The Expected Learning Outcomes subcommittee welcomes feedback by **Monday, Oct. 21,** on its draft of the goals and expected learning outcomes (ELOs) for the overarching General Education program and each of the foundations, and the broad ELOs for the themes as a whole. Of top concern are the clarity and specificity of the language and how the goals and outcomes will inform course proposals and revisions. Submit feedback using the online [Questions and Comments form](https://oaa.osu.edu/general-education-questions-and-comments) or via email to co-chairs [Adam Andrews](mailto:andrews.171@osu.edu) or [Alan Kalish](mailto:kalish.3@osu.edu).

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| **GE Program Goals and Objectives** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal 1: INTELLECTUAL & COGNITIVE SKILLS:**  **Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life.** | **1.1** Locate and select information sources that are credible, relevant, and appropriate to the context. |
| **1.2** Demonstrate critical and logical thinking by analyzing and integrating information from multiple sources and disciplines. |
| **1.3** Read, listen, compose, and speak in a variety of genres and modalities for a range of purposes and audiences. |
| **1.4** Apply learned concepts and skills to new situations. |
| **GOAL 2: MODES OF INQUIRY: Successful students will engage with and apply a range of important modes of human thought and inquiry.** | **2.1** Analyze, value, and explain the modes of thought and inquiry current in modern mathematical, scientific and social scientific knowledge; in historical, artistic and literary consciousness; in technology and design. |
| **2.2** Use methods of research, inquiry, creativity, and discovery across disparate disciplines to generate and respond to socially and ethically important topics. |
| **GOAL 3: EDUCATED GLOBAL CITIZENSHIP: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings.** | **3.1** Describe, analyze, and discuss the institutions, the cultural traditions of both the U.S. and other nations, and issues of global interdependence. |
| **3.2** Examine and value various expressions and implications of diversity, equity, and inclusion, both within and beyond U.S. society. |
| **3.3** Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world. |
| **3.4** Practice the knowledge, skills, attitudes and qualities of an interculturally competent global citizen who can act appropriately and competently in a range of contexts and across human differences. |
| **GOAL 4: EMOTIONAL, SOCIAL, AND PROFESSIONAL ABILITIES: Successful students will demonstrate skills and abilities needed for engaged citizenship, and personal and professional growth.** | **4.1** Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society. |
| **4.2** Plan for personal, professional, and career development. |
| **4.3** Employ technology effectively and ethically to enhance academic, professional, and personal life. |
| **4.4** Participate in a culture of engagement and service. |
| **4.5** Work collaboratively with others to achieve shared goals. |

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| **Foundations: Writing and Information Literacy** | |
| **Goals** | **Expected Learning Outcomes** |
| **GOAL 1: Successful students will demonstrate skills in effective reading, writing, oral, digital, and visual communication for a range of purposes, audiences, and contexts.** | **Successful students are able to …**  **1.1** Compose and communicate with a wide range of purposes and audiences using writing, as well as oral, visual, digital and other methods appropriate to the context. |
| **1.2** Use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. |
| **1.3** Generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. |
| **GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.** | **2.1** Demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. |
| **2.2** Locate, identify and use information through context-appropriate search strategies. |
| **2.3** Employ reflective and critical strategies to evaluate and select credible and relevant information sources. |

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| **Foundations: Mathematical and Quantitative Reasoning** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal: Successful students will be able to apply quantitative reasoning and mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.** | **Successful students are able to …**  **1.1** Use mathematical and/or statistical concepts and methods (e.g., equations, graphs, diagrams, tables, words) to represent real-world situations. |
| **1.2** Use diverse mathematical/statistical approaches, technologies, and tools to ethically communicate about data symbolically, visually, numerically, and verbally. |
| **1.3** Draw appropriate inferences from data based on quantitative analysis. |
| **1.4** Evaluate important assumptions in estimation, modeling, and data analysis. |

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| **Foundations: Literary, Visual, and Performing Arts** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and cultural informed understanding.** | **Successful students are able to …**  **1.1** Analyze, experience, and interpret significant works of visual, spatial, literary and/or performing arts and design. |
| **1.2** Describe and explain how cultures identify, evaluate, shape, and value works of art and design. |
| **1.3** Evaluate how artistic ideas influence and shape human beliefs, the representation and perception of reality, and how they inform human behavior. |
| **Goal 2: Successful students experience the arts and reflect on that experience critically and creatively.** | **2.1** Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. |
| **2.2** Critically reflect on and share one’s own experience of observing or engaging in the visual, spatial, literary, or performing arts and design. |

