General Education Frameworks and Learning Outcomes
Examples

Table of Contents:

• University System of Georgia..................................................2
• University of Kentucky.........................................................7
• University of Maryland.........................................................9
• University of Massachusetts-Amherst.................................17
• State University of New York..............................................20
Every institution in the USG will have a core curriculum of precisely 42 semester hours and an Area F of precisely 18 hours.

<table>
<thead>
<tr>
<th>Area</th>
<th>Area Name</th>
<th>Description</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Communication Outcomes</td>
<td>Courses that address learning outcomes in writing in English</td>
<td>At least 6 hours</td>
</tr>
<tr>
<td>A2</td>
<td>Quantitative Outcomes</td>
<td>Courses that address learning outcomes in quantitative reasoning</td>
<td>At least 3 hours</td>
</tr>
<tr>
<td>B</td>
<td>Institutional Options</td>
<td>Courses that address general education learning outcomes of the institution’s choosing</td>
<td>At least 3 hours</td>
</tr>
<tr>
<td>C</td>
<td>Humanities, Fine Arts, and Ethics</td>
<td>Courses that address learning outcomes in humanities, fine arts, and ethics</td>
<td>At least 6 hours</td>
</tr>
<tr>
<td>D</td>
<td>Natural Science, Mathematics, and Technology</td>
<td>Courses that address learning outcomes in the natural sciences, mathematics, and technology.</td>
<td>At least 7 hours. At least 4 of these hours must be in a lab science course.</td>
</tr>
<tr>
<td>E</td>
<td>Social Sciences</td>
<td>Courses that address learning outcomes in the social sciences</td>
<td>At least 6 hours</td>
</tr>
<tr>
<td>F</td>
<td>Lower-Division Major Requirements</td>
<td>Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.</td>
<td>18 hours</td>
</tr>
</tbody>
</table>
Each institution’s Areas A–E will include three additional requirements.

1) Areas US (US Perspectives) and 2) GL (Global Perspectives) Learning Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Perspectives</td>
<td>Courses that address learning outcomes focused on the United States of America.</td>
</tr>
<tr>
<td>Global Perspectives</td>
<td>Courses that address learning outcomes focused on countries other than the United States of America</td>
</tr>
</tbody>
</table>

3) CT (Critical Thinking) Learning Goal
Each institution must have a core curriculum CT plan to ensure that students who complete Areas A–E attain learning outcomes regarding foundational critical thinking skills. Institutions are encouraged to be innovative in their CT plans.

Options include but are not limited to the following:

- Designating a course or courses in Areas A–E as CT courses and requiring that as they are fulfilling the Area A–E requirements, every student must take at least one CT course.
- Requiring students to develop a CT portfolio composed of materials from assignments in Area A–E courses. This portfolio would then be evaluated by designated faculty.
- Requiring that students earn a particular score on a nationally recognized critical thinking test (e.g., the California Critical Thinking Skills Test, the Analytical Writing Section of the GRE General Test, the SAT Writing test).

**Learning Outcomes**

www.usg.edu/academic_affairs_handbook/section2/handbook/2.4_core_curriculum/

USG outlines general education learning goals that serve as guides for each institution to develop its own general education learning outcomes. Each institution is required to develop one or more learning outcomes for each learning goal. Instead of presenting the learning goals with descriptions or specific required outcomes, examples of learning outcomes that would fall under each learning goal are provided. The academic advisory committees will specify learning outcomes for each Area F.
Learning Goal A1: Communication Outcomes
Examples of learning outcomes that would forward this goal:

- Students produce well-organized communication that meets conventional standards of correctness, exhibits an appropriate style, and presents substantial material.
- Students communicate effectively using appropriate writing conventions.
- Students have the ability to assimilate, analyze, and present in oral and written forms, a body of information.
- Students have the ability to adapt communication to circumstances and audience.
- Students have the ability to interpret content of written materials on related topics from various disciplines.
- Students demonstrate an understanding of what constitutes plagiarism and acknowledge the use of information sources.

Learning Goal A2: Quantitative Outcomes
Examples of learning outcomes that would forward this goal:

- Students have a strong foundation in mathematical concepts, processes, and structure.
- Students effectively apply symbolic representations to model and solve problems.
- Students have the ability to model situations from a variety of settings in generalized mathematical forms.
- Students have the ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic forms while solving a variety of problems.
- Students have the ability to solve multiple-step problems through different (inductive, deductive, and symbolic) modes of reasoning.

