

The drafting committees have tried very hard to make all course Goals and ELOs open to as many disciplines and departments as possible. ELOs describe the minimum range of learning expected. The relative focus among the different ELOs and the course content used to support that learning is up to the faculty member. Additional learning outcomes are expected to be added at the instructor's discretion. Thus, if a specific content area of discipline is not mentioned, this does not preclude any faculty member from adding that to the base set of ELOs.

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

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

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

| Foundations: Literary, Visual, and Performing Arts   |   |
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| Goals  | Expected Learning Outcomes  |
| <b>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.</b> | <b>Successful students are able to ...</b>  |
|  | <b>1.1</b> Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.  |
|  | <b>1.2</b> Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.                                    |
|  | <b>1.3</b> Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.        |
| <b>Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.</b>  | <b>1.4</b> Evaluate social and ethical implications in literature, visual and performing arts, and design.  |
|  | <b>2.1</b> Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.                |
|  | <b>2.2</b> 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   |  |
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| Goals  | Expected Learning Outcomes   |
| <b>Successful students will meet the goals for <i>either</i> a Historical Studies (A) or Cultural Studies (B) course.</b>  | <b>Successful students are able to ...</b>   |
|  | <b>1.1A</b> Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.  |
|  | <b>1.2A</b> Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.   |
|  | <b>1.3A</b> 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.        |
| <b>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.</b> | <b>1.4A</b> Evaluate social and ethical implications in historical studies.  |
|  | <b>1.1B</b> Analyze and interpret selected major forms of human thought, culture, ideas or expression.   |
|  | <b>1.2B</b> Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. |
|  | <b>1.3B</b> 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.    |
| <b>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.</b>  | <b>1.4B</b> Evaluate social and ethical implications in cultural studies.  |
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| Foundations: Natural Sciences  |  |
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| Goals  | Expected Learning Outcomes   |
| <b>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.</b> | <b>Successful students are able to ...</b><br><br><b>1.1</b> Explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.         |
|  | <b>1.2</b> Identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.  |
|  | <b>1.3</b> Employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. |
| <b>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.</b>                          | <b>2.1</b> Analyze the inter-dependence and potential impacts of scientific and technological developments.  |
|  | <b>2.2</b> Evaluate social and ethical implications of natural scientific discoveries.   |
|  | <b>2.3</b> Critically evaluate and responsibly use information from the natural sciences.  |

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

| Foundations: Race, Gender and Ethnicity   |  |
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| Goals   | Expected Learning Outcomes   |
| <b>Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.</b> | <b>Successful students are able to ...</b>   |
|   | <b>1.1</b> Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.  |
|   | <b>1.2</b> Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. |
|   | <b>1.3</b> Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.  |
| <b>Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</b>  | <b>1.4</b> Evaluate social and ethical implications of studying race, gender, and ethnicity.   |
|   | <b>2.1</b> Demonstrate critical self- reflection and critique of their social positions and identities.  |
|   | <b>2.2</b> Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.   |
|   | <b>2.3</b> Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.   |

| Themes: General   |   |  |
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| Goals   | Expected Learning Outcomes  | Notes  |
| <b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b>  | <b>Successful students are able to ...</b>  |  |
|   | <p><b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.</p> <p><b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p> |  |
| <b>GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b> | <b>2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.   | <i>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 instructors design at least one assignment that demonstrates the cross-disciplinary nature of the thematic issues</i>  |
|   | <b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.            | <p><i>n.b. The one-class structure will require students enroll in one, 4 credit theme focused course that is either integrative, interdisciplinary, and team-taught by faculty members from two different disciplines or is otherwise integrative and includes both classroom instruction and one of the following additional modes of learning: community-based learning, study away, engagement in active research or creative practice, or is taught in a world language other than English.</i></p> <p><i>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 their perspective.</i></p> |

INTEGRATIVE Theme courses will be Intentional, Interactive, and Reflective. See report of HIP subcommittee.

## Goals and ELOS specific to each THEME

| Theme: Citizenship for a Just and Diverse World   |   |
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| Goals   | Expected Learning Outcomes  |
| <b>GOAL 1: <u>Citizenship</u>: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship."</b>  | <b>Successful students are able to ...</b>  |
|   | <b>1.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.<br><b>1.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. |
| <b>GOAL 2: <u>Just and Diverse World</u>: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies , both within the US and/or around the world.</b> | <b>2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.  |
|   | <b>2.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.   |

N.B. The Lived Environments theme is intended to enable students to explore issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals and groups occupy, and the relationship between humans and these environments. (adapted from ASCC Proposal for a Revised General Education Program, May 2019)

| Theme: Lived Environments   |  |
|---|--|
| Goals   | Expected Learning Outcomes   |
| <b>GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.</b> | <b>Successful students are able to ...</b>   |
|   | <b>1.1</b> Engage with the complexity and uncertainty of human-environment interactions.<br><b>1.2</b> Describe examples of human interaction with and impact on environmental change and transformation over time and across space. |
| <b>GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</b>  | <b>2.1</b> Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.   |
|   | <b>2.2</b> Describe how humans perceive and represent the environments with which they interact.   |
|   | <b>2.3</b> Analyze and critique conventions, theories, and ideologies that influence discourses around environments.   |

N.B. The Ohio State Sustainability Education and Learning Committee defines a “sustainability course” as one that “acknowledges the fundamental dependence of humans on earth and environmental systems and addresses one or more aspects of the interdependence of human and natural systems...” and focuses its view of these interactions of human-natural systems through at least one of the dimensions of sustainability: “environmental & earth systems; economy & governance; society & culture; engineering, technology & design; and health & well-being.”

The above Expected Learning Outcomes were drafted to align with that description. It is expected that all courses in this theme will address the interaction of humans and natural systems and one or more other dimension of sustainability.

| Theme: Sustainability   |   |
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| Goals   | Expected Learning Outcomes  |
| <b>GOAL: GOAL: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.</b> | <b>Successful students are able to ...</b><br><br>1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.    |
|   | 1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.             |
|   | 1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. |

N.B. The listed “[nine dimensions of wellness](#)” refer to the model developed in 2014 after an extensive focus group process, conducted by the Ohio State Center for the Study of Student Life. The Wellness Collaborative, a group of OSU student, faculty and staff, took the lead on crafting the dimensions and defining them based on feedback that received from various stakeholder groups.

Other elements of human health and wellbeing may certainly be included in courses that address this theme.

| Theme: Health & Wellbeing   |  |
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| Goal  | Expected Learning Outcomes   |
| <b>GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</b> | <b>Successful students are able to...</b><br>1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. |
|   | 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.  |



## Embedded Literacies

Goals and ELOs as reported by that committee on 12/4/19

| Data Analysis Literacy   |   |
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| Goal   | Expected Learning Outcomes  |
| <b>Successful students will meet the goals for <i>either</i> a Quantitative Data Analysis (A) or Qualitative Data Analysis (B) course.</b><br><br><b>Quantitative Data Analysis (A) Goal:</b><br><b>Successful students develop skills in drawing conclusions and critically evaluating results based on data.</b> | <b>Successful students are able to ...</b><br><br><b>1.1A</b> explain basic concepts of statistics and probability.<br><b>1.2A</b> apply methods needed to analyze and critically evaluate statistical arguments.   |
|  | <b>1.3A</b> recognize the importance of statistical ideas.  |
|  | <b>1.4A</b> evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects.   |
|  | <b>1.1B</b> explain the utility of different approaches to qualitative data analysis.<br><b>1.2B</b> apply key methods and tools in qualitative data analysis.<br><b>1.3B</b> interpret the results of qualitative data analysis to answer research question(s).<br><b>1.4B</b> evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects. |
| <b>Qualitative Data Analysis (B) Goal:</b><br><b>Successful students develop skills in drawing conclusions and critically evaluating results based on data.</b>  |   |

| Advanced Writing  |  |
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| Goal  | Expected Learning Outcomes   |
| <b>Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.</b> | <b>Successful students are able to ...</b><br><br><b>1.1</b> Investigate and integrate knowledge of the subject, context, and audience with knowledge of genres, conventions and rhetorical choices to advance a particular writing objective. |
|   | <b>1.2</b> Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.   |
| <b>Goal 2: Successful students apply knowledge of writing and research to specific contexts.</b>  | <b>2.1</b> Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.   |
|   | <b>2.2</b> Develop scholarly, creative, or professional products that are meaningful to them and their audience.   |
|   | <b>2.3</b> Evaluate social and ethical implications of writing and information literacy practices.   |

| Technology Literacy  |  |
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| Goal   | Expected Learning Outcomes   |
| <b>Goal: Successful students develop a critical appreciation of the relations between technologies and their contexts (social, cultural, and historical), and of the range of effects and consequences (legal, ethical, political) produced or enabled by particular technologies.</b> | <b>Successful students are able to ...</b>   |
|  | <b>1.1</b> Critically describe the relationships between technology and society in historical and cultural contexts. |
|  | <b>1.2</b> Recognize how technologies emerge and change.   |
|  | <b>1.3</b> Evaluate the social and ethical implications of technology.   |

| Bookends: Launch Seminar   |  |
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| Goals  | Expected Learning Outcomes   |
| <b>Goal 1: Develop an understanding of the purpose and structure of the GE.</b>  | <b>Successful students will be able to ...</b>   |
|  | 1.1 Describe the integrative nature of the structural elements of the GE.<br>1.2 Demonstrate comprehension of the purpose of the GE. |
| <b>Goal 2: Begin to develop critical skills and habits to navigate the academic environment.</b>   | 2.1 Use technology effectively to accomplish academic and personal goals.  |
|  | 2.2 Demonstrate basic familiarity with the ePortfolio system.  |
|  | 2.3 Critically consider implications of information and technology use.  |
| <b>Goal 3: Articulate students' academic and program goals and find opportunities to express those goals within the GE from various disciplinary perspectives.</b> | 3.1 Articulate one's academic identity, motivations, and curiosity.  |
|  | 3.2 Develop a plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives.     |

| Bookends: Reflection Seminar   |   |
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| Goals  | Expected Learning Outcomes  |
| <b>Goal 1: Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life by reflecting on a range of important modes of human thought, inquiry, and expression.</b> | <b>Successful students will be able to ...</b>  |
|  | 1.1 Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.<br>1.2 Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression. |
| <b>Goal 2: 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.</b>  | 2.1 Reflect on their developing intercultural competency.   |
|  | 2.2 Critically evaluate one's understanding and awareness of the global context, and to recognize opportunities to contribute to and shape the larger world.  |
| <b>Goal 3: Successful students will demonstrate skills and abilities needed for engaged citizenship, and personal and professional growth.</b>   | 3.1 Reflect on personal development in the areas of curiosity, imagination, adaptability, and intentionality in order to achieve personal and professional goals.   |
|  | 3.2 Critically evaluate on the skills needed to maintain personal wellbeing and resiliency.   |