

General Studies Goals with Learning Outcomes

1. Effective writing and speaking skills

- The student can articulate and defend an informed position on a significant global issue. (GST 110 and GEO)
- The student can present (orally articulate) and defend an informed position on a significant global issue. (GST 110)
- The student articulates an understanding of his/her own writing process, including an ability to revise work, responding to peer, instructor, and/or Writing Center consultant feedback, as well as self assessments. (ENG 110)
- Student's work reflects a sophisticated understanding of the relationships between purpose, audience, and voice. (ENG 110)
- Students demonstrate an understanding of statistical concepts through oral or written exercise. (MTH 112)
- The student demonstrates the ability to be an effective and constructive participant in an academic discussion. (ART, ARH, FNA)
- The student can articulately explain chemical concepts based on laboratory data. (CHM)
- The student can present an informed position on a current scientific topic. (CHM)
- Student's work reflects sophisticated understanding of the relationships between purpose, focus (subject), and audience. (ENG LIT)
- Student's writing shows mastery of the conventions of grammar and style. (ENG LIT)
- The paper advances an argument that is appropriate to the assignment. (HST)
- The paper's thesis is clearly stated. (HST)
- The argument is logically consistent and carefully organized. (HST)
- The writing is clear, coherent, and free of grammatical and spelling errors. (HST)
- The student demonstrates an ability to cite sources appropriately. (HST)
- The student can communicate effectively with others about complex topics while acknowledging alternative perspectives and listening actively. (PHL)
- The student articulates and defends a position that effectively uses supporting evidence, is coherent, clear, and free from basic spelling and grammar errors. (POL)
- The argument is logically consistent and carefully organized. (REL)
- The student is able to appropriately select and document scholarly research to support his or her own ideas. (GST Seminar)
- The student is able to move beyond reportage of scholarly material into higher order thinking, such as in synthesizing, analyzing or taking a position about interdisciplinary ideas. (GST Seminar)
- The student demonstrates the ability to present material orally in a way that is appropriate for the intended audience. (GST Seminar)

- The student demonstrates the capacity to be an effective and constructive participant in an academic discussion. (GST Seminar)

2. Complex quantitative reasoning skills.

- Students gather statistical results using technology. (MTH 112)
- Students can interpret the results of 2a in a clear and coherent manner. (MTH112)
- The student demonstrates the ability to utilize chemical conversion techniques, including stoichiometry. (CHM)
- The student demonstrates the ability to use physical properties to determine chemical identity. (CHM)
- The student can analyze and explain the behavior of programs involving the fundamental programming constructs of Java. (CSC)
- The student can modify and expand short programs that use standard conditional and iterative control structures and methods. (CSC)
- The student can design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and the definition of methods. (CSC)
- The student can choose appropriate conditional and iteration constructs for a given programming task. (CSC)

3. Information literacy skills

- The student can synthesize and correctly document information from varied, credible sources to produce a college-level, academic research project. (GST 110)
- The student is able to support his/her own ideas by selecting, using, and properly documenting relevant and credible resources. (ENG 110)
- The student can explore and synthesize information from varied, credible sources to produce a college-level response. (ART, ARH, FNA)
- The student can use Java to implement, test, and debug algorithms for solving simple problems. (CSC)
- The student can use class browsers and related tools during the development of applications using APIs. (CSC)
- Student's work demonstrates accurate use and careful and critical synthesis of primary and secondary texts. (ENG LIT)
- The paper demonstrates the author's ability to locate books and journal articles in our library or elsewhere. (HST)
- The paper demonstrates the ability to distinguish between sources that are appropriate for scholarly use and those that are not considered scholarly sources. For printed sources, this involves going beyond encyclopedias or other general reference aids. For online sources, it means the student can distinguish between peer-reviewed sources that are available online (which are appropriate for scholarly use) and unrefereed web sites (which may not be appropriate as scholarly sources). (HST)

- The paper demonstrates the ability to distinguish between primary and secondary sources. (HST)
- The student will demonstrate proficiency in writing all major and minor scales, triads within the scales, leading to four-part writing. (MUS)
- The student assembles credible information from multiple sources and incorporates them into their assignment in such a way that moves beyond simple citation and reflects an understanding of how information supports the response. (POL)
- The student is able to support his/her own ideas by selecting, using and properly documenting relevant and credible resources. (REL)

4. The capacity to view issues from other cultural perspectives

- The student can articulate the perspective of another culture on an issue or event. (GST 110)
- Students will understand the importance of culture in human services. Specifically, students will become aware of how their own cultural heritage influences service delivery. (HSS)
- Students will identify specific cultural factors that lead to differences in perspective between at least two distinct cultures. (SOC)
- Students will analyze their own views on a specific issue and compare them with the views of multiple stakeholders in a different culture. (SOC)
- An understanding as to how music was influenced by political turmoil, the Vietnam War and the civil rights movement. (MUS)
- The student can discuss how religions and religious practices shape and are shaped by their cultural contexts. (REL)
- Students can name and describe two cultural practices of the culture(s) of their target language. (FLA)
- Students can articulate the perspectives of their target culture(s) on an issue or event. (FLA)
- Students can describe two products of the culture(s) of their target language and demonstrate an understanding of the relationship between those products and the perspectives of the culture(s) studied. (FLA)
- Identify specific historical and social factors that cause differences in perspectives in hegemonic and non-hegemonic cultures. (ENG ADV)

