

USCA General Education Goals & Outcomes

ORAL AND WRITTEN COMMUNICATION

Drawing upon a foundation of critical thinking skills, students will listen and read with understanding and communicate effectively in speech and in writing.

Reading Comprehension:

1. Students will demonstrate the following:
 - a. An understanding of various types of expository prose at the levels of content (what does it say?), analysis (how does it work?), interpretation (what does it mean?), and integration (how can I use it?).
 - b. An understanding of various literary forms at the levels of content (what does it say?), analysis (how does it work?), interpretation (what does it mean?), and integration (how can I use it?).
2. Students will locate, analyze, and interpret material from various sources to investigate question, topic, or issue.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 following a review of syllabi in English courses - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Substantially revised and approved by English faculty September 2004.</i>
<i>Oct 2004</i>	<i>Renumbering of 1 and 2 into 1a and 1b by the Academic Assessment Committee.</i>
<i>Oct 2004</i>	<i>Approved by Academic Assessment Committee</i>

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Oral Communication

1. Students will be able to:
 - a. Prepare, practice, and deliver clear and credible presentations
 - b. Structure ideas in ways that are logical and clear to others
 - c. Demonstrate extemporaneous delivery skills in public presentations
 - d. Demonstrate effective language choice in oral communication
 - e. Demonstrate the understanding of the transactional nature of communication
 - f. Recognize the components of a communication model
 - g. Recognize the effects of verbal and non-verbal communication
 - h. Demonstrate an understanding of the ethical implications of communication choices
 - i. Demonstrate an understanding of perception in relation to the mutual influence of communication
 - j. Adapt and tailor messages to situational, contextual, and cultural factors in communication
 - k. Recognize barriers to effective communication
 - l. Evaluate the research claims of others
 - m. Engage in careful and critical self-reflection about one's communicative competence.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 following a review of syllabi in Communications courses - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Revisions proposed by Communications faculty September 2004.</i>
<i>Oct 2004</i>	<i>Revisions incorporated and approved by Academic Assessment Committee October 2004.</i>
<i>Oct 2004</i>	<i>Approved by Academic Assessment Committee.</i>
<i>Sept 2009</i>	<i>Substantially revised and approved by Communications faculty</i>
<i>Oct 2009</i>	<i>Approved by Academic Assessment Committee.</i>

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Written Communication:

1. Students will demonstrate the following:
 - a. The ability to establish a clear purpose (thesis or announced intent) and an appropriate awareness of audience (reader).
 - b. A level of rational thought that recognizes and examines complexity of ideas and is supported by credible and logical evidence.
 - c. Effective unity, coherence, and general arrangement of content, all in the appropriate support of purpose.
 - d. Correct and effective use of sources with clear attribution and accurate documentation.
 - e. The ability to make stylistic choices in vocabulary, diction, and syntax.
 - f. Competence in grammar, usage, punctuation, and spelling.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 from goals for the Rising Junior Writing Portfolio - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Revised and approved by English faculty September 2004.</i>
<i>Oct 2004</i>	<i>Revisions accepted by Academic Assessment Committee October 2004.</i>
<i>Oct 2004</i>	<i>Approved by Academic Assessment Committee.</i>

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MATHEMATICS, STATISTICS, AND LOGIC

Students will exhibit computational competence and employ mathematical and logical thinking to solve abstract and applied problems relevant to a dynamic global environment.

1. Students will be able to do the following:
 - a. Interpret mathematical or symbolic models such as formulas, graphs, tables, and schematics, and draw inferences from them.
 - b. Represent information symbolically, visually, numerically, and verbally.
 - c. Use arithmetical, algebraic, geometric, logical, and/or statistical methods to solve abstract and real-world problems.
 - d. Estimate and check answers to problems in order to determine reasonableness, identify alternatives, and select optimal results.
 - e. Recognize that methods of mathematics, deductive logic, and/or statistics have limits.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04; These outcomes are adapted from <u>Quantitative Reasoning for College Graduates: A Complement to the Standards</u> (The Mathematical Association of America, 1998). Available online at http://www.maa.org/past/ql/ql_toc.html, Part 2 - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Reviewed and approved by Mathematics and Computer Science faculty.</i>
<i>Sept 2004</i>	<i>Editorial changes (in blue above) submitted by Dept. of History, Political Science, and Philosophy</i>
<i>Oct 2004</i>	<i>Approved by Academic Assessment Committee for Math and Statistics.</i>
<i>Oct 2004</i>	<i>Academic Assessment Committee instructed the IE Director to confirm that these outcomes are truly appropriate for USCA's logic course.</i>
<i>Sept 2005</i>	<i>Academic Assessment Committee reasserted charge to IE Director to meet with Philosophy faculty.</i>
<i>April 2006</i>	<i>Reviewed and approved by the Philosophy faculty.</i>
<i>April 2006</i>	<i>Approved by Academic Assessment Committee.</i>

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FOREIGN LANGUAGE

Students will demonstrate proficiency at the introductory level in the target language consistent with ACTFL standards for foreign language education.

