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Student Learning Outcomes are bulleted statements below each Goal. Goal 2 includes disciplinary categories, each with their own student learning outcomes.

**Goal 1: Develop intellectual and practical skills**

- Demonstrate effective use of technologies appropriate to the task and discipline
- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Create persuasive and well-reasoned arguments that are appropriate to topic and purpose
- Communicate in speech with an awareness of audience, by using language conventions appropriate to the occasion and task
- Communicate in writing with an awareness of audience, by using language conventions appropriate to the occasion and task
- Analyze texts, sources, and argumentation, identify cause and effect relationships and recognize fallacies of argument
- Use and document sources and evidence in an ethical manner
- Apply mathematical techniques to the analysis of quantitative problems
- Communicate the mathematical process and results in text, graphics, and symbols
- Describe how the methods of science are used to generate new knowledge
- Use graphical, symbolic and statistical methods to organize, analyze and interpret data in a manner appropriate to the discipline.

**Goal 2: Explore essential knowledge, perspectives, and methods in Arts and Humanities, History, Social and Behavioral Sciences, and Natural and Physical Sciences**

**Arts and Humanities Student Learning Outcomes**

- Identify important examples of texts, creative works, artifacts, or problems in the discipline including the cultural context.
- Analyze texts(s), artifact(s), or problem(s) using a point of view informed by the critical or aesthetic perspectives appropriate to the discipline.

**History Student Learning Outcomes**

- Demonstrate knowledge of one or more of the following areas: U.S. History, World History, Western Civilization, Regional History, State and Local History, History of a Culture, People or Group.
- Illustrate the historical continuum either graphically or in narrative form through, for example, the use of time lines.

- Differentiate between historical facts and historical interpretations, and explain that historical interpretations may vary.
- Course selection criteria - must cover more than (or at least) a century.

### **Social and Behavioral Science Student Learning Outcomes**

- Describe the forms and impacts of geographical conditions or social, economic, financial, or political practices on the human experience using analytical methods appropriate to the field. (SBS I)
- Describe human behavior and the scope of human diversity using analytical methods appropriate to the field. (SBS II)

### **Natural and Physical Science Student Learning Outcomes**

- Describe the foundational knowledge and impacts of a field of science using analytical tools appropriate to the field.
- Use knowledge and observations to formulate hypotheses, identify relevant variables and design experiments to test hypotheses.
- Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific data.

### **Goal 3: Understand the global interconnectedness of diverse individuals, communities, and societies**

- Exhibit knowledge of one or more regions or countries outside the U.S. including aspects such as the historical, political, social, cultural, legal, or business contexts of these regions or countries.
- Describe the implications of global interdependence, including its impact on societies at levels such as governmental, technological networks, institutional, organizational, or individual.