

List of General Education Student Learning Outcomes (GESLOs)

Foundations

1. Writing Foundations

The writing knowledge foundation area prepares students to demonstrate:

- *knowledge of the elements, writing processes and organizing strategies for creating analytical and expository prose*
- *effective rhetorical strategies appropriate to the topic, audience, context and purpose*

[For alternative ways of meeting this requirement, see the Writing Requirements section that follows the listing of general education area courses]. Students must earn at least a 2.0 in WRT 160 to meet the Writing Foundations requirement.

2. Formal Reasoning

The formal reasoning area prepares students to demonstrate:

- *knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics or logic*
- *application of formal reasoning to read, understand, model and solve problems across a variety of applications*

Explorations

3. Arts

The Arts area prepares students to demonstrate:

- *knowledge of cultural or historic artistic traditions in visual, auditory, movement, theatrical or cinematic art*
- *knowledge of the role of art as critical commentary on society and as an aesthetic expression of experience*

4. Foreign Language and Culture

The Foreign Language and Culture area prepares students to demonstrate:

- *knowledge of a foreign language and culture*

- *knowledge of linguistic and cultural diversity and the contributions of such diversity to the global society*

5. Global Perspective

The Global Perspective area prepares students to demonstrate:

- *knowledge of the environments, political systems, economies, societies and religions of one or more regions outside the United States and awareness of the transnational flow of goods, peoples, ideas and values*
- *knowledge of the role that different cultural heritages, past and present, play in forming values in another part of the world, enabling the student to function within a more global context*

6. Literature

The Literature area prepares students to demonstrate:

- *knowledge of how literature is an expression of culture*
- *knowledge of literary form*

7. Natural Science and Technology

The Natural Science and Technology area prepares students to demonstrate:

- *knowledge of major concepts from natural science or technology, including developing and testing of hypotheses, drawing conclusions, and reporting of findings and some laboratory experience or an effective substitute*
- *how to evaluate sources of information in science or technology*

8. Social Science

The Social Science area prepares students to demonstrate:

- *knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies*
- *application of concepts and theories to problems involving individuals, institutions, or nations*

9. Western Civilization

The Western Civilization area prepares students to demonstrate:

- *knowledge of the historical events and/or philosophical ideas of European or American culture*
- *knowledge of how Western ideas or institutions have evolved over time*

Integration

10. Knowledge Applications

The Knowledge Applications area prepares students to demonstrate:

- *how knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications*
- *knowledge of the personal, professional, ethical, and societal implications of these applications*

NOTE: Course must be outside the student's major rubric. Also, there must be a prerequisite Knowledge Explorations course.

Capstone

The Capstone course prepares students to demonstrate:

- *appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise*
- *the ability to integrate the knowledge learned in general education and its relevance to the student's life and career*

Writing Intensive

Writing Intensive in General Education (WIGE) Writing Intensive in the Major (WIM)

These are the eight (8) elements of a writing intensive course:

1. PREREQUISITE AND CROSS-CUTTING CAPACITY:

Completion of the university writing foundation requirement must be a prerequisite of the course. Effective Communication must be noted on the syllabus as a crosscutting capacity for the course.

2. PERCENTAGE OF WRITING IN STUDENT'S GRADE:

One-third of a student's grade must be based on assignments requiring substantive writing (papers, projects, reports, etc.).

3. MORE THAN ONE WRITING FORMAT:

Writing should be integrated into the course requirements through more than one means. Some examples are written papers, laboratory reports, abstracts, quizzes, examinations, journals, ungraded writing assignments, writing during

class, and writing in small groups. Examinations alone are not enough, even though they may include essay questions.

4. CRITICAL INQUIRY:

The writing process and the writing assignments should emphasize critical inquiry, including gathering, interpreting, and evaluating information appropriate to the area of study.

5. EVALUATION FOR BOTH FORM AND CONTENT:

Written work should be evaluated for format, organization, style, grammar, and punctuation as well as content.

6. DRAFT/FEEDBACK/REVISION:

At least one writing assignment should involve revision after the instructor has provided feedback on a first draft.

7. ASSIGNMENT OF 500 OR MORE WORDS:

At least one writing assignment should be an out-of-class or lab assignment of at least 500 words.

8. TOTAL AMOUNT OF WRITING:

Writing assignments may vary in number and length, but should add up to a minimum of 10 pages or 2500 words over the semester.

U.S. Diversity

U.S. Diversity prepares the student to demonstrate:

- *knowledge of how diverse value systems and societal structures in the United States are influenced by at least two of the following: race, gender, ethnicity identify major challenges and issues these raise in society.*