



List of General Education Objectives by Requirement and Category

Exploration:

Humanities and Arts

- Demonstrate knowledge of a course topic including the historical, social, cultural, and/or philosophical contexts, including how these questions have been addressed from the perspective of a given academic discipline.
- Understand that texts and/or objects can be critically interpreted in different ways, and develop an ability to marshal evidence to support an interpretation.
- Produce humanistic or artistic work with subject-appropriate skills, goals, and understandings of historical and cultural contexts.
- Demonstrate an ability to critically analyze texts, works of art, and/or visual objects, with understanding, precision, and insight into the works and their contexts.

Social Science

- Demonstrate understanding about individual and/or group behavior in a variety of societies and contexts.
- Demonstrate understanding about how political, social, cultural, or economic dimensions function in a variety of societies and contexts.
- Recognize, through practice and application, the advantages and challenges of applying the scientific method in the social sciences.
- Understand the role of theory in guiding social science research and knowledge acquisition and accumulation.
- Recognize a variety of methods, qualitative and quantitative, (e.g. interviews, statistics, experiments, textual analysis) for evaluating and developing theories, and/or critiquing and advancing bodies of knowledge.

Natural Science

- Use measurements of the natural world to draw evidence-based conclusions.
- Develop and/or use models to analyze data and predict outcomes.
- Describe the natural world using explanatory knowledge.
- Generate hypotheses or predictions about the natural world and human life.
- Apply scientific methodologies to test hypotheses or predictions about the natural world and human life.

Quantitative Reasoning

- Describe ideas mathematically.

- Demonstrate competency using one of the following: algorithms; programming; formal rules of inference or inductive reasoning; or statistical inference.
- Employ computational thinking (decomposition, pattern recognition, abstraction, and algorithms) to approach complex problems.
- Undertake quantitative analysis of data.
- Communicate data analysis results effectively.
- Appropriately apply mathematical tools to model social, scientific or cultural phenomena.
- Recognize the limits of data analysis.
- Recognize the limits of quantitative modeling.
- Construct an argument properly using symbolic language.
- Apply quantitative reasoning to select appropriate models of phenomena or data analysis.
- Measure, manage, and manipulate complex data sets.

Expression and Communication:

First Year Writing (ECAS)

- Compose texts in multiple genres, using multiple modes with attention to rhetorical situations.
- Summarize, analyze, synthesize, and evaluate the ideas of others.
- Understand and practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection.

First Year Writing (Oxford)

- Adapt reading strategies for a diverse range of texts, attending to the purpose and context of both the reader and writer.
- Ask meaningful questions about writing situations and unfamiliar genres using rhetorical concepts such as audience, purpose, exigence, situation, and community.
- Make purposeful choices about multiple dimensions of writing such as argument, organization, evidence, language, and design.
- Locate, evaluate, and integrate research sources ethically and fittingly for a writing purpose.

First Year Seminar (ECAS)

- Contribute to the seminar's inquiry through oral discussion of texts and materials.
- Adapt to and critically evaluate formal and informal speaking situations and multiple audiences.
- Demonstrate awareness of ethical dimensions related to orally representing evidence and the work of others, and to communicating within and across communities.
- Use verbal and nonverbal resources and manage constraints to effectively communicate to a specified audience.

Discovery Seminary (Oxford)

- Engage in inquiry-based learning to begin to ask more meaningful questions, question and examine evidence more rigorously, and use evidence in argument more effectively.
- Expand their communication skills.
- Develop information literacy through engagement with the library and other appropriate resources.

Continuing Communication

- Use communication as a form of inquiry, invention, and reflection.
- Communicate effectively for specified audiences in more than one genre, medium, or mode, such as written, oral, or visual modes.
- Use formal communication to contribute to a conversation in a discipline, profession, or field of study.
- Demonstrate critical awareness of the ethical, rhetorical, and/or ideological dimensions of communicating within and across communities.

Building Community:

Race and Ethnicity

- Develop a critical awareness of how racial and ethnic antagonisms and inequality develop historically through individual, institutional, and cultural forces.
- Discern how racial and ethnic power dynamics shape and may be reflected in intellectual inquiry across disciplines.
- Recognize the ways in which race and ethnicity intersect with other group identifications or ascriptions, such as language, religion, class, ability, nationality, sexuality, age, and gender.
- Adopt tools to communicate more effectively and respectfully with others from various racial and ethnic perspectives.

Intercultural Communication

- Advance in their knowledge and competence of a language other than English.
- Recognize different ways of understanding the world by gaining competence across languages and cultures.
- Connect expressive practices, products, and perspectives to the cultural and extra-linguistic factors that shape them.
- Compare ways in which different communities, including their own, see and interpret the world through languages and cultures.

Experience and Application:

- Engage in hands-on activities and experiences of significant duration and depth that draw upon knowledge and skills from their undergraduate program.
- Identify and adhere to the ethical standards for the experiential area.

- Work with partners to apply critical thinking, analysis, synthesis, evaluation, and complex problem solving to “real world” situations (specific examples are included below).
- Reflect on the ways the experience builds on and contributes to their educational experience, identify new skills and/or knowledge they gained in this experience, as well as new areas of knowledge they need to acquire in subsequent coursework.