Learning Goal B: Institutional Options
System institutions may develop additional learning goals (and their associated outcomes) that fit their respective missions. Examples of possible additional goals include: collaboration, technology, ethics, civic responsibility and/or civic engagement, and service learning.

Learning Goal C: Humanities, Fine Arts, and Ethics
Examples of learning outcomes that would forward this goal:

- Students can compare and contrast the meaning of major texts from both Western and non-Western cultures.
- Students recognize themselves as participants in a particular culture and see how this affects their experiences and values.
- Students have the ability to make informed judgments about art forms from various cultures including their own culture.
• Students have the ability to recognize the fine arts as expressions of human experience.
• Students have the ability to critically appreciate historical and contemporary fine art forms as they relate to individual and social needs and values.
• Students have the ability to apply knowledge of historical, social, and cultural influences to understanding a work of art.
• Students recognize that an ethical issue is present and can distinguish ethical choices from mere self-interest.
• Students are aware of the ways that culture shapes ethical views and can critically evaluate those views.

Learning Goal D: Natural Sciences, Mathematics, and Technology
Examples of learning outcomes that would forward this goal:

• Students have the ability to understand the physical universe and science’s relationship to it.
• Students have the ability to understand the changing nature of science.

Learning Goal E: Social Sciences
Examples of learning outcomes that would forward this goal:

• Students have the ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change.
• Students have the ability to articulate the complexity of human behavior as a function of the commonality and diversity within groups.

Learning Goal I: US Perspectives
Examples of learning outcomes that would forward this goal:

• Students understand the history of the U.S. and can see the effect of this history on contemporary culture.
• Students understand the importance of cultural diversity in the U.S.
• Students understand the constitutional principles and related political, social, and institutional developments and governmental processes fundamental to an understanding of American democracy and political participation, from colonial times to the present.

Learning Goal II: Global Perspectives
Examples of learning outcomes that would forward this goal:

• Students are engaged and informed global citizens, aware of global multicultural issues, and able to explain the differences among personal, social, political and economic decision-making processes at the state, federal and international levels of government.
• Students effectively explore the place of the U.S. in the diverse realm of societies across the globe.
• Students have communicative competence in a second language.
• Students recognize individual and cultural differences across the globe and demonstrate an ability to communicate and interact effectively across cultures.

**Learning Goal III: Critical Thinking**
Examples of learning outcomes that would forward this goal:

• Students are active, independent, and self-directed thinkers and learners who apply thinking skills and innovation to solve problems.
• Students confront ambiguous situations and go beyond traditional approaches to devise more useful and favorable solutions.
• Students effectively identify, analyze, evaluate, and provide convincing reasons in support of conclusions.
• Students have the ability to consider and accommodate opposing points of view.
• Students have the ability to interpret inferences and develop subtleties of symbolic and indirect discourse.
• Students have the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.
• Students have the ability to identify the audience, intent, value, and disciplinary perspective of potential sources of information.
### University of Kentucky

**General Education Framework**
http://www.uky.edu/GenEd/framework.html

<table>
<thead>
<tr>
<th>I. Intellectual Inquiry (one course in each area)</th>
<th>Number of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural/ Physical/ Mathematical</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Creativity</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Composition and Communication</th>
<th>Number of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition and Communication I (CIS or WRD 110)</td>
<td>3</td>
</tr>
<tr>
<td>Composition and Communication II (CIS or WRD 111)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Quantitative Reasoning (one in each area)</th>
<th>Number of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Foundations**</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Inferential Reasoning</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Citizenship (one course in each area)</th>
<th>Number of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community, Culture and Citizenship in the USA</td>
<td>3</td>
</tr>
<tr>
<td>Global Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
http://www.uky.edu/GenEd/outcomes.html

**I. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. [12 credit hours]**

Outcomes and Assessment Framework: Students will be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning. Curricular Framework Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.
II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [6 credit hours]

Outcomes and Assessment Framework: Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts. Curricular Framework Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]

Outcomes and Assessment Framework: Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption. Curricular Framework Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

IV. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. [6 credit hours]

Outcomes and Assessment Framework: Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Curricular Framework Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.
University of Maryland

General Education Framework
http://www.ugst.umd.edu/core/overview/WhatIs.html

The Fundamental Studies requirement:

- English Composition (6 credits, 2 courses)
- Mathematics (3 credits, 1 course)

