

Institutional Learning Themes and GE Learning Outcomes	Faculty/Student Research	Global Citizenship	Interdisciplinarity	Personalized Education	Student Writing
Freshman Foundations Course: Student critically analyzes and communicates complex issues and ideas. [Revised fall 2012]	x		x	x	
AI/Artistic Inquiry: Student composes critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level. [Revised spring 2013]			x	x	
QI/Quantitative Inquiry: Students creates sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). [Revised spring 2014]	x			x	
NI/Natural Science Inquiry: Provide students an opportunity to engage with scientific investigation and the knowledge it produces. [revised 2017]	x				
SI/Social Inquiry: Student identifies, frames and analyzes social and/or historical structures and institutions in the world today. [Revised spring 2013]	x				
VI/Values/Ethics Inquiry: Student articulates how values and ethics inform human understanding, structures, and behavior. [Revised summer 2016]	x				
WI/Written Inquiry: Student establishes active, genuine, and responsible authorial engagement; communicates a purpose—an argument or other intentional point/goal; invokes a specific audience, develops the argument/content with an internal logic-organization; integrates references, citations, and source materially logically and dialogically, indicating how such forms of evidence relate to each other and the author's position; and composes the text with: a style or styles appropriate to the purpose and intended audience, a consistent use of the diction appropriate to the author's topic and purpose, the ability to establish and vary authorial voice(s) and tone(s), a choice of form(s) and genre(s) appropriate to purpose and audience (forms may be digital and/or multimodal), and rhetorically effective use of language. [Revised 2011]					x
GC/Global Study: Student connects contemporary social and/or environmental topics to their origins and analyzes their effects on our increasingly globalized world. [Revised spring 2012]		x			
CC/Citizenship, Community, Service Citizenship Learning Outcome: Student demonstrates through analysis and/or personal engagement an understanding of the emergence, development, operations, and/or consequences of political systems in the US and other countries. Student can identify the rights and responsibilities of citizens and/or leaders as embodied in political, civic, or service organizations. Community Learning Outcome: Student demonstrates through analysis and/or personal engagement an understanding of the emergence, development, changes and challenges to and, in some cases, destruction of diverse social groups who are marginalized within the context of larger societal environments. Student demonstrates through written, oral, media or other communication process a critical perspective on issues of civil rights, self-representation, participatory politics, and/or similar issues of inclusiveness. Service Learning Outcome: Student examines the theoretical and/or applied aspects of community service through coursework and/or through active engagement in a service -earning experience and demonstrates: the ability to apply discipline-specific and/or interdisciplinary knowledge and critical thinking skills to community issues; critical self-reflection of the student's own assumptions and values as applied to community issues; knowledge and sensitivity to issues of culture, diversity, and social justice as applied to community engagement.				x	
LC GE Languages-Student Learning Outcomes (SLO's): Students will understand, speak, read and write the target language at the intermediate or above level as defined by the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines. Students will demonstrate an understanding of culture(s) where the target language is spoken and will compare similarities and differences across languages and cultures (according to National Standards in Foreign Language Education –Known as 'The Five Cs').		x			
Inter/Multi-disciplinary Cluster: Student integrates an additional specialized knowledge with the major field or adds a secondary area of study in order to enrich personal or professional goals. [Revised spring 2011]			x	x	