GE Student Learning Outcomes

I. Common Contexts.
   A. Biblical and Theological Canons

      Student Learning Outcomes (Proposed)

      Students will
      1. Know the content of the Old and New Testaments. (E.g., books, genres, literary structures, themes, stories, chronology, major characters, histories, and theologies.)
      2. Be able to apply interpretive approaches to both testaments in order to recover original meaning and subsequent significance of the biblical texts (for church, Kingdom, and wider world), taking into account historical backgrounds and critical issues.
      3. Be able to identify the central doctrines of Christian faith and the forces shaping the history of global Christianity (e.g., major events, texts, and debates).
      4. Have basic skills of careful reading and observation, critical thinking, analysis, and communication with respect to Scripture and other theological sources, and basic competence with a range of disciplinary tools.

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

      Student Learning Outcomes (Draft)

      Students will be able to
      1. 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. 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. 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

**Student Learning Outcomes**

Students will be able to
1. Identify important locations, events, people and ideas in world history from 1500 to the present.
2. Demonstrate familiarity with main narratives in the field of world history (e.g. modernity, interdependence, globalization)
3. Appreciate religious and cultural differences within and between world areas (including their own) and recognize how these change over time.
4. Express the distinctive characteristics of a Liberal Arts education and explain why this is fitting for a Christian.
5. Articulate relationships between historical issues and their personal commitments and/or vocational choices.

II. Common Inquiries

A. Reading Imaginative Literature

**Student Learning Outcomes** (Not developed)

B. Exploring the Physical Sciences

**Student Learning Outcomes** (Draft)

Students will be able to
1. Identify the basic properties and principles of matter.
2. Identify the creative and systematic aspects of scientific method and give examples of the power of theory and prediction within the framework of empirical/experimental modes of inquiry.
3. Articulate a model of the relationship between faith and science both historically and in the current culture.
4. 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

**Student Learning Outcomes** (Not developed)

D. Performing and Interpreting the Arts

**Student Learning Outcomes** (Draft)

In thinking, speaking, and writing students will use
1. Correct language and terminology for varying artistic types, forms, movements.
2. Appropriate methods and processes for analyzing, interpreting, and enjoying artistic production, including with respect to the Christian faith. In their making and performing students will demonstrate competence in
2. Physical processes and manifestations necessary for artistic realization and production.

E. Reasoning Abstractly

**Student Learning Outcomes** (Draft)

Students will be able to
1. 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. 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. 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.

Thinking Globally

**Student Learning Outcomes** (Draft)

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

Thinking Historically.

**Student Learning Outcomes** (Draft)

Students will be able to
1. Read primary sources historically – asking and answering basic questions about historical sources (historical context, author, audience, genre); drawing historical conclusions from the sources and assessing their reliability and usefulness; and reflecting on how their own background shapes their interpretation.
2. Appreciate the contextuality of historical narrative and interpretation – understanding that the ways in which historians tell the story is shaped by their context (intellectual, social, etc.) and recognizing that interpretations of history are subject to change; they will understand the term “historiography” and its implications.

3. Articulate with less naiveté how the past is relevant for the present – making connections between their historical study and their responsibilities within the larger world. Students will appreciate what separates us from the past and avoid presentism.

Understanding Society

Student Learning Outcomes
(Not developed)

III. Common Skills

Three Writing-Intensive or Speech-Intensive Courses.

Student Learning Outcomes Approved by the GE Committee 11/12/2009

Students will improve in

1. Their ability to construct a clear central message that includes purposeful and inviting ideas, insightful arguments and reasons to accept these arguments, relevant and substantive supporting material, and various audience-centered appeals.

2. The organization of their messages, providing appropriately creative introductions, compelling and strategic structure, smooth transitions, and an effective conclusion.

3. Their communication style, engaging their audiences with discipline-appropriate language use and artfully constructed sentences.

4. Their presentational skills, which range from oral communication specifics (good posture, gesture, eye contact, vocal expressiveness, etc.), to written communication specifics (appropriate citations, professional appearance, good grammar, etc.). Good communication presentations will demonstrate civility and intellectual curiosity.

Quantitative and Analytical Reasoning

Student Learning Outcomes

Students will be able to

1. Make use of mathematical models for physical or social systems AND/OR
   Compute and interpret numeric data, summative statistics and/or graphical representations.

2. Reflect on the strengths and weaknesses of particular quantitative models or methods as tools in the natural and social sciences.
Modern/Foreign Languages

**Student Learning Outcomes**\(^1\) (Approved by the GE Committee 03/25/2010)

Students will be able to

1. Understand and interpret written and spoken language on a variety of topics.
2. Demonstrate an understanding of the relationship between some of the practices and perspectives of the culture studied.
3. Demonstrate an understanding of the nature of language by comparing the language they study and their own.
4. Use the language both within and beyond the classroom setting.
5. Articulate the importance of learning another language in order to engage people unlike them in terms that affirm others as persons created in God’s image.

Physical Education

**Student Learning Outcomes** (Draft)

**Fitness for Life requirement:**

Students will be able to

1. Write and successfully implement an appropriate 9 week fitness program based on the training principles of frequency, intensity, and duration.
2. Discriminate between healthy and unhealthy lifestyle behaviors.

**Physical activity courses:**

Students will improve in

1. One or more of the five components of fitness, including cardiovascular, muscular strength, muscular endurance, flexibility and body composition.
   AND/OR
2. One or more cognitive, affective or skill-specific components related to successful participation in the sport or activity.

IV. Competent and Compassionate Action

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

1. **Productions and Presentations**

   **Student Learning Outcomes** (Approved by the GE Committee 01/21/2010)

   Students will
   
   1. Perform or create a substantial work, artistic or otherwise.
   2. Demonstrate in their creative work an understanding of the theoretical principles of their field.
   3. Present their work in an appropriate public venue.

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\(^1\) The first four learning objectives of the Foreign Language GE are based directly on the national criteria set by ACTFL (The American Council of the Teaching of Foreign Languages).
2. **Research**  
**Student Learning Outcomes**  
(Not developed)

3. **Integrating the Major Discipline**  
**Student Learning Outcomes** (Approved by the GE Committee 03/04/2010)  
Students will show some competence in each of the following areas and strong facility in at least one area. Students will be able to

1. Demonstrate knowledge of the core issues in the history and methodology of their discipline and manifest an integrated perspective of its breadth and depth.
2. Articulate a sense of the relationship between their particular discipline and other disciplines in a liberal arts context.
3. 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.

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

1. **Serving Society; Enacting Justice**  
**Student Learning Outcomes**  
Approved by Academic Senate 11/04/2008  
Students will be able to

   1. Identify theological motivations for service; the needs of the population being served; the effects and affects resulting from those needs; and the causes of those needs, such as involuntary circumstances, individual choices and structural injustices.
   2. Articulate how they have been affected by their experience (for example, changes in beliefs, attitudes or values) and how their experiences might inform their calling to discipleship, citizenship and future service.

2. **Communicating Cross-Culturally**  
**Student Learning Outcomes**  
(Draft)  
Students will increase in their

   1. Abilities to communicate cross-culturally and to adapt effectively to new cultural environments.
   2. Capacities for building relationship of mutual respect across cultures.
   3. Appreciation for the variety and richness of human cultures.
   4. Awareness of their own culture.