

INQUIRY General Education Curriculum 2016 Learning Outcomes

Pillar	Capability	Coding	Credits	Learning Outcomes
Investigator	Scientific Reasoning	SCR	6	<ul style="list-style-type: none"> • Generate or evaluate a testable hypothesis • Interpret quantitative or qualitative data • Use deductive reasoning to draw and/or evaluate conclusions
	Mathematical Reasoning	MR	6	<ul style="list-style-type: none"> • Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems • Analyze mathematical arguments • Interpret information/data that has been presented in mathematical form • Represent information/data in mathematical form as appropriate
	Humanistic Inquiry	HR	6	<ul style="list-style-type: none"> • Construct reasoned and persuasive arguments about the distinctive meanings, values, and artifacts of human beings when approached from the point of view of their particular histories, languages, and cultures. • Use reasoning and/or evidence to articulate clear, precise, well-organized thought, arguments, interpretations and/or conclusions.
	Social Scientific Reasoning	SSR	6	<ul style="list-style-type: none"> • Explain, analyze, and apply concepts from at least one of the disciplines in the social sciences. • Be able to use reasoning and/or evidence to articulate clear, precise, well-organized thought, arguments, interpretations and/or conclusions.
Inventor	Creative & Aesthetic	CA1	6	<p>With respect to courses in which students will make art:</p> <ul style="list-style-type: none"> • Produce creative works based on contemporary, historical and personal references and explain the creative process; • Demonstrate strategies and apply basic techniques in producing creative works <p>With respect to courses in which students will analyze art or its contexts:</p> <ul style="list-style-type: none"> • Articulate the relationship between creative works produced in a particular culture and the religious, political, social and economic circumstances of their production.
		CA2		
Interpreter	Written Communication	WRC	9	<ul style="list-style-type: none"> • Demonstrate the ability to write clearly and with grammatical accuracy in English. • Produce written work that engages critically with sources; and quotes, paraphrases and cites this material ethically and correctly. • Employ the vocabulary, concepts and compositional techniques appropriate to the academic discipline.
	Oral Communication	ORC	3	<ul style="list-style-type: none"> • Communicate in clear, precise, well-organized speech that engages the audience. • Use language appropriate to the subject and to the context of the communication. • Demonstrate analytical and critical listening and questioning skills.
	Digital Literacy	DGL	3	<ul style="list-style-type: none"> • Communicate, adapt, and present digital information for diverse audiences (peers, colleagues, and the general public). • Use digital technology, communication tools, and/or networks appropriately to solve problems in order to function in an information society. • Create, critique, analyze and evaluate multimedia texts appropriate for an academic discipline. • Use technology skills within an ethical and legal framework to participate actively in civic society and contribute to a vibrant, informed, and engaged community.

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International Citizen	Global Systems & Civilizations: 1) US Diversities	IC1	3	<ul style="list-style-type: none"> Compare and contrast the diversities and commonalities to be found among the multiple regions, economic classes, races, ethnicities, belief systems, genders, and/or sexualities within U.S. society and culture Understand how the contrasting beliefs, values, and/or ideologies embodied in the various institutions, narratives, and /or artistic expressions within U.S. society affect a person’s ability to participate and enact change in that society
	2) West (outside of the US)	IC2	3	<ul style="list-style-type: none"> Demonstrate an understanding of one or more nations and/or societies outside the United States with respect to their cultures and/or their political, social, economic, or religious institutions or practices; Demonstrate an awareness of the differences and commonalities among these ethical and/or cultural perspectives by examining the various ways in which different societies reflect issues addressed in the course.
	3) Africa, Asia & Middle East	IC3	3	<ul style="list-style-type: none"> Demonstrate an understanding of one or more nations and/or societies outside the United States with respect to their cultures and/or their political, social, economic, or religious institutions or practices; Demonstrate an awareness of the differences and commonalities among these ethical and/or cultural perspectives by examining the various ways in which different societies reflect issues addressed in the course.
	Second Language	FL	6	<ul style="list-style-type: none"> Use a core vocabulary and grammatical structures that enable communication in the target language on at least an elementary level. Read and understand elementary-level texts in the target language. Write with correct grammar at the elementary-level in the target language.
	Applied Liberal Learning	ALL	1	<ul style="list-style-type: none"> Understand a professional and/or organizational culture – The student is able to learn from observing the behavior of those in positions of leadership within the organization with which they are interacting and to begin to understand the dynamics of the organization’s culture through reflecting on how decisions are made, work is structured, power is shared and how the organization’s mission/vision is implemented. Recognize ethical issues within a professional and/or organizational setting – The student can recognize and begin to apply ethical perspectives to complex problems within the organization. Clarify his/her “citizen identity” through reflection on the experience – The experience allows the student to put his or her educational background to practical use in preparation for a life of leadership and/or service in a global society. The student is able to reflect on the applied learning experience and make connections between his or her own background, values and education and the expectations and demands of engagement in a broader community.