Distributive Studies requirements:

- Humanities and the Arts (9 credits, 3 courses)
- Sciences and Mathematics (10 credits, 3 courses)
- Social Sciences and History (9 credits, 3 courses)
- Interdisciplinary and Emerging Issues (IE) (0 or 3 credits, 0 or 1 course)

Advanced Studies requirement:

- Must be outside major and taken after 60 credits (6 credits, 2 courses)

Human Cultural Diversity requirement:

- May also fulfill other requirements (3 credits, 1 course)

Learning Outcomes
http://www.ugst.umd.edu/core/LearningOutcome.htm

THE CORE CURRICULUM

After completion of CORE Program requirements students should be able to:

1. Demonstrate understanding of major findings and ideas in a variety of disciplines beyond the major;
2. Demonstrate understanding of methods, skills, tools and systems used in a variety of disciplines, and historical, theoretical, scientific, technological, philosophical, and ethical bases in a variety of disciplines;
3. Use appropriate technologies to conduct research on and communicate about topics and questions and to access, evaluate and manage information to prepare and present their work effectively to meet academic, personal, and professional needs;
4. Demonstrate critical analysis of arguments and evaluation of an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility;
5. Understand and articulate the importance and influence of diversity within and among cultures and societies;
6. Understand and apply mathematical concepts and models; and
7. Communicate effectively, through written and oral communication and through other forms as appropriate.

CORE categories include a broad range of courses with varying content, methodologies and goals. No one CORE course will address all of the Learning Outcome Goals listed for its category. Some courses may contribute to general education in important ways not directly covered by the learning outcomes listed. The proposal process allows faculty the flexibility to select from, modify and/or add goal statements as needed in order to capture the three to five most important general education contributions of their courses and to identify and conduct appropriate assessments. In such cases, the category goals listed below may serve as guidelines and examples while individual course goals may relate more closely to the broad outcome goals for the CORE Program.

This document will remain open to modification as the need arises.

Students achieve these broad CORE Program learning goals through the outcomes in each of the four CORE areas: Fundamental Studies, Distributive Studies, Advanced Studies, and Human Cultural Diversity.

I. FUNDAMENTAL STUDIES

Fundamental Studies build competence and confidence in basic writing and mathematics. Mastery of these basics enhances success both during and after college. Students begin fulfilling Fundamental Studies requirements in their first year at the University.

Introduction to Writing

The Fundamental Studies Introduction to Writing requirement prepares students with a foundational understanding of academic writing and the skills for success in further studies at Maryland and beyond.

Students should be able to:

1. Demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising;
2. Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions and how to evaluate its supporting evidence;
3. Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing;
4. Demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly; and
5. Use Standard Written English and edit and revise their own writing for appropriateness.
Mathematics

The Fundamental Studies Mathematics requirement prepares students with the mathematical understandings and skills for success in whatever majors they choose, as well as in everyday life.

Students should be able to:

1. Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them;
2. Represent mathematical concepts verbally, and, where appropriate, symbolically, visually, and numerically;
3. Use arithmetic, algebraic, geometric, technological, or statistical methods to solve problems;
4. Use mathematical reasoning with appropriate technology to solve problems, test conjectures, judge the validity of arguments, formulate valid arguments, check answers to determine reasonableness, and communicate the reasoning and the results; and
5. Recognize and use connections within mathematics and between mathematics and other disciplines.

Professional Writing

The Fundamental Studies Professional Writing requirement prepares students for the range of writing expected of them after graduation.

Students should be able to:

1. Analyze and address a variety of professional rhetorical situations;
2. Establish requisite authority and credibility through various forms of research;
3. Produce various standard kinds of professional writing and adapt materials from one kind to another;
4. Enhance the fluency and range of vocabulary and syntax with which to meet the requirements of different rhetorical situations; and
5. Demonstrate competence in Standard Written English.

II. DISTRIBUTIVE STUDIES

The Distributive Studies requirement introduces broad areas of learning in many disciplines. Through these courses, students explore different kinds of knowledge and the very nature of scholarship in the humanities, arts, natural sciences, mathematics, social sciences, and history. They also have the option of exploring interdisciplinary and emerging issues. Students generally pursue Distributive Studies in the first two years of their course work.