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| **Foundations: Historical and Cultural Studies** | |
| **Goals** | **Expected Learning Outcomes** |
| **Successful students will meet the goals for *either* a Historical Studies (A) or Cultural Studies (B) course.**  **Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.** | **Successful students are able to …**  **1.1A** Identify, differentiate, and critically analyze primary and secondary sources related to significant historical events. |
| **1.2A** Describe and analyze the origin of at least one selected contemporary issue, using a diverse range of primary and secondary sources and methods of historical inquiry. |
| **1.3A** Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences the character of human beliefs, the perceptions of reality, and the norms which guide human behavior. |
| **Cultural Studies (B) Goal: Successful students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.** | **1.1B** Analyze and interpret selected major forms of human thought, culture, ideas and expression. |
| **1.2B** Describe and analyze the origin of selected contemporary issues, using a diverse range of primary and secondary sources and comparative methodologies. |
| **1.3B** Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. |
| **1.4B** Describe and analyze the impact of population movements and globalization on emigrant, immigrant, and indigenous people and communities. |

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| **Foundations: Natural Sciences** | |
| **Goals** | **Expected Learning Outcomes** |
| **GOAL 1: Successful students will engage in theoretical and empirical study within one field of the natural sciences, while gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.** | **Successful students are able to …**  **1.1** Explain basic facts, principles, theories and methods of modern natural science; describe the process of scientific inquiry and analyze the power and limits of this self-correcting process. |
| **1.2** Identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. |
| **1.3** Employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world or with data drawn from the natural world, using appropriate tools, models, and analysis of data. |
| **GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.** | **2.1** Analyze the inter-dependence and potential impacts of scientific and technological developments. |
| **2.2** Evaluate social, ethical, and philosophical implications of natural scientific discoveries. |
| **2.3** Critically evaluate and responsibly use information about the natural sciences |

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| **Foundations: Social and Behavioral Sciences** | |
| **Goals** | **Expected Learning Outcomes** |
| **GOAL 1: Successful students will engage in theoretical and empirical study within one field of the social and behavioral sciences, while gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the social and behavioral sciences.** | **Successful students are able to …**  **1.1** Explain basic facts, principles, theories and methods of social and behavioral science. |
| **1.2** Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals. |
| **GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.** | **2.1** Analyze how political, economic, individual, or social factors and values impact the way policies and/or decisions are made. |
| **2.2**Evaluate social, ethical, and/or philosophical implications of social scientific and behavioral research. |
| **2.3** Critically evaluate and responsibly use information about the social and behavioral sciences |

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| **Foundations: Race, Gender and Ethnicity** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal: Successful students will engage in a systematic assessment of how historically constituted categories like race, ethnicity, and gender shape perceptions, individual outcomes and broader societal (political, economic, and cultural) dynamics.** | **Successful students are able to …**  **1.1** Describe and evaluate the roles and representations of such identity categories as race, ethnicity, and gender. |
| **1.2** Explain ways in which categories such as race, ethnicity, and gender impact individual outcomes and broader societal issues. |
| **1.3** Recognize how perceptions of difference shape one’s own attitude as a global citizen who appreciates diversity, equity, and inclusion. |

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| **Themes: General** | | |
| **Goals** | **Expected Learning Outcomes** | |
| **GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.** | **Successful students are able to …**  **1.1** Engage in critical and logical thinking about the topic or idea of the theme. | |
| **1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. | |
| **GOAL 2: Successful students will engage the theme by doing ONE of the following:**   1. **Apply methods from multiple disciplinary modes of human thought and inquiry, either across two courses or within one, team-taught class.**   **b. Apply strategies from one of the selected High Impact Practices.** | **Two-class version** | **2.1a** Identify and apply those modes of thought and inquiry that are distinct to each discipline to examine the theme. |
| **Team taught version** | **2.1b** Apply and integrate at least two important, disciplinary modes of human thought and inquiry to examine the theme. |
| **High Impact Practice version** | **2.1c** Engage the theme through at least one of the selected High Impact Practices: **insert list here.** |
| **GOAL 3: Successful students will demonstrate their understanding of the integrative nature of their thematic coursework.** | **Two-class version** | 3.1a Explicitly identify and apply this mode of disciplinary thought to the theme, exploring some ways in which that analysis is similar to and different from other modes of thought. |
| **Team taught version** | 3.1b Explicitly identify and apply at least two disciplinary modes of thought to the theme, exploring some ways in which these modes are similar to and different from each. |
| **High Impact Practice version** | 3.1c Explicitly identify and apply how this High Impact Practice supported their engagement with the theme. |