**GENERAL EDUCATION OUTCOMES CHECKLIST**

**Checklist for Group IA (English Composition)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Oral Communication**  | Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.  |   |
| **5. Understanding the Human World**  | Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time  |   |
| **6. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted  |   |
| **7. Knowledge of the Human Experience**  | Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.  |   |
| **8. Emerging and Enduring Global Issues**  | Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.  |   |
| **9. Inclusion and Diversity**  | Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives  |   |
| **10. Intercultural Competence**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts  |   |

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**Checklist for Group IB (Literature)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Oral Communication**  | Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.  |   |
| **5. Understanding the Human World**  | Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time  |   |
| **6. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted  |   |
| **7. Knowledge of the Human Experience**  | Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.  |   |
| **8. Emerging and Enduring Global Issues**  | Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.  |   |
| **9. Inclusion and Diversity**  | Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives  |   |
| **10. Intercultural Competence**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts  |   |

Page Break**Checklist for Group II A/B (History)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Understanding the Human World**  | Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time  |   |
| **5. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted  |   |
| **6. Knowledge of the Human Experience**  | Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.  |   |
| **7. Emerging and Enduring Global Issues**  | Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.  |   |
| **8. Inclusion and Diversity**  | Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives  |   |
| **9. Intercultural Competence**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts  |   |
| **10. Intellectual Curiosity**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.  |   |

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**Checklist for Group III A (Humanities)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Oral Communication**  | Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context  |   |
| **5. Understanding the Human World**  | Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time  |   |
| **6. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted  |   |
| **7. Knowledge of the Human Experience**  | Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.  |   |
| **8. Emerging and Enduring Global Issues**  | Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.  |   |
| **9. Inclusion and Diversity**  | Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives  |   |
| **10. Intercultural Competence**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts  |   |

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**Checklist for Group III B (Social Science)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Understanding the Human World**  | Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time  |   |
| **5. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted  |   |
| **6. Knowledge of the Human Experience**  | Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.  |   |
| **7. Emerging and Enduring Global Issues**  | Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.  |   |
| **8. Inclusion and Diversity**  | Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives  |   |
| **9. Intercultural Competence**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts  |   |

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must

be a measurable way to evaluate whether the student has met the outcome.

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| **☐** **Civic and** **Community Engagement**  | Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify underlying public policy.  |   |
| **☐** **Environmental Sustainability**  | Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.  |   |
| **☐** **Ethical Reasoning**  | Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.  |   |
| **☐** **Intellectual Curiosity**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.  |   |

**Checklist for Group IVA (Natural Lab Science)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Oral Communication**  | Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context  |   |
| **5. Quantitative Reasoning**  | Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations)  |   |
| **6. Scientific Reasoning**  | Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions  |   |
| **7. Understanding the Human World**  | Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time.  |   |
| **8. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.  |   |
| **9. Knowledge of the Human Experience**  | Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.  |   |
| **10. Knowledge of the Physical World**  | Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.  |   |
| **11. Emerging and Enduring Global Issues**  | Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably  |   |
| **12. Inclusion and Diversity**  | Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives  |   |
| **13. Intercultural Competence**  | Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a   |   |
|    | variety of cultural and linguistic contexts that build and enhance relationships.  |   |

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must

be a measurable way to evaluate whether the student has met the outcome.

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| **☐** **Civic and** **Community Engagement**  | Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify underlying public policy.  |   |
| **☐** **Environmental Sustainability**  | Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.  |   |
| **☐** **Ethical Reasoning**  | Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.  |   |
| **☐** **Intellectual Curiosity**  | Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.  |   |

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**Checklist for Group IVB (Natural Science, Math, Computer Science)**

**and**

**IV C (Math)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Quantitative Reasoning**  | Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations)  |   |
| **5. Scientific Reasoning**  | Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions  |   |
| **6. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.  |   |
| **7. Knowledge of the Physical World**  | Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.  |   |

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must be a measurable way to evaluate whether the student has met the outcome.

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| **☐** **Civic and** **Community Engagement**  | Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify underlying public policy.  |   |
| **☐** **Environmental Sustainability**  | Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.  |   |
| **☐** **Ethical Reasoning**  | Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.  |   |
| **☐** **Emerging** **and Enduring** **Global Issues**  | * Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.

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| **☐** **Intellectual Curiosity**  | * Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
 |   |
| **☐** **Inclusion and Diversity**  | * Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.
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| **☐** **Intercultural Competence**  | * Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.
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**Checklist for Group V (Lifelong Fitness and Wellness)**

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

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| **STUDENT LEARNING GOAL -** General Education student learning goals  | **OUTCOMES -** Specific knowledge or skills students develop through their experience  | **ASSESSMENT –** Measurable way to evaluate whether the student met the outcome  |
| **1. Critical Thinking and Reasoning**  | Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.  |   |
| **2. Effective Reading**  | Students will be able to extract and construct meaning by interacting with written language.  |   |
| **3. Information Literacy**  | Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically  |   |
| **4. Quantitative Reasoning**  | Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations)  |   |
| **5. Scientific Reasoning**  | Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions  |   |
| **6. Understanding the Human World**  | Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time.  |   |
| **7. Written Communication**  | Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.  |   |
| **8. Knowledge of the Human Experience**  | Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.  |   |
| **9. Knowledge of the Physical World**  | Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.  |   |
| **10. Emerging and Enduring Global Issues**  | Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably  |   |
| **11. Personal Health and Wellness**  | Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.  |   |

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must

 be a measurable way to evaluate whether the student has met the outcome.

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| **☐** **Intellectual Curiosity**  | * Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
 |   |
| **☐** **Inclusion and Diversity**  | * Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.
 |   |
| **☐** **Intercultural Competence**  | * Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.
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 |   |