

GENERAL EDUCATION LEARNING OBJECTIVES

The General Education curriculum will enable students to acquire skills, knowledge, and experiences for living in interconnected contexts, so they can contribute to making life better for others, themselves, and the world. General Education encompasses the breadth of knowledge involving the major intellectual and aesthetic skills and achievements of humanity. This must include understanding and appreciation of the pluralistic nature of knowledge epitomized by the natural sciences, quantitative skills, social and behavioral sciences, humanities, and arts. To achieve and share such an understanding and appreciation, skills in self-expression, quantitative analysis, information literacy, and collaborative interaction are necessary. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. General Education, in essence, aims to cultivate a knowledgeable, informed, literate human being.

An effective General Education curriculum shall facilitate teaching and learning through seven key objectives:

Effective Communication

The ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

Key Literacies

The ability to identify, interpret, create, communicate, and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

Critical and Analytical Thinking

The habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Integrative Thinking

The ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Creative Thinking

The capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

Global Learning

The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

Social Responsibility and Ethical Reasoning

The ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.