

## GENERAL EDUCATION COMPETENCIES

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### **Intellectual Foundation:**

*Students will acquire and critically evaluate information, apply quantitative and analytical reasoning to problem solving, and present well-organized arguments and conclusions in both written and oral forms.*

### **Written Communication (WC)**

*Students will communicate effectively in writing.*

1. Address assignment effectively by clearly developing and communicating the purpose for writing.
2. Incorporate relevant examples or evidence to support the central ideas or conclusions.
3. Organize ideas and supporting materials in unified and coherent patterns, using genre-appropriate techniques.
4. Employ effective search strategies to find, evaluate, and integrate appropriate sources (*Information Literacy*).
5. Use information in a legal and ethical manner following appropriate disciplinary guidelines (*Information Literacy*).
6. Demonstrate understanding of the writing process, which could include prewriting, drafting, and revising.
7. Display facility with the conventions of written American English (grammar, usage, mechanics, punctuation, diction, and sentence variety).

### **Information Literacy**

*Students will recognize the need for information; identify how information is published and organized, and select strategies for accessing information. Students will analyze, synthesize, and ethically attribute relevant information in written, oral, or media presentations.*

Students will gain the following foundational skills in two parts of the curriculum: courses qualifying for Written Communication and Critical Thinking.

1. Define and articulate the nature and extent of information needed.
2. Identify relevant information from a variety of sources (e.g., databases, journals, books, websites, data sets) and select effective search strategies for accessing information.
3. Evaluate information for accuracy, credibility and objectivity and use the information for a specific purpose.
4. Integrate and synthesize main ideas from selected information and develop new insights and reflective reasoning to effectively communicate project outcomes.
5. Ethically and legally use and acknowledge information sources, following discipline guidelines.

**Oral Communication (OC)**

*Students will communicate effectively in multiple oral presentations to live audiences within a course. Each subsequent presentation should utilize revision through the process of feedback, training, and performance.*

1. Appropriately connect topic and personal credibility with a live audience.
2. Demonstrate an original, well-organized presentation with clear introduction, transitions, and closure.
3. Communicate an oral message conveying relevant knowledge and accurate word choice and grammar.
4. Use effective presentation aids, such as speaker notes, media, and appropriate dress.
5. Illustrate both appropriate physical expressiveness and energy control.
6. Articulate message with both appropriate vocal dynamics and control.

**Critical Thinking (CT)**

*Students will employ analytical skills to develop rational understanding, solve problems, and make decisions.*

1. Clearly identify and explain a problem or issue, and determine the extent of the information needed to address it (*Information Literacy*).
2. Select and access relevant information from authoritative sources to address the problem or issue (*Information Literacy*).
3. Consider alternative solutions or perspectives and analyze assumptions, context, or biases of differing positions, information, or data.
4. Assess the logic of arguments, identifying fallacies and raising or responding to substantive objections to proposed views or conclusions.
5. Synthesize ideas into a coherent argument, solution, or presentation that demonstrates insight and reflective reasoning (*Information Literacy*).

**Mathematical and Computational Thinking (MCT)**

*Students will identify, develop, evaluate, and communicate solutions to mathematical and computational problems.*

1. Determine mathematical or computational processes needed for solving various problems.
2. Apply formal inductive and deductive reasoning techniques.
3. Apply mathematical or computational processes to solve problems, make judgments, draw conclusions, and make predictions.
4. Communicate mathematical or computational ideas logically and clearly.

### **Knowledge and Inquiry:**

*Students will gain the knowledge, perspective, and analytical skills to critically evaluate ideas, concepts, and themes in a variety of disciplines.*

Courses satisfying these areas must stress broad-based knowledge of major concepts, theories, themes, and modes of inquiry and analyses within that discipline. Other area specific outcomes are included below.

#### **Natural Sciences Inquiry (NS)**

*All courses must meet Outcomes 1-4; lab courses must also meet Outcome 5*

1. Demonstrate knowledge of a breadth of major principles and concepts in a natural sciences discipline, including biology, chemistry, geology, and physics.
2. Explain natural phenomena or events and their impact on individual organisms, societies, or the world.
3. Apply quantitative analyses to solve problems within the context of the natural sciences.
4. Demonstrate a conceptual understanding of the scientific method.
5. Apply scientific concepts, methods, and quantitative analyses to solve problems through laboratory investigations and communicate findings in numeric, graphic, or written forms.

#### **Historical, Behavioral, and Social Sciences Inquiry (HBS)**

1. Identify and apply the fundamental concepts and methods of inquiry for a discipline that studies the individual, society, and social relations, including anthropology, economics, geography, history, political science, psychology, and sociology.
2. Demonstrate knowledge or understanding of developments, themes, issues, cultures, people, places, or institutions as required for specific disciplinary approaches.
3. Use empirical methods to interpret and evaluate historical developments, individual behavior, or contemporary society and social relations.
4. Apply understanding of historical or social-scientific concepts to students' own lives or culture.

#### **Philosophical, Literary, and Aesthetic Inquiry (PLA)**

*Qualifying courses must satisfy at least two of the following:*

1. Demonstrate understanding of terms, forms, figures, or movements in a significant area of Philosophical or Aesthetic inquiry.
2. Exhibit knowledge of literature, artistic productions, or philosophies as products of specific social, cultural, or political contexts.
3. Apply appropriate methods and criteria to interpret and critique philosophical theories, works of literature, or artifacts in the visual or performing arts.
4. Apply knowledge of a relevant area of aesthetic or philosophical inquiry to produce a work of artistic expression.

## **Personal and Social Responsibility:**

*Students will demonstrate responsible personal, societal, and global awareness.*

### **Global Awareness and Citizenship (GAC)**

*Students will gain the knowledge, disciplinary skills, ethical reasoning abilities, and appreciation of international and multicultural perspectives needed to conduct themselves as responsible citizens of the world.*

All qualified courses must meet at least two of the following learning outcomes, and students will be required to take one course that includes #4:

1. Identify and analyze the interconnectedness of global trends or issues by using the concepts and methods of a discipline or interdisciplinary field.
2. Examine cultural, international, or global practices or events from a variety of perspectives, bringing to light unstated assumptions.
3. Appreciