GE Student Learning Outcomes

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

      RS courses will constitute a center for the GE curriculum by establishing a common core of Christian knowledge and ways of thinking, and by providing a foundation for fruitful conversation with and among all the disciplines of the liberal arts. Our 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.

      1. Students will know the content of the Old and New Testaments. (E.g., 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 subsequent significance of the biblical texts (for church, Kingdom, and wider world), taking into account historical backgrounds and critical issues.
      3. Students will 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. Students will 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 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. (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. (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. (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

Student Learning Outcomes

1. Global Knowledge
   • Acquire a general literacy about the locations, the events, the people and the ideas in world history from 1500 to the present.
   • Be familiar with main narratives in the field of world history (e.g. modernity, interdependence, globalization) - See details in appendix 8
   • Students will be able to appreciate religious and cultural differences within and between world areas (including their own) and recognize how these change over time.

2. Christian Liberal Arts
   Grow in their understanding of the meaning and value of their education in a Christian Liberal Arts college
   • Understand the distinctive characteristics of a Liberal Arts education.
   • Understand why this is fitting for a Christian.
   • Articulate the relationship 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)

   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

Student Learning Outcomes
(Not developed)

D. Performing and Interpreting the Arts

Student 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

Student 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

Student 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

**Student 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:
   - ask and answer basic questions about historical sources (historical context, author, audience, genre)
   - draw historical conclusions from the sources and assess their reliability and usefulness
   - 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

**Student Learning Outcomes**
(Not developed)

III. Common Skills

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

**Student Learning Outcomes** Approved by the GE Committee 11/12/2009
- Students will improve in 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.
- Students will improve in the organization of their messages, providing appropriately creative introductions, compelling and strategic structure, smooth transitions, and an effective conclusion.
• Students will improve in their communication style, engaging their audiences with discipline-appropriate language use and artfully constructed sentences.

• Students will improve in 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.

B. Quantitative and Analytical Reasoning
   **Student Learning Outcomes**
   (Not developed)

C. Modern/Foreign Languages
   **Student Learning Outcomes** (Approved by the GE Committee 03/25/2010)
   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).

1. **Communicate in Languages Other Than English**
   Students understand and interpret written and spoken language on a variety of topics.

2. **Gain Knowledge and Understanding of Other Cultures**
   Students demonstrate an understanding of the relationship between some of the practices and perspectives of the culture studied.

3. **Develop insight into the Nature of Language**
   Students can demonstrate an understanding of the nature of language by comparing the language they study and their own.

4. **Participate in Multilingual Communities**
   Students use the language both within and beyond the classroom setting.

5. **Understand the Importance of Learning Another Language as Christians**
   Students are able to 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.

D. Physical Education
   **Student 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
      **Student Learning Outcomes** (Approved by the GE Committee 01/21/2010)
      Students will be able to
      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.

   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.

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
      **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**

(Not developed)