Humanities and the Arts
The History or Theory of the Arts (HA)

Students should be able to:

1. Investigate the role and value of art in human life and demonstrate an understanding of the significance of specific art forms to the cultures that create them and adopt them;
2. Describe specific processes by which works of painting, sculpture, architecture, music, dance, theatre, film, multi-media, or environmental art are created; describe general creative processes common to two or more of these media;
3. Interpret and analyze works of painting, sculpture, architecture, music, dance, theatre, film, multi-media, or environmental art;
4. Demonstrate the dependence of meaning upon cultural and historical context when analyzing works of art;
5. Compare and contrast one work of art with another or one medium with another to illuminate both; and
6. Use appropriate technologies to conduct research on and communicate about the history or theory of the arts and to access, evaluate, and manage information to prepare and present their work effectively.

Literature (HL)

Students should be able to:

1. Investigate the role and value of literature in human life and demonstrate an understanding of the significance of specific literary works or genres to the cultures that create them and adopt them;
2. Describe specific processes used to create works of literature; describe general creative processes common to two or more literary genres;
3. Interpret and analyze works of literature;
4. Demonstrate the dependence of meaning upon cultural and historical context when analyzing works of literature;
5. Compare and contrast one work of literature with another or one genre with another to illuminate both; and
6. Use appropriate technologies to conduct research on and communicate about literature and to access, evaluate, and manage information to prepare and present their work effectively.

Humanities: Language, Culture, and Philosophy (HO)

Students should be able to:

1. Investigate the variety of human culture and demonstrate an understanding of the ways in which cultures have changed;
2. Understand and employ a wide range of humanistic, qualitative, quantitative, theoretical, or philosophical methods for recording and explaining human experience;
3. Describe ways in which a given language reflects a way of thinking, cultural heritage, larger set of cultural values, or aspects of society;
4. Identify and assess their own and others' values; identify the underlying premises in their own and others' arguments; and
5. Use appropriate technologies to conduct research on and communicate about language, culture, and/or philosophy and to access, evaluate, and manage information to prepare and present their work effectively.

Sciences and Mathematics

Physical Sciences (PS and PL) and Life Sciences (LS and LL):

Students should be able to:

1. Use quantitative information and/or mathematical analysis to obtain sound results and recognize questionable assumptions;
2. Demonstrate understanding of the broad principles of science and the ways scientists in a particular discipline conduct research;
3. Make observations, understand the fundamental elements of experiment design, generate and analyze data using appropriate quantitative tools, use abstract reasoning to interpret the data and formulae, and test hypotheses with scientific rigor;
4. Understand how findings and ideas in science can be applied to explain phenomena and events and influence the larger society;
5. Understand the role that human diversity plays in the practice and history of science;
6. Communicate about science using appropriate oral and written means; and
7. Demonstrate proficiency in the collection, interpretation, and presentation of scientific data.

Mathematics and Formal Reasoning (MS):

Students should be able to:

1. Interpret and apply quantitative information and/or mathematical analysis to obtain sound results and recognize questionable assumptions;
2. Understand major concepts and their applications;
3. Analyze and interpret formulae and quantitative information using appropriate technologies and abstract reasoning;
4. Understand and articulate how findings and ideas can be applied to explain phenomena and impact the larger society; and
5. Communicate quantitative information, analyses, etc. through appropriate written and/or oral means.
Social Sciences and History

Social and Behavioral Sciences (SB)

Students should be able to:

1. Demonstrate knowledge of findings and theories in the social and behavioral sciences;
2. Demonstrate understanding of investigative methods used in the social and behavioral sciences;
3. Demonstrate critical thinking about arguments in the social and behavioral sciences and evaluate an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility;
4. Understand and articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures;
5. Demonstrate knowledge of how social science can be employed to: (a) analyze social change, (b) analyze social problems, and (c) analyze and develop social policies; and
6. Use appropriate technologies to conduct research on, and communicate about, social and behavioral sciences and to access, evaluate, and manage information to prepare and present their work effectively.

Social and Political History (SH)

Students should be able to:

1. Demonstrate knowledge of important findings and theories in social and political history;
2. Demonstrate understanding of investigative methods used in social and political history;
3. Demonstrate critical thinking about historical arguments and evaluate an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility;
4. Understand and describe change in history and historiography; and
5. Use appropriate technologies to conduct research on and communicate about social or political history and to access, evaluate, and manage information to prepare and present their work effectively.