5. The ability to communicate effectively with people from other nations and cultures

- Students can engage in a short, simple, social conversation in their target language (1-2 minutes) with few major grammatical errors. (FLA)
- Using the present tense, students can write a simple letter to a native speaker from their target language with few major grammatical or semantic errors. (FLA)
- Students can present orally or in writing factual information about their target culture(s) in their target language. (FLA)

- 6. An understanding of their interconnectedness with other people and the environment, as well as their responsibility to both**
- Students can articulate their own sense of community, outlining their connection and responsibility as global citizens. (GST 110)
 - The student can discuss with scientific accuracy the impacts of human activities on fundamental ecological processes and services. (GST 110)
 - The student will be able to identify and apply key issues regarding their responsibility to others and/or the environment. (HED 111)
 - The student can demonstrate basic scientific literacy related to biology-related issues. (BIO)
 - That students understand the ethics of cloning for biomedical research and the future potential for curing genetic or environmentally caused defects in humans.(BIO)
 - Students can apply the potential effects of some of their decisions, either personal or as an electorate, concerning our planet, and what that means for essential ecosystem functions. (BIO)
 - Students understand the impacts of humans on the biosphere and are able to evaluate evidence regarding those impacts. (BIO)
 - Students will understand prominent human service models and apply the core concepts to their service learning experience. (HSS)
 - Students understand the primary cause of global climate change and what they personally can do to reduce the problem. (SCI)
 - Students will apply sociological theories to explain particular patterns of human behavior that have led to environmental degradation and restoration. (SOC)
 - Students will analyze the specific effects of globalization on world-wide human interconnectedness from their own personal experiences. (SOC)
 - Students will clearly define the interconnectedness of various social institutions, and how change in one leads to change in the others. (SOC)
 - Students will predict how patterns of human behavior will be affected by the interconnectedness of globalization in the future, and how those patterns will affect the environment and their own personal role in that process. They should also be able to predict future effects on the environment of various patterns of human behavior as those patterns are affected by the interconnectedness of globalization and examine their own role in that process. (SOC)
 - Identify specific environmental and cultural factors that help students to develop and understand their interconnectedness to the environment and to others. (ENG ADV)
- 7. A mature understanding of how knowledge is constructed through academic inquiry within and across disciplines**
- Investigate and apply reputable research related to lifestyle choices. (HED 111)

- The student can demonstrate an understanding of the steps of a scientific investigation. (BIO)
- Student use a variety of skills practiced in a variety of disciplines (e.g., art, English composition, science) to complete a project. (BIO)
- Students learn the importance of evidence and the kinds of evidence that can be used to support a hypothesis. (BIO)
- The student can implement algorithms to solve problems from various fields including natural sciences, art and mathematics (CSC)
- To understand not only the music of a specific musician but also the historical context that musician lived within. (MUS)
- The student demonstrates appreciation of the need for interdisciplinary collaboration on problems basic to the human condition. (PHL)
- The student demonstrates the ability to make a scientific inference based on data. (SCI)
- The student demonstrates the ability to make sense of and integrate concepts from more than one discipline or field. (GST Seminar)
- The student demonstrates the critical thinking dispositions of open-mindedness and tolerance for ambiguity. (GST Seminar)

8. The intellectual curiosity essential to life-long learning

- The student's work demonstrates the ability to independently pose and explore sophisticated and substantial questions. (ART, ARH, FNA)
- The student can independently apply biology content knowledge toward their own future. (BIO)
- Students apply the scientific method in an experiment using termites and different inks we supply. Students decide upon a hypothesis to be tested, and then design their own experiment to test it. (BIO)
- Students learn to research a controversial topic and collect evidence to support their arguments for one side of the issue. In groups, students present this research and respond to counter-arguments offered by the rest of the class. (BIO)
- The student demonstrates the ability to discuss and explore contemporary scientific issues. (CHM)
- Students go beyond basic requirements in course assignments, extending work based on own initiative. (CSC)
- Students ask questions or engage professor beyond basic clarification of course material. (CSC)
- Student's work demonstrates the ability to independently pose and explore interpretive and evaluative questions. (ENG LIT)
- The student exercises socially engaged, responsible, and persistent interest in discovering facts, solutions, and new understanding. (PHL)
- Students will construct high quality, museum-like science demos that capture the attention of 5th graders and convey scientific concepts accurately. (SCI)

- The student demonstrates intellectual curiosity by going beyond the basic requirements in executing course assignments, extending the work on his/her own initiative. (GST Seminar)

9. Ethical decision-making skills to promote the common good

- The student can use an ethical framework to approach and address a variety of global issues, recognizing strengths and weaknesses. (GST 110)
- The student can identify ethical issues that arise in software development and determine how to address them technically and ethically. (CSC)
- The student can effectively promote the common good through use of ethical decision-making skills. (GST Seminar)
- The student can effectively utilize deductive and inductive reasoning to promote the common good through use of ethical decision making skills. (GST Seminar)

10. A vital and integrated sense of self: mind, body and spirit

- The student will be able to describe, interpret and/or apply that their health is related to their mind, their body and their spirit. (HED 111)
- Students will understand the necessity for self-awareness and self-reflection and how it impacts all levels of human services. (HSS)