1. Students will acquire and demonstrate the following:
 - a. Listening skills
 - b. Speaking skills
 - c. Reading skills
 - d. Writing skills
 - e. Knowledge of culture and practices

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 - Proposed USCA General Education Outcomes Goals Drafts 1.0-18.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Revised and approved by Foreign Language faculty.</i>
<i>Oct 2004</i>	<i>Reviewed and approved by Academic Assessment Committee.</i>
<i>Oct 2004</i>	<i>Editorial changes made by Foreign Language Faculty.</i>
<i>Nov 2004</i>	<i>Approved by Academic Assessment Committee.</i>

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NATURAL SCIENCES

Successful students will demonstrate the ability to apply principles of science to show their understanding of the biological and physical world. Students will:

- 1) Demonstrate an understanding of the fundamentals of one or more branches of natural science.
 - a. Use representative nomenclature and define appropriate terminology.
 - b. Describe applicable principles, processes, phenomena, or theories.
- 2) Demonstrate an understanding of the scientific method.
 - a. Conduct laboratory and/or field exercises in which the scientific method is followed.
 - b. Understand the difference between data or observations and interpretation.
 - c. Communicate the results of their science in written and/or oral form.
- 3) Use critical thinking in scientific disciplines.
 - a. Use appropriate formulas to solve problems
 - b. Use appropriate theories to explain phenomena.
- 4) Cite and be able to discuss the impact of science on society, locally, nationally, and/or globally.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 - Proposed USCA General Education Outcomes Goals Drafts 1.0-18.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Oct 2004</i>	<i>Academic Assessment Committee charged IE Director to conduct focus group with science faculty to develop draft.</i>
<i>Nov 2004</i>	<i>Substantially revised by Biology/Geology faculty.</i>
<i>Nov 2004</i>	<i>Approved by Academic Assessment Committee.</i>
<i>Feb 2005</i>	<i>Revised by Chemistry/Physics Faculty(changes noted in blue above)</i>
<i>Mar 2005-</i>	<i>Reviewed by Biology/Geology faculty but not approved. An agreement is made with IE Office to pilot trial outcomes in selected instances for Fall 2005</i>
<i>Sept 2005</i>	<i>Academic Assessment Committee charged IE Director to hold a meeting with Chairs of Biology and Chemistry to complete this section in Fall 2005</i>
<i>Feb 2006</i>	<i>Biology & Geology Dept. approved changes recommended by Chemistry & Physics Dept, dividing 3a into 3a & 3b above.</i>
<i>April 2006</i>	<i>Approved by the Academic Assessment Committee.</i>

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SOCIAL AND BEHAVIORAL SCIENCES

Students will describe and understand basic principles of human behavior and evaluate how their application can explain everyday occurrences.

Students will be able to do the following:

1. Define and correctly use principal terms and concepts of the social and behavioral sciences.
2. Recognize and explain major perspectives in the social and behavioral sciences.
3. Describe and understand the basic methods of the social and behavioral sciences.
4. Apply basic principles of social and behavioral science to explain social phenomena.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 - Proposed USCA General Education Outcomes Goals Drafts 1.0-18.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Aug 2004- Sept 2004</i>	<i>Reviewed by faculty in Sociology and Psychology and editorial suggestions proposed (above in blue).</i>
<i>Oct 2004</i>	<i>Feedback from departments incorporated into draft. The Academic Assessment Committee charged the IE Director to organize a focus group with representatives from the following departments/disciplines: Political Science, Psychology, and Sociology to go over this section of the Gen Ed requirements.</i>
<i>Sept 2005</i>	<i>Academic Assessment Committee reasserted charge to IE Director to meet with faculty from these disciplines to complete this section in Fall 2005.</i>
<i>Dec 2005</i>	<i>Revised by Dr. Ed Callen (Psychology), Dr. Doug Kuck (Sociology), and Dr. Bob Botsch (Political Science); Dr. Braden Hosch (Institutional Effectiveness) facilitated the meeting.</i>
<i>Dec 2005</i>	<i>Approved by the Academic Assessment Committee.</i>

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HUMANITIES

Students will think critically and creatively about what it means to be human through analysis, interpretation, contextualization, and evaluation of what they study in the humanities.

Students will:

1. Analyze what they study in the humanities.
2. Interpret what they study in the humanities.
3. Contextualize what they study in the humanities.
4. Evaluate what they study in the humanities.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 following a review of the USCA Bulletin - The Humanities goal and objectives 1 and 5 are based on the description of Humanities courses fulfilling the 9-credit general education requirement (USCA Bulletin 2003-04, p. 31) - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Reviewed by faculty in Humanities departments and editorial suggestions made.</i>
<i>Oct 2004</i>	<i>Academic Assessment Committee incorporated feedback from Departments and made minor editorial changes. The Academic Assessment Committee charged the IE Director contact the Chairs to assemble a focus group with representation from English, History, Visual and Performing Arts, Communications, and Sociology to prepare an integrated draft to be reviewed by the Committee.</i>
<i>Sept 2005</i>	<i>Academic Assessment Committee reasserted charge to IE Director to meet with faculty from these disciplines no later than January 2006 to complete this section in 2005-06.</i>
<i>Jan 2006- Feb 2006</i>	<i>Working Group of faculty (one from each Department offering humanities courses) began revising outcomes and gathered feedback from Departments</i>
<i>Mar 2006- Apr 2006</i>	<i>Working Group of faculty reviewed feedback and compiled draft for Department approval. Departments approved outcomes by April 15.</i>
<i>April 2006</i>	<i>Approved by the Academic Assessment Committee.</i>

