GE Student Learning Outcomes

I. Common Contexts.
   A. Biblical and Theological Canons
      Learning Outcomes (Draft)

      1. Students will know the content of the Old and New Testaments: the books, genres, literary structures, themes, stories, chronology, major characters, histories, and theologies.
      2. Students will understand interpretive approaches to both testaments in order to recover original meaning and also subsequent significance (for church, Kingdom, and wider world) of the biblical texts, taking into account historical backgrounds and critical issues.
      3. Students will be able to identify (1) the central doctrines of Christian faith and (2) the major events, texts, and debates shaping the history of global Christianity.
      4. Students will have skills of careful reading and observation, use of disciplinary tools, critical thinking, analysis, and communication with respect to Scripture and other theological texts and sources.
      5. Students will recognize that Christian faith is not an isolated mental or spiritual compartment, but that it takes shape within, and decisively shapes, personal, church, family, academic, and public life.
      6. RS courses will constitute a center for the GE curriculum, establishing a common core of Christian knowledge and ways of thinking that will provide a foundation for fruitful conversation with and among all the disciplines of the liberal arts.

B. Introduction to the Christian Liberal Arts
   2. Philosophical Reflections on Truth and Value

      Goal: (Draft)
      Students who take a course in the “Philosophical Reflections on Truth and Value” Common Context GE area will (at the end of the course) be able to state in basic terms the contribution of philosophical reflection to their Christian liberal arts education.

      1. Student learning objective: (Philosophy) Students will be able to recognize and articulate foundational questions of philosophy – especially foundational questions of particular interest to Christians – though the emphasis among knowing, being, and value will vary by course.
      2. Student learning objective: (Liberal Arts) Students will be able to articulate some of the main components of a Christian liberal arts education and the interrelation of philosophy and other areas of academic study in the liberal arts, both in terms of content and the development and application of transferable skills.
3. **Student learning objective:** (Worldview) Students will be able to articulate the relationship between philosophical commitments/academic life and their beliefs, feelings, commitments, and practices as components of an integral life, considered as a whole.

2. **World History in Christian Perspective**

   **Learning Outcomes**

   1. **Knowledge**
      - Acquire a general literacy about the locations, the events, the people and the ideas in world history from 1500-present.
      - Be familiar with main narratives in the field of world history (e.g. modernity, interdependence, globalization)

   2. **Global Perspective**
      - Students will be able to describe, with examples, the world’s religious and cultural diversity, and will appreciate the complexity within various world cultures.
      - Students will be able to reflect comparatively on their own culture in a world context
      - Students will be able to articulate a relationship between a global issue and their personal commitment and/or vocational choices
      Therefore, students will be able to locate themselves in the community of the living and the dead

3. **Christian Liberal Arts**
   Grow in their understanding of the meaning and value of their education in a Christian Liberal Arts college. In particular, they:
   - will be able to identify different understandings of the Christian Liberal Arts – recognize that there are different understandings.
   - will connect more closely their aspirations, their faith, and their life to their education. In this course, this will include:
     - the students’ ability to articulate a relationship between a global issue they encountered in the class and their personal convictions and/or vocational choices.
     - the students’ ability to develop a deep appreciation for the past as a foreign country and to start developing habits of contextual thinking.

II. **Common Inquiries**

   A. **Reading Imaginative Literature**
      **Learning Outcomes**
      (Not developed)
B. Exploring the Physical Sciences

**Learning Outcomes** (Draft)

1. Students can identify the basic properties and principles of matter.
2. Students can
   a. identify the creative and systematic aspects of scientific method and
   b. give examples of the power of theory and prediction within the framework of empirical/experimental modes of inquiry.
3. Students can articulate a model of the relationship between faith and science both historically and in the current culture.
4. Students demonstrate sufficient comprehension of science to intelligently read about, understand, and express informed opinions on science-related issues that affect individuals and society.

C. Exploring the Life Sciences

**Learning Outcomes**
(Not developed)

D. Performing and Interpreting the Arts

**Learning Outcomes** (Draft)

In thinking, speaking, and writing students will display improvement in the following areas:

- Language and terminology for varying artistic types, forms, movements
- Methods and processes for analyzing, interpreting, and enjoying artistic production, including with respect to one’s Christian faith.

In their making and performing students will demonstrate competence in the following areas:

- Creative / interpretive methods for artistic production and expressiveness
- Physical processes and manifestations necessary for artistic realization and production

E. Reasoning Abstractly

**Learning Outcomes** (Draft)

1. **Recognition**: Students can identify instances of abstract deductive reasoning about abstract objects or concepts (in the form of arguments, explanations, proofs, analyses, modeling, or processes of problem solving) and can distinguish premises from conclusions (or their analogues).
2. **Construction**: Students can construct an instance of valid deductive reasoning about abstract objects or concepts (in the form of arguments, explanations, proofs, analyses, modeling, or processes of problem solving).
3. **Evaluation**: Students can distinguish valid forms of deductive reasoning about abstract objects or concepts (in the form of arguments, explanations, proofs, analyses, modeling, or processes of problem solving) from invalid and/or fallacious forms of reasoning.
F. Thinking Globally

**Learning Outcomes** (Draft)
1. Students can describe differences between at least two cultures (one of which is non-western) and can offer explanations or historical contexts for those differences.
2. Students recognize the value and significance of other cultures without romanticizing.
3. Students can identify ways in which cultures influence formulations of knowledge. They will identify ways in which they personally are affected.
4. Students recognize global inequities, injustices, and/or inter-religious issues and commit themselves to thoughtful, concrete responses growing out of their Christian faith.
5. Students will have an appropriate sense of the limits of their global understanding.

G. Thinking Historically

**Learning Outcomes** (Draft)
1. Students will read primary sources historically
2. Students will understand the contextuality of historical narrative and interpretation
3. Students will articulate with less naiveté how the past is relevant for the present

**Spelling out outcomes**
1. Students will be able to:
   o ask and answer basic questions about historical sources (historical context, author, audience, genre)
   o draw historical conclusions from the sources and assess their reliability and usefulness
   o assess how their own background shapes their interpretation.
2. Students will not simply be able to “tell a story”. Rather, they will understand that the ways in which historians tell the story is shaped by their context (intellectual, social, etc.). They will recognize that interpretations of history are subject to change; they will understand the term “historiography” and its implications.
3. There are many ways in which students can develop this skill. For instance, students could make connections between their historical study and their responsibilities within the larger world. Student should also appreciate what separates us from the past and avoid presentism.

H. Understanding Society

**Learning Outcomes**
(Not developed)

III. Common Skills

A. Three Writing-Intensive or Speech-Intensive Courses.

**Learning Outcomes**
B. Quantitative and Analytical Reasoning

Learning Outcomes
(Not developed)

C. Modern/Foreign Languages Office.

Learning Outcomes
(Not developed)

D. Physical Education

Learning Outcomes (Draft)

Fitness for Life requirement:
- Students will be able to write and successfully implement an appropriate 9 week fitness program based on the training principles of frequency, intensity, and duration.
- Students will be able to discriminate between healthy and unhealthy lifestyle behaviors.

Fitness-related physical activity courses:
- Students will improve in one or more of the five components of fitness, including cardiovascular, muscular strength, muscular endurance, flexibility and body composition.

Skill-related physical activity courses:
- Students will improve in one or more cognitive, affective or skill-specific components related to successful participation in the sport or activity.

IV. Competent and Compassionate Action

A. Complete one of the following three options at an advanced level:

1. Productions and Presentations

Learning Outcomes Approved by the General Education Committee 01/21/2010

Students can
- perform or create a substantial work, artistic or otherwise.
- demonstrate in their creative work an understanding of the theoretical principles of their field.

Students can present their work in an appropriate public venue.

2. Research

Learning Outcomes
(Not developed)

3. Integrating the Major Discipline

Learning Outcomes (Draft)

In each of the following areas students will show some competence, and exhibit a strong facility in at least one area. Students are expected to
• Demonstrate an understanding of the core issues in the history and methodology of their discipline, and manifest careful thinking about the breadth and depth of their discipline, as well as the ways in which particular issues in their discipline are impacted by the broader societal, political, and historical context.
• Articulate a sense of the relationship between their particular discipline and other disciplines in a liberal arts context.
• Apply their faith to their academic discipline by evincing an understanding of how Christian values influence one’s approach to the discipline, as well as how one’s approach to the discipline shapes one’s understanding of Christian institutions and values.

Individual departments will develop refined outcomes, assignments, and scoring rubrics appropriate to a capstone experience in the discipline.

B. In addition to the above, all students also complete one of the following two options:

1. Serving Society; Enacting Justice

   **Learning Outcomes** Approved by Academic Senate 11/04/08

   Students can identify
   • Theological motivations for service.
   • The needs of the population being served.
   • The effects and affects resulting from those needs.
   • Causes of those needs, such as involuntary circumstances, individual choices and structural injustices.

   Students can articulate
   • How they have been affected by their experience (for example, changes in beliefs, attitudes or values).
   • How their experiences might inform their calling to discipleship, citizenship and future service.

2. Communicating Cross-Culturally

   **Learning Outcomes**
   (None)