

**General Education Curriculum Map** (revised October 14, 2009)

Learning Outcomes	General Education Curricular Components											
	First Year Seminar	Quantitative Literacy	Wellness Literacy	ICT Literacy	First Year Writing	Second Year Writing	Aesthetic Perspective	Historical and Social Perspective	Local to Global Perspective	Science Inquiry Perspective	Junior Writing in the Discipline	Senior Capstone Experience
<b>Goal 1: Thinking Critically and Creatively</b>												
A. Recognize, differentiate, and effectively employ appropriate and increasingly sophisticated strategies to collect and interpret information	X			X	X	X		X			X	X
B. Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating, creating, and making decisions	X	X	X		X	X	X			X	X	X
C. Examine and evaluate how their own personal, historical, and cultural perspectives affect the discovery and generation of knowledge	X				X		X	X				X
D. Construct persuasive arguments in increasingly complex contexts		X			X	X					X	X
E. Apply theories from a variety of disciplines and advance convincing reasons to connect as well as differentiate theories from different domains of knowledge						X	X	X				
<b>Goal 2: Communicating Effectively</b>												
A. Articulate and comprehend effectively, using verbal or non-verbal communication suitable to topic, purpose, and audience	X				X	X	X			X	X	X
B. Use writing effectively to discover and develop ideas and to articulate positions in contexts of increasing complexity	X				X	X					X	X
C. Make rhetorical decisions appropriate to topic, purpose, and audience while correctly using the conventions of standard written English					X	X					X	X
D. Determine the scope of information needed in specific research contexts and successfully identify, locate, evaluate, use, and communicate information from various media				X	X	X					X	X
E. Read actively and analytically at the college level and synthesize and apply information and ideas from their reading across disciplines						X		X			X	X
F. Know, apply, and communicate college-level quantitative concepts and methods		X								X		
G. Select and use hardware, software applications, databases, and other technologies effectively for both inquiry and communication		X		X	X	X					X	X

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<b>Goal 3: Making Local to Global Connections</b>												
A. Analyze past and present relationships between humans and the natural and physical environment									X	X		
B. Evaluate community, natural, and global change through the lens of sustainability									X	X		
C. Demonstrate the ability to think critically and creatively about the relationship between local regions and global issues, processes, trends, and systems								X	X			
D. Demonstrate knowledge of contemporary issues related to cultural diversity in the United States and other areas of the world							X	X	X			
E. Employ appropriate and increasingly sophisticated means for communicating with people of other cultures				X					X			
<b>Goal 4: Understanding Responsibilities of Community Membership</b>												
A. Identify potential consequences that personal choices as well as political, economic, and other social forces may have on individual, societal, and environmental health			X					X				
B. Apply moral reasoning skills to an array of ethical issues confronted by individuals, groups, and communities								X				
C. Collaborate effectively with others in shared processes of inquiry and problem solving	X	X			X	X				X	X	X
D. Apply principles of responsible community membership within and beyond the campus community					X	X					X	X