

A RATIONALE FOR THE GENERAL EDUCATION CURRICULUM AND EXPECTED STUDENT LEARNING OUTCOMES

The purpose of the KWC General Education Program is to provide a common, broad, educational experience for all KWC students that will enable them to:

Learning Outcome	Assessment criteria
LO 1. Exhibit critical and logical thinking	<ul style="list-style-type: none"> • Can read or listen to an argument and (a) distinguish between verifiable facts and unsubstantiated opinion (b) determine the reliability of a claim or source, (c) determine the strengths and weaknesses of an argument. • Can detect logical inconsistencies in a line of reasoning and identify unstated and stated and reasonable and unreasonable assumptions.
LO 2. Demonstrate problem solving ability	<ul style="list-style-type: none"> • Can (a) develop a unique, original approach to solving a problem and/or (b) apply mathematics, e.g. use tools such as graphs, statistics, logarithms, etc., to analyze relevant data and/or test hypotheses.
LO 3. Identify and analyze ethical issues	<ul style="list-style-type: none"> • Can use ethical principles and theories to subject ethical issues to moral analysis demonstrating fair-mindedness
LO 4. Communicate effectively	<ul style="list-style-type: none"> • Can demonstrate clear writing appropriate to the discipline and audience. • Can give verbal presentation and/or engage in discussion appropriate to the discipline and audience
LO 5. Demonstrate an aesthetic awareness	<ul style="list-style-type: none"> • Can analyze the elements of fine art, music, poetry, drama or literature.
LO 6. Explore the human experience	<ul style="list-style-type: none"> • Can explain human, universal experiences (e.g. love, war, poverty, etc.) from multiple perspectives.
LO 7. Comprehend the natural world	<ul style="list-style-type: none"> • Can analyze the natural world and human efforts to achieve progress through involvement with it.
LO 8. Utilize knowledge critically to sustain physical well being	<ul style="list-style-type: none"> • Can analyze one's wellness and develop a plan to improve and maintain wellness.

Criteria for Courses in the General Education Curriculum with Minimal Learning Outcomes Which Must Be Assessed for Each Area

HUMANITIES

Humanities encompass academic disciplines that study the world to help students interpret and think critically and logically about creative and cultural expressions of what it means to be human. The fields of history, languages, literature, performing arts, philosophy, religion, and the visual arts are typically included in the humanities. Students who satisfy this requirement will have met these learning outcomes at beginning collegiate level.

- LO 1: Exhibit critical and logical thinking
- LO 3: Identify and analyze ethical issues
- LO 4: Communicate effectively
- LO 5: Demonstrate an aesthetic awareness
- LO 6: Explore the human experience

History

The purpose of the History requirement is to provide a general introduction to the study of the processes of historical change. History courses should be designed to provide a critical knowledge of the past and should carry no or minimal pre-requisites. These courses should emphasize the uniqueness of individuals, ideas, institutions, and events in terms of their relation to general trends that have developed over time.

1. History courses should concern themselves with long-range chronological development. Their principal focus should be on the role of change in human experience and the impact of time upon human affairs, ideas, and institutions. Courses must deal with long-range chronological development in order to meet this general education requirement.
2. History courses, including those that focus on a single aspect of the historical experience, should be broad in scope and content and should emphasize the inter-relatedness of the social, political, economic, intellectual, and diplomatic dimensions of historical reality. Courses that fail to demonstrate the interrelated and multi-faceted character of historical reality are not suitable to meet this general education requirement.
3. History courses should provide a general introduction to the methodology of the historian, which combines a humanist's concern for the uniqueness of individuals, ideas, and institutions with the techniques for making generalization and long-term trend analysis employed by the social scientist.
4. History courses should be designed to develop students' critical and logical thinking, improve their communication skills, and enhance techniques of research and analysis. Special attention will be accorded to students' ability to learn through substantial reading and writing assignments.

Specific Learning Outcomes that must be assessed in all History General Education courses include:

- LO 1: Exhibit critical and logical thinking
- LO 4: Communicate effectively
- LO 6: Explore the human experience

Religion

The purpose of the Religion requirement is to provide a deeper understanding of the religious dimension of human existence. Religion courses are designed to foster a clearer understanding of the role that religion plays in human life through a careful and systematic examination of religious ideas, institutions, values, and patterns of belief and practice. The study of religious phenomena involves a number of different methodological approaches, including textual exegesis, historical criticism, and hermeneutic analysis. A primary objective of religion courses in the general education curriculum is to develop a critical appreciation of religious traditions and to enable students to conduct a careful and reasoned inquiry into the role which religion will play in their professional, public and private lives.

1. Religion courses should have as their principal focus the study of religion and the role which religion plays in human life. Courses in which religion serves as a merely secondary concern are not suitable to meet this general education requirement.
2. Religion courses should deal with one of the following five areas of study: Judeo Christian origins, the history of Christianity, systematic theology, contemporary issues, and world religions. These courses should be designed specifically for the non-specialist. Courses of a highly specialized character are not suitable to meet this general education requirement.
3. Religion courses may also be interdisciplinary courses designed to demonstrate the relationship between religion and other academic disciplines. The principal focus of such courses must be the study of religion and its relation to the other dimensions of human life.
4. Religion courses may approach the study of religious phenomena from a variety of methodological perspectives, be topical, historical, or comparative in nature, and/or approach the study of religion in terms of its relationship to specific areas of human life.
5. Religion courses should be designed to enhance a critical appreciation of the role of religion in human life and should help foster the development of communication skills and the ability to identify and analyze moral/ethical issues related to religious beliefs.

Specific Learning Outcomes that must be assessed in all Religion General Education courses include:

- LO 1: Exhibit critical and logical thinking
- LO 3: Identify and analyze ethical issues
- LO 4: Communicate effectively in written and oral formats

LO 6: Explore the human experience

Aesthetics

The purpose of the aesthetics requirement is to provide a general introduction to the aesthetic dimension of human existence. Courses that meet the aesthetics requirement deal specifically with the study of art, literature, music, and theater as a means of promoting students aesthetic sensibility and of enhancing their appreciation of those aesthetic values by which the artist seeks to order his/her personal experience. In terms of methodology, these courses involve the examination of primary texts and works of art with reference not only to content, but also to questions of technique, style, and artistic form.

1. Aesthetics courses should be broad in content and scope and should be designed to provide the non-specialist with a general introduction to the study of art, literature, music, and theater.

Courses which are too narrow in focus are not suitable to meet this general education requirement. While aesthetics courses should carry no prerequisites, it is nevertheless recommended that students taking courses to fulfill the literature requirement at the 2000 level or above should have completed ENGL 1301/1401 and ENG 1302.

2. Aesthetics courses should have as their principal focus the study of art, literature, music, and theater with specific reference not only to content, but also to technique, style, and artistic form.

Courses that fail to deal with the formal aspects of the aesthetic experience are not suitable to meet this general education requirement.

3. Aesthetics courses should employ the examination, interpretation, and analysis of primary texts and works of art as the only appropriate means for developing a critical appreciation of the aesthetic dimension. Courses which rely on secondary works of critical studies are not suitable to meet this general education requirement.

4. Aesthetics courses may be historical, major figure, genre, or theme survey courses.

Interdisciplinary courses which focus upon the interaction of the fine arts with each other or with other dimensions of the human experience are also suitable to meet this general education requirement. Courses which provide an in depth study of a single figure are suitable to meet this general education requirement only if they deal with a figure of truly major status.

Specific Learning Outcomes that must be assessed in all Aesthetics General Education courses include:

LO 1: Exhibit critical and logical thinking

LO 4: Communicate effectively

LO 5: Demonstrate an aesthetic awareness

LO 6: Explore the human experience

SOCIAL SCIENCES

Social Sciences encompass academic disciplines that study human society and social relationships. The purpose of the Social Sciences requirement is to provide a general introduction to the content, philosophy, and methodologies of the social sciences. Included are those disciplines that study human behavior and those concerned with the study of human beings as they interact with each other within the context of specific social units, e.g., families, communities, organizations, governments. These disciplines also share a common methodological approach. They employ systematic methods and standards in the study of human behavior and seek to formulate general hypotheses and theories of human behavior on the basis of the observation and analysis of empirical data.

1. Social Science courses should be broad in scope and should be designed to provide the non-specialist with a general understanding of the way in which the social order operates. Courses which are too narrow in focus are not suitable to meet this general education requirement. Social Science courses should carry no or minimal prerequisites.

2. Social Science courses should have as their primary focus the behavior of human beings in social units and should strive to develop a clearer understanding of the patterns of social interaction that develop between human beings. While history and historical data may be used as the basis for understanding long-term social development, the proper time frame for courses in Social Science is the present. The specific objective of Social Science courses should be to develop a theoretical rather than a purely historical or descriptive approach to the interpretation and analysis of social reality.

3. Social Science courses may also have as their principal focus the psychological development of the individual and the process by which the individual adapts to his or her social environment. Such courses should stress both the environmental and personal factors which influence the development of the individual personality and the way in which the individual behaves in society.

4. Social Science courses should employ systematic methods of analysis that involve such practices as the articulation of assumptions, the observation of empirical data and the advance explication of the procedures by which this data is to be collected, and the identification and explanation of the relationships that emerge from the analysis of this data.

Specific Learning Outcomes that must be assessed in all Social Science courses include:

- LO 1: Exhibit critical and logical thinking
- LO 2: Demonstrate problem-solving ability
- LO 4: Communicate effectively

NATURAL SCIENCES AND MATHEMATICS

Natural Sciences encompass disciplines that seek to explain the natural world through the scientific study of nature that involves use of the scientific method as the appropriate means for

interpreting natural phenomena. Mathematics is the science of numbers and their interrelationships using a specialized notation and is an essential tool in many fields including the natural sciences.

Natural Sciences

The purpose of the Natural Sciences requirement is to provide non-science majors with a general introduction to the content, philosophy, and methodologies of natural science.

1. Natural Science courses should have as their primary goal the development of an interest in the natural sciences and should foster the ability to view scientific conclusions with a critical understanding.
2. Natural Science courses should stress observation and utilization of the scientific method in collecting data for the analysis and interpretation of natural phenomena. The scientific method is distinct from a mere observation of nature, and involves an analysis of available information that leads to the formulation of questions about nature whose answers can be arrived at through controlled manipulations called experiments. Therefore, a primary goal of Natural Science courses is to develop an understanding of the process by which scientific judgments are made.
3. Natural Science courses may also have as their principal focus the impact of science and the technologies which have resulted from scientific advancements upon society at large. Such courses should be designed to broaden the students' intellectual horizon and to make them more fully aware of the increasingly complex technological world in which they live.
4. Natural Science courses may also have as their principal focus the interaction of science with other fields of human endeavor. The content of such courses, however, must be science and the scientific study of natural phenomena. Courses that deal only in a general, nonspecific way with questions of scientific content are not suitable to meet this general education requirement.
5. Natural Science courses should be introductory courses and should carry no prerequisites except in the case of the second semester of a two semester sequence. Students may also satisfy the Natural Science courses requirement with the basic level science laboratory courses (BIO 2305/2205, CHEM 1351/1251, PHY 1401 or 2401), in which case it should first be determined that the student has the necessary background in mathematics and science to pursue the course successfully.

Specific Learning Outcomes that must be assessed in Natural Sciences General Education courses include:

- LO 1: Exhibit critical and logical thinking
- LO 2: Demonstrate problem-solving ability
- LO 7: Comprehend the natural world

Mathematics

The purpose of the Mathematics requirement is to provide students with a fundamental grounding in the skills, methods and concepts of the mathematical sciences. The mathematical sciences have in common their use of logical analysis, quantitative or spatial reasoning, and abstraction as methods for designing and producing solutions to practical and theoretical problems. A primary objective of mathematics courses is to provide students with a degree of mathematical understanding and competence that will prepare them for an increasingly technological and computerized world.

1. Mathematics courses should have the analysis, understanding and solving of problems as a primary goal. As a means of achieving this goal, courses should develop appropriate skills, techniques, and theoretical explanations which students can then apply to problem analysis and solution.
2. An important component of Mathematics courses is the design and production of organized, structured solutions to problems. Students should learn to explain and communicate effectively their solutions to an intelligent reader.
3. Mathematics courses should stress logical analysis of arguments and criticism of problem solutions. All courses, whether "mathematics courses" per se or not, should have significant mathematical content.
4. Mathematics courses may be interdisciplinary in their approach. For example, a course might have a historical perspective, or stress applications chosen primarily from some other discipline.
5. Courses whose primary goal is training or the development of skills are not appropriate to meet the general education requirement. The concepts and methods developed in general education Mathematics courses should have general applicability beyond the specific subject matter of the courses.

Specific Learning Outcomes that must be assessed in Mathematics General Education courses include:

- LO 2: Demonstrate problem-solving ability
- LO 4: Communicate effectively

MULTICULTURAL

The purpose of this requirement is to expose students to values and assumptions other than those of mainstream American culture. "Culture" is a complex combination of symbols, knowledge, rules, habits, life styles, and attitudes that link and give a common identity to a particular group of people at a particular time.

1. Courses which satisfy this requirement fall into at least one of the following classifications:

A. International: Courses which have as their primary focus the study of regions which are geographically distinct from the United States and concern themselves with topics and themes such as art, literature, history, business, politics, economics and religion.

B. Multi-cultural: Courses which have as their primary focus the study of the history and/or culture of the various ethnic groups that make up the diversity of American life.

C. Cross-cultural: Courses which have as their primary focus the comparative study of different cultures and which may or may not include mainstream America as one of their points of reference.

2. Courses which deal with culture exclusively from a theoretical or abstract perspective and do not focus sufficiently on institutions, customs, and/or cultures of particular geographical regions and ethnic groups are not suitable to meet this general education requirement.

3. Foreign language courses that focus primarily on the study of languages and do not have a substantial cultural component are not suitable to meet this general education requirement.

Specific Learning Outcomes that must be assessed in all Multicultural General Education courses include:

LO 1: Exhibit critical and logical thinking

LO 4: Communicate effectively

LO 6: Explore the human experience

Courses which meet the multicultural requirement must also meet all the criteria for inclusion into a particular area, e.g. Humanities, History, Aesthetics, Religion, Social Sciences, of the general education curriculum.

COMMUNICATION SKILLS

Communication skills are the set of skills that enables a person to convey information so that it is received and understood.

Effective writing is essential for clarifying ideas and communicating with others. Effective writing in a variety of situations requires well-planned instruction and continued practice. The Writing Workshop courses contain written assignments that require revision and meaningful feedback. The assignments also hold students accountable for both their ideas and clarity of expression (content and quality). The kind of writing assignments may vary and may include formal, informal, creative, expressive, transactional, descriptive, analytic or synthetic writing.

Specific Learning Outcomes that must be assessed in the Writing Workshop courses include:

LO 1: Exhibit critical and logical thinking

LO 4: Communicate effectively

Computers are essential to live in our world today. The courses that focus on computer literacy provide students with a basic introduction and an ability to use several very specific and common/wide spread applications, e.g., Microsoft Word, Excel, PowerPoint, Outlook, Access used in both education and professional environments. Courses designed to meet this requirement may also provide additional computer skills needed in both education and professional environments.

Specific Learning Outcomes that must be assessed in the computer literacy skills courses include:

- LO 1: Exhibit critical and logical thinking
- LO 2: Demonstrate problem-solving ability

HEALTH AND PHYSICAL WELL-BEING

Physical fitness and positive health behaviors are recognized as central to wellness. Students should understand the relationship between diseases and behavior. In order to achieve wellness, students need to assume personal responsibility for a physically active and healthy lifestyle.

Specific Learning Outcomes that must be assessed in Health and Physical Well -Being courses include:

- LO 1: Exhibit critical and logical thinking
- LO 2: Demonstrate problem-solving ability
- LO 8: Utilize knowledge to sustain physical well-being

CURRICULUM MAP

	LO 1: Exhibit critical and logical thinking	LO 2: Demonstrate problem-solving ability	LO 3: Identify and analyze ethical issues	LO 4: Communicate effectively in written and oral formats	LO 5: Demonstrate an aesthetic awareness	LO 6: Explore the human experience	LO 7: Comprehend the natural world	LO 8: Utilize knowledge to sustain physical well-being
Humanities	X		X	X	X	X		
History	x			x		x		
Religion	x		x	x		x		
Aesthetics	x			x	x	x		
Social Science	X	X		X				
Health & Physical Well-Being	X	X						X
Natural Sciences and Mathematics	X	X		X			X	
Natural Sciences	x	X					x	
Mathematics		x		x				
Communication Skills	X	X		X				
Writing Workshop	x			x				
Computer Literacy (skills)	x	x						
Multicultural	X			X		X		