Interdisciplinary and Emerging Issues

Interdisciplinary (IE)

Students should be able to:
1. demonstrate understanding of the interconnections of knowledge within and across disciplines;
2. delineate and describe connections among different disciplines as they apply to specific systems around a central focus;
3. draw on multiple, relevant fields of study to analyze and solve problems; and
4. use appropriate technologies to conduct research on and communicate about interdisciplinary studies and to access, evaluate, and manage information to prepare and present their work effectively.

Emerging Issues (IE)

Students should be able to:

1. demonstrate an understanding of the interconnections of knowledge and its connections to the past, present, and future developments and or issues;
2. delineate and describe the importance of studying and/or researching this/these emerging issue/s;
3. articulate understanding of ways in which information and knowledge are connected to past events or findings and recent developments; and
4. use appropriate technologies to conduct research on and communicate about emerging issues and to access, evaluate, and manage information to prepare and present their work effectively.

III. ADVANCED STUDIES

The Advanced Studies element of the CORE Program requires students to take two upper-level courses outside their major. With few restrictions, this requirement gives students great flexibility in selecting courses from the University's rich and varied upper-level offerings. The Advanced Studies requirement encourages students to build upon the strengths and interests they discovered in Distributive Studies courses or to explore areas of academic interest they have not yet pursued. The Advanced Studies requirement allows students to broaden their perspectives, acquire critical analysis skills in fields outside their major, and reflect on relationships between different views of the world.

If a student's major offers a CORE Capstone course, the student may substitute that course for one of the two required Advanced Studies courses. Academic departments create Capstone courses to serve their majors. Therefore, departmental, college and campus approval and review processes may be sufficient in a learning outcomes environment.

IV. HUMAN CULTURAL DIVERSITY

Human Cultural Diversity encourages students to learn about attitudes, cultures, and experiences different from their own. Students may complete the Cultural Diversity requirement at any time before graduation.
Students should be able to:

1. Investigate major issues and scholarly approaches related to diversity;
2. Analyze concepts and implications of diversity;
3. Demonstrate understanding of historical, cultural, social, or political conditions and the ways in which they influence the status, treatment, or accomplishments of at least one of the groups identified under the human cultural diversity requirement;
4. Articulate how diversity helps shape the role of the individual and the interconnections and relationships within and among groups across societies and cultures; and
5. Use appropriate technologies to conduct research on and communicate about diversity and to access, evaluate, and manage information to prepare and present their work effectively.
University of Massachusetts- Amherst

**General Education Framework**
http://www.umass.edu/gened/forStudents/requirements2010Later.html

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th># of courses required</th>
<th># of credits earned</th>
<th>Fulfiling the Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>2 courses</td>
<td>6 credits</td>
<td>One course (CW) or exemption (see Writing Program) and one upper level 3-credit course in your major department</td>
</tr>
<tr>
<td>Basic Mathematics</td>
<td>1 course</td>
<td>0-3 credits</td>
<td>One course (R1) or a passing score on the Tier 1 Math Exemption Exam</td>
</tr>
<tr>
<td>Analytic Reasoning</td>
<td>1 course</td>
<td>3 credits</td>
<td>One course (R2)</td>
</tr>
<tr>
<td>Biological &amp; Physical World</td>
<td>2 courses</td>
<td>8 credits</td>
<td>One course (BS) and one course (PS)</td>
</tr>
<tr>
<td>Social World</td>
<td>4 courses</td>
<td>16 credits</td>
<td>One course (AL/AT), one course (HS), one course (SB), and one course (AL, AT, SB, I, or SI)</td>
</tr>
<tr>
<td>Social &amp; Cultural Diversity</td>
<td>2 courses</td>
<td></td>
<td>One course focusing on UNITED STATES diversity (U, ALU, ATU, HSU, IU, or SBU) and one course focusing on GLOBAL diversity (G, ALG, ATG, HSG, IG, or SBG)</td>
</tr>
<tr>
<td>Integrative Seminar</td>
<td>1 course</td>
<td>3 credits</td>
<td>A variety of options will be offered during students' junior year.</td>
</tr>
</tbody>
</table>
GENERAL EDUCATION PURPOSE STATEMENT

The purpose of the General Education requirement is to stretch students’ minds, broaden their experiences, and prepare them for:

- Their college experiences and subsequent professional training
- Their careers and productive lives
- Community engagement and informed citizenship
- A diverse and rapidly changing world
- A lifetime of learning

The General Education curriculum does this by engaging students in:

- Fundamental questions, ideas, and methods of analysis in the humanities and fine arts, social sciences, mathematics, and natural and physical sciences;
- The application and integration of these methods of analysis to real world problems and contexts;
- Creative, analytical, quantitative, and critical thinking through inquiry, problem solving and synthesis;
- Pluralistic perspective-taking and awareness of the relationship among culture, self, and others;
- Understanding and evaluating the consequences of one’s choices and the implications of one’s actions.

