **1.2** Identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. |
| **1.3** Employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world or with data drawn from the natural world, using appropriate tools, models, and analysis of data. |
| **GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.** | **2.1** Analyze the inter-dependence and potential impacts of scientific and technological developments. |
| **2.2** Evaluate social and ethical implications of natural scientific discoveries. |
| **2.3** Critically evaluate and responsibly use information about the natural sciences. |

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| **Foundations: Social and Behavioral Sciences** | |
| **Goals** | **Expected Learning Outcomes** |
| **GOAL 1: Successful students will critically analyze theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.** | **Successful students are able to …**  **1.1** Explain basic facts, principles, theories and methods of social and behavioral science. |
| **1.2** Recognize and describe differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals. |
| **GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.** | **2.1** Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. |
| **2.2**Evaluate social and ethical implications of social scientific and behavioral research. |
| **2.3** Critically evaluate and responsibly use information about the social and behavioral sciences. |

n.b feedback received from SBS panel not yet integrated.

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| **Foundations: Race, Gender and Ethnicity** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal: Successful students will engage in a systematic assessment of how historically constituted categories like race, ethnicity, and gender shape perceptions, individual outcomes and broader societal (political, economic, and cultural) dynamics.** | **Successful students are able to …**  **1.1** Describe and evaluate the roles and representations of such identity categories as race, ethnicity, and gender. |
| **1.2** Explain ways in which categories such as race, ethnicity, and gender impact individual outcomes and broader societal issues. |
| **1.3** Recognize how perceptions of difference shape one’s own attitude as a global citizen who appreciates diversity, equity, and inclusion. |

n.b Feedback on the Race, Gender, and Ethnicity foundation has not yet been integrated into this draft.

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| **Themes: General** | | |  |
| **Goals** | **Expected Learning Outcomes** | |  |
| **GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.** | **Successful students are able to …**  **1.1** Engage in critical and logical thinking about the topic or idea of the theme. | | **A goal and several ELOs regarding the content/issue/ defining problems of the theme are to be developed ASAP.** |
| **1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. | |  |
| **GOAL 2: Successful students will engage the theme and apply methods from multiple disciplinary perspectives and/or modes of human thought and inquiry, either across two 3-credit courses or within one 4-credit team-taught, interdisciplinary course or one bi-modal course.** | **Multiple course version** | **2.1a** Identify and apply those modes of thought and inquiry that are distinct to the disciplinary perspective of the course to examine the theme. | *n.b. The two-class structure will require students enroll in two, 3 credit theme focused courses in two separate disciplines. It is suggested that labeling and advising assist students to choose complementary classes and that instructors design at least one assignment that demonstrates the cross-disciplinary nature of the thematic issues* |
| **One course version** | **2.1b** Identify, apply, and synthesize at least two important, disciplinary perspectives or modes of inquiry to examine the theme. | *n.b. The one-class structure will require students enroll in one, 4 credit theme focused course that is either intentionally interdisciplinary and team-taught by faculty members from two different disciplines or is bi-modal and includes both classroom instruction and one of the following additional modes of learning: community-based learning, study away, or is taught in a world language other than English.* |
| **GOAL 3: Successful students will demonstrate their understanding of the integrative nature of their thematic coursework.** | **Multiple course version** | **3.1a** Explicitly identify and apply this mode of disciplinary thought to the theme, exploring some ways in which that analysis is similar to and different from other modes of thought. | *n.b. as above. It is suggested that labeling and advising assist students to choose complementary classes and that instructors design at least one assignment that demonstrates the cross-disciplinary nature of the thematic issues* |
| **One course version** | **3.1b** Explicitly identify and apply at least two disciplinary perspectives or structural modes of thought to the theme, exploring some ways in which these modes are similar to and different from each. | *n.b. this includes explicitly synthesizing across and between the disciplines that each instructor brings to the team-taught, interdisciplinary course, and/or connecting the learning done in the community or away site, and/or engaging in unpacking how learning this content in another language informs and adds to their perspective.* |

Note: The term High Impact Practices (used in the original GE proposal) refers to much broader set of learning designs and pedagogies and these are not limited to general education. Therefore, these specific types of thematic courses are designated bi-modal, to describe their structural difference.

Additional feedback from the committee which is addressing **bi-modal learning** has been received but not yet integrated, as have goals and ELOs from the subcommittee on **embedded components**.