COLLABORATION

Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time. People with a general education work collaboratively with others on both small and large projects. Effective collaborators are interdependent, interactive, accountable, and reflective. That is, they work interdependently within a group, interact productively with group members, demonstrate accountability for their own contributions to the work of the group, and reflect on the success of the group, including their own contributions and the contributions of others. As proposed here, collaboration is not simply putting students into groups or conducting group discussion within a single class period. The collaboration goal calls for structured learning activities that involve students actively, occur over a significant part of the semester, and provide for feedback from peers and instructors.

Students will be able to:
- Contribute to the development of shared goals within the group.
- Contribute their own knowledge and expertise to the group.
- Participate actively and responsibly in all group activities.
- Honestly assess their own contributions and the contributions of others.

CRITICAL AND CREATIVE THINKING

Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing. People with a general education think logically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subject to critical evaluation, which involves distinguishing information, judgment, and assumption; evaluating evidence and the logic of arguments; identifying and assessing differing perspectives and assumptions; and reasoning systematically in support of arguments.

Students will be able to:
- Assess differing perspectives and assumptions.
- Evaluate evidence and the logic of arguments.
- Formulate novel approaches or create alternative interpretations.

ETHICAL REASONING

Ethical reasoning is a decision-making process based on defining systems of value. People with a general education recognize ethical issues in a variety of settings and contexts, identify different systems of ethical reasoning (including disciplinary and professional ethical systems), and assess the consequences of those choices in different contexts. This enables them to understand and evaluate different systems of ethical reasoning.

Students will be able to:
- Recognize ethical issues when presented in a complex situation.
- Demonstrate their understanding of key concepts and principles underlying various systems of reasoning.
- Participate in activities that engage them in ethical reasoning.
- Demonstrate the ability to deal constructively with ambiguity and disagreement.
INFORMATION LITERACY

Information literacy is the process of locating, evaluating, and using multiple forms of information. People with a general education work with many forms of information: text, data, images, and multimedia. Becoming information literate is a multistep, iterative process that includes articulating the need for information, finding information efficiently, thinking critically about resources, managing the abundance of information available, using information ethically, synthesizing and incorporating information into one’s knowledge base, and creatively expressing and effectively communicating new knowledge.

Students will be able to:

- Develop a search plan that articulates the specific information needed.
- Execute a plan for accessing information using appropriate search tools.
- Evaluate the quality, usefulness, and relevance of the information.
- Communicate results ethically and appropriately.

INTEGRATION

Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations. People with a general education correlate and synthesize facts, basic concepts, and disparate knowledge for application within and beyond the campus to make sense of a variety of data and experiences, to address issues in a more effective way than can be accomplished from only one field of study or perspective, and to reflect on their own learning.

Students will be able to:

- Draw conclusions from examples, facts, and/or theories from more than one field of study or perspective.
- Adapt and apply skills, abilities, theories, or methods to explore complex issues in original ways.
- Effectively communicate synthesized knowledge in ways that are inclusive of diverse audiences and perspectives.
- Demonstrate self-reflection, building on prior experiences and responding to new and challenging contexts presented in the course.

ORAL COMMUNICATION

Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts. People with a general education are able to synthesize their knowledge of a subject with their speaking and listening skills to effectively craft a verbal presentation appropriate for a specific situation, purpose, and audience. They understand that effective verbal communication involves a dialogue between speaker and audience and use this knowledge for decision-making about the organization, development, and presentation of appropriate material. They understand that oral communication skills are essential for a knowledgeable speaker to inform, persuade, and inspire audiences.

Students will be able to:

- Develop content appropriate to the presentation goals.
- Organize the content in a logical manner appropriate for the intended audience.
- Demonstrate a range of effective formal and informal presentation skills.
- Demonstrate evidence of rehearsal through the verbal presentation.
**PROBLEM SOLVING**

Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals. People with a general education define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solutions.

Students will be able to:

- Construct clear and insightful problem statements that prioritize relevant contextual factors.
- Identify multiple approaches for solving the problem within the given context.
- Design and fully explain proposed solutions that demonstrate deep comprehension of the problem.
- Evaluate the feasibility of solutions considering aspects such as the historical context and ethical, legal, or practical impact of potential solutions.

**QUANTITATIVE LITERACY**

Quantitative literacy is a competency and comfort in working with numbers. People with a general education apply mathematical and statistical methods to solving problems in everyday life. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, and mathematical equations as appropriate).

Students will be able to:

- Interpret information appearing in the form of graphs, tables, numerical summaries, equations, and text.
- Evaluate underlying assumptions as necessary, recognizing that mathematical and statistical methods have limits.
- Solve problems using appropriate arithmetical, algebraic, geometric, or statistical techniques.
- Draw valid conclusions based on data analysis and critically evaluate conclusions made by others.

**WRITTEN COMMUNICATION**

Written communication is the practice of creating and refining messages that educated readers will value. People with a general education use thoughtful writing processes to develop effective written materials for a variety of audiences and purposes, entering larger discussions by using formats and conventions that are important to their readers.

Students will be able to:

- Develop content that is appropriate to the specific disciplinary or professional context.
- Organize written material to suit the purposes of the document and meet the needs of the intended audience.
- Express ideas using language that meets the needs and expectations of the intended audience.
- Use conventions of grammar, punctuation, usage, formatting, citation, and documentation appropriate to the specific writing situation.

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