

RE-ENVISIONING GENERAL EDUCATION AT UNI STUDENT LEARNING GOALS AND OUTCOMES*

COMMUNICATION

Communication: Students will express themselves effectively in speech and writing, and will listen and read with care and comprehension. Upon completion of UNI's general education curriculum, students will be able to:

- Adapt a message to the context, audience, and purpose of communication task
- Follow expectations appropriate to a communication task for basic organization, content, and presentation
- Use appropriate, credible and relevant sources to support ideas that are appropriate for the genre of communication
- Use language effectively to convey meaning with grammatical precision and syntactic clarity
- Prepare and deliver a purposeful well-organized and well-delivered oral presentation
- Engage in active listening in a variety of communication contexts

CREATIVE THINKING

Creative Thinking: Creative thinking is the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Upon completion of UNI's general education curriculum, students will be able to:

- Demonstrate basic strategies and skills within a domain
- Make connections and synthesize ideas within a particular domain
- Transform ideas and/or develop observations and/or solutions in innovative and well-reasoned ways

CRITICAL THINKING

Critical Thinking: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, theories, and events and includes the collection and analysis of evidence before accepting or formulating an opinion or conclusion. Upon completion of UNI's general education curriculum, students will be able to:

- Identify a complex issue or problem within a given domain
- Break complex topics or issues into relevant parts
- Analyze and interpret relevant theories, concepts, evidence and data
- Consider multiple perspectives) before establishing a position, perspective or thesis/hypothesis
- Draw logical conclusion(s) that recognize implications and consequences

DIVERSITY

Diversity: Recognizing diversity prepares students to navigate the complexities of living and working in a diverse and increasingly interconnected world. Students will explore identity as it relates to power, privilege and access leading to the recognition of inclusion as a central virtue of responsible citizenship. Upon completion of UNI's general education curriculum, students will be able to:

- Describe cultural differences
- Discuss and illustrate key concepts of diversity, including the social construction of identity as related to power, privilege, and access
- Demonstrate the ability to engage multiple perspectives on questions of diversity
- Interact and build relationships with individuals and groups across differences

ETHICS

Ethics: Ethical reasoning leads to observations about right and wrong human conduct. Students will think rigorously about the ethical questions that arise in their personal and public lives, and demonstrate awareness of their roles and responsibilities. Upon completion of UNI's general education curriculum, students will be able to:

- Assess their own ethical values and the social context of problems
- Describe and analyze positions on ethical issues in a variety of settings
- Apply different ethical perspectives to ethical dilemmas
- Consider the ramifications of alternative actions

INFORMATION LITERACY

Information Literacy: Information literacy is characterized by the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand:

- Determine what information is needed
- Access the needed information
- Evaluate information and its sources critically
- Use information effectively to accomplish a specific purpose
- Access and use information ethically and legally

MATHEMATICAL REASONING

Mathematical Reasoning: Mathematical reasoning involves applying mathematics to solve real-world problems. Upon completion of UNI's general education curriculum, students will be able to:

- Explain information presented in mathematical forms
- Represent and manipulate quantitative information, using standard mathematical conventions, to clarify meaning
- Draw logical conclusions from quantitative information and construct valid arguments to justify them

PROBLEM SOLVING

Problem solving: Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal. Upon completion of UNI's general education curriculum, students will be able to:

- Define a problem within a specific domain
- Identify multiple strategies to approach the problem
- Propose solution(s) that indicate understanding of the problem and context
- Evaluate potential solutions
- Implement solution(s)
- Evaluate outcomes

THE HUMAN WORLD

The Human World: Students will gain insight into a range of human experiences and dynamics, including the creation of systems, institutions, and artifacts, as well as the processes and products of making meaning. Upon completion of UNI's general education curriculum, students will be able to:

- Analyze identities and roles, including their own, through engaging diverse historical and contemporary human experiences
- Explain the functioning of key structures and institutions of power, privilege, and influence, from local to global
- Analyze and respond to diverse selection of creative work that seeks to articulate dimensions of meaning in the human experience
- Produce creative work that seeks to articulate dimensions of meaning in the human experience
- Interact, build relationships, and solve problems with individuals and groups across differences

THE NATURAL WORLD

The Natural World: By studying the natural world, students gain an understanding of the theories, principles, and practices of the natural sciences and address the relationship of science to the material world. Upon completion of UNI's general education curriculum, students will be able to:

- Describe how scientific concepts and principles apply to the natural world
- Recognize that scientific knowledge is durable but subject to change
- Conduct observations, make predictions, collect data and/or organize results
- Identify situations that illustrate how science can impact the everyday life of individuals, society, and/or the environment

ENGAGED LEARNING

Engaged Learning: Engaged Learning allows students to adapt and apply skills, abilities, theories, and/or methodologies mastered inside the classroom to applied out-of-classroom experience. Upon completion of UNI's general education curriculum, students will be able to:

- Connect academic knowledge to applied experience
- Synthesize in-class learning and out-of-class experience through reflection
- Relate the experience of engaged learning to intellectual, personal, professional, and civic development

TEAMWORK AND LEADERSHIP

Teamwork and Leadership: Students will gain the tools to lead, follow, and work with others effectively. These tools include organizing and inspiring others, interpreting and clarifying directions, and giving and receiving effective feedback, interacting with others, and evaluating the quantity and quality of contributions they make to discussions. Upon completion of UNI's general education curriculum, students will be able to:

- Describe personal skills and styles
- Model ethical behavior
- Articulate a group vision, mission and set meaningful goals
- Manage processes and execution
- Contribute to group meetings inside and outside an effort to advance the work of the group
- Respond to conflict and disagreement by remaining engaged and redirecting focus to common ground/purpose

PERSONAL AND CIVIC RESPONSIBILITY

Personal and Social Responsibility: Students will demonstrate a commitment to personal, civic and environmental well-being. Upon completion of UNI's general education curriculum, students will be able to:

- Describe individual and socio-cultural influences that affect personal behaviors
- Recognize community assets and needs
- Appreciate the impact of personal and civic actions on the world
- Design and utilize strategies that address issues related to civic responsibility

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*Much of the SLO wording in this document was inspired by or borrowed from (at times *in part* and other times *in whole*) the AAC&U VALUE rubrics. The information literacy SLO is borrowed from the National Forum on Information Literacy.