**2007-2012 GENERAL EDUCATION CURRICULUM**

**LEARNING OUTCOMES**

*CORE SKILLS*

**Writing and Communication Skills**

The student will be able to:

* formulate a clear, arguable thesis
* develop the thesis in an organized fashion, with clearly formed paragraphs that unfold systematically
* provide well selected evidence in support of the thesis and conclusion that takes into account opposing points of view
* use standard diction, grammar and mechanics of English

**Critical Thinking skills (adapted from AACU Critical Thinking VALUE rubric)**

The student will be able to:

* Clearly state issue/problem, to be considered, delivering all relevant information
* Formulate a clear and imaginative position on the issue under discussion taking into account different points of view
* Argue a point of view or conclusion through the analysis and/or synthesis of evidence derived from external sources
* Analyze own and others’ assumptions
* Develop logical conclusions based on evidence

**Information Literacy skills**

The student will be able to:

* demonstrate a clear understanding of information needs and ability to search efficiently
* effectively evaluate information sources
* articulate credibility of sources
* use information ethically

**Quantitative Reasoning skills (adopted from AACU Critical Thinking VALUE rubric)**

The student will be able to:

* explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
* convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
* attempt and successfully completes all appropriate calculations
* make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
* make and evaluate important assumptions in estimation, modeling, and data analysis
* express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)

*PERSPECTIVES*

 • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the following:

* US Society
* Global History and Culture
* Self and Society
* Artistic
* Literary
* Logical/Philosophical
* Science

**Artistic (A)** - Students should have an awareness of artistic issues from a critical perspective.

**Global History and Culture (CG)** - Students should become familiar with the belief systems, history, and social dynamics of at least one non-Western society and be able to compare and contrast the society or societies with dominant patterns in the West.

**Literary (L)** - Students should have an introduction to the methods and concerns of literary analysis, complementing close reading with attention to historical context.

**Logical-Philosophical (LP)** – Students should have experience with a course that emphasizes analytic and/or philosophical reasoning, sometimes in conjunction with case studies, to examine fundamental questions of ethics, justice and epistemology.

**Natural Scientific (S) and Natural Scientific with Interactive Component (SI)** - Students should have an experience with the techniques and methodologies of science including an experience gathering and interpreting data.

**Self and Society (SS)** - Students should also (1) have an awareness of individual and societal issues as including, minimally, individual ethical and societal justice issues and (2) learn about theories and methods in the study of individual/social as well as comparative societal questions as they are related to race, ethnicity, class, and gender/sexual orientation. This Perspective will give due attention to the mutual influences of the local, the national, and the global.

**Perspectives on U.S. Society (H)** - Students should have a knowledge of selected events and key topics in the development of U.S. society and become familiar with the various tools and analytic approaches for the study of U.S. society.

*OTHER*

**300 level courses** - Students should have an experience in depth in a discipline other than their major. This requirement requires an upper division course in a department or program other than the student’s major. A prerequisite of one course that is not included in the course count may be required.