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WORLD CIVILIZATIONS

Students will demonstrate an awareness of and appreciation for the cultural, political, social, and economic forces in the past that have been instrumental in the evolution of world civilizations.

Students will do the following:

1. Accurately recount major features and specific details of historical events, ideas, people, and institutions and describe their significance.
2. Identify historical interpretations of the past and explain their significance.
3. Identify and communicate ideas about history and interpret historical events with arguments supported by evidence to make sense of the past.
4. Explain how history provides a background for understanding the events and circumstances of the present.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 following a review of syllabi from AHST 101 and AHST 102 – the courses which meet this requirement. - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Reviewed by faculty in History, Political Science, and Philosophy.</i>
<i>Oct 2004</i>	<i>Academic Assessment Committee reviewed draft and charged IE Director to talk to the Department of History, Political Science and Philosophy about these requirements and report back to the Academic Assessment Committee.</i>
<i>Sept 2005</i>	<i>Academic Assessment Committee reasserted charge to IE Director to talk to History Faculty to complete draft no later than October 2005.</i>
<i>Sept 2005</i>	<i>Revised by Chair of Dept. of History, Political, Science, and Philosophy in conjunction with IE Director (revisions in blue above).</i>
<i>Oct 2005</i>	<i>Reviewed and approved by Academic Assessment Committee.</i>

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AMERICAN POLITICAL INSTITUTIONS

Students will also understand the workings of the American political process and recognize their role in American society.

Students will do the following:

1. Describe and analyze the fundamental values and ideas in the important documents that lay the foundation for our political system
2. Explain how the way the American political system really works differs from its theoretical underpinnings.
3. Understand their own role as responsible citizens in our political system.
4. Understand how current and/or historic events intersect with the political system.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 following a review of syllabi from APLS 201, AHST 201 and AHST 202 – the courses which meet this requirement. - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Reviewed by faculty in History, Political Science, and Philosophy.</i>
<i>Oct 2004</i>	<i>Academic Assessment Committee reviewed draft and charged IE Director to talk to the Department of History, Political Science and Philosophy about these requirements and report back to the Academic Assessment Committee.</i>
<i>Sept 2005</i>	<i>Academic Assessment Committee reasserted charge to IE Director to talk to History and Political Science Faculty to complete draft no later than October 2005.</i>
<i>Sept 2005</i>	<i>Revised by Chair of Dept. of History, Political, Science, and Philosophy and faculty coordinator of Political Science major in conjunction with IE Director (revisions in blue above).</i>
<i>Oct 2005</i>	<i>Reviewed and approved by Academic Assessment Committee.</i>

USCA General Education Goals & Outcomes

CROSS CULTURAL UNDERSTANDING (NON-WESTERN REQUIREMENT)

Students will exhibit a sense of cross-cultural understanding, understand a variety of perspectives, and become effective participants and contributors in a dynamic global society.

Students will do the following:

1. Describe significant aspects of a non-Western culture, such as its art, history, literature, politics, or social institutions, and place them into a global context.
2. Employ disciplinary appropriate methods for the comparison and analysis of different cultures.
3. Explain how people, events, and institutions can be viewed through multiple perspectives and understand how cultural differences shape interpretation.

Editorial History

<i>Oct 2003- Apr 2004</i>	<i>Original draft developed by Academic Assessment Committee in 2003-04 following a review of the USCA Bulletin and selected course syllabi - Proposed USCA General Education Outcomes Goals Drafts 1.0-1.8.</i>
<i>Apr 2004- Sept 2004</i>	<i>Revised with input from all members of Academic Council (April 2004 to September 2004) - Proposed USCA General Education Outcomes Goals Draft 2.1.</i>
<i>Sept 2004</i>	<i>Reviewed by faculty in some departments that deliver Non-Western courses. Minimal feedback received.</i>
<i>Oct 2004</i>	<i>Academic Assessment Committee reviewed draft 2.1 and deferred action until 2005-06, October 2004.</i>
<i>Sept 2005</i>	<i>Academic Assessment Committee reviewed draft and charged IE Director to assemble group of faculty from relevant disciplines to complete draft no later than end of 2005-06.</i>
<i>April 2006</i>	<i>Discussion of outcomes deferred to steering committee to review general education.</i>
<i>April 2010</i>	<i>Reviewed and approved by unit heads in all departments that deliver Non-Western courses.</i>