- Opportunities to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and perspectives, including:
  - Communicating persuasively and effectively orally and in writing;
  - Working effectively and collaboratively (in groups, across perspectives);
  - Developing information and technological literacy

This Purpose Statement was developed by the General Education Task Force (2007-2009) and approved by the Faculty Senate in May 2009. It is a restatement of the original 1985 purposes and learning objectives of General Education.
The purposes of General Education can be organized within four learning outcome categories:

<table>
<thead>
<tr>
<th>Content</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Connections</th>
</tr>
</thead>
</table>
| • Fundamental questions, ideas, and methods of analysis in the humanities and fine arts, social sciences, mathematics, and natural and physical sciences | • Creative, analytical, quantitative, & critical thinking through inquiry, problem solving, & synthesis  
• Pluralistic perspective -taking and awareness of the relationship among culture, self, and others  
• Developing information and technological literacy** | • Communicating persuasively and effectively orally and in writing  
• Working effectively and collaboratively (in groups, across perspectives)**  
• Developing information and technological literacy** | • The application and integration of these methods of analysis to real world problems and contexts  
• Pluralistic perspective taking and awareness of the relationship among culture, self, and others**  
• Understanding and evaluating the consequences of one’s choices and the implications of one’s actions |

**objectives present in more than one Gen Ed category
State University of New York (SUNY)

General Education Framework
http://www.suny.edu/student/academic_general_education.cfm

Students must earn 30 credits in at least seven of the following ten subject areas, and demonstrate two competencies.

Areas:

- Basic Communication (required)
- Mathematics (required)
- American History
- Other World Civilizations
- Foreign Language
- Social Sciences
- Humanities
- The Arts
- Natural Sciences
- Western Civilization

Competencies:

- Critical Thinking (required)
- Information Management (required)

Learning Outcomes
http://www.suny.edu/provost/academic_affairs/LearningOutcomes.cfm

Knowledge and Skills Areas

1. MATHEMATICS

Students will demonstrate the ability to:

- Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
- Represent mathematical information symbolically, visually, numerically and verbally;
- Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
- Estimate and check mathematical results for reasonableness; and,
- Recognize the limits of mathematical and statistical methods.

2. NATURAL SCIENCES
Students will demonstrate:

- Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- Application of scientific data, concepts, and models in one of the natural sciences.

3. SOCIAL SCIENCES

Students will demonstrate:

- Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
- Knowledge of major concepts, models and issues of at least one discipline in the social sciences.

4. AMERICAN HISTORY

Students will demonstrate:

- Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
- Knowledge of common institutions in American society and how they have affected different groups; and
- Understanding of America’s evolving relationship with the rest of the world.

5. WESTERN CIVILIZATION

Students will:

- Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- Relate the development of Western civilization to that of other regions of the world.

6. OTHER WORLD CIVILIZATIONS

Students will demonstrate:

- Knowledge of either a broad outline of world history, or
- The distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.
7. HUMANITIES

Students will demonstrate:

- Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

8. THE ARTS

Students will demonstrate:

- Understanding of at least one principal form of artistic expression and the creative process inherent therein.

9. FOREIGN LANGUAGE

Students will demonstrate:

- Basic proficiency in the understanding and use of a foreign language; and
- Knowledge of the distinctive features of culture(s) associated with the language they are studying.

10. BASIC COMMUNICATION

Students will:

- Produce coherent texts within common college-level written forms;
- Demonstrate the ability to revise and improve such texts;
- Research a topic, develop an argument, and organize supporting details;
- Develop proficiency in oral discourse; and
- Evaluate an oral presentation according to established criteria.

Competencies

The following two competencies should be infused throughout the General Education program:

1. CRITICAL THINKING (REASONING)

Students will:

- Identify, analyze, and evaluate arguments as they occur in their own or other’s work; and
• Develop well-reasoned arguments.

2. INFORMATION MANAGEMENT

Students will:

• Perform the basic operations of personal computer use;
• Understand and use basic research techniques; and
• Locate, evaluate and synthesize information from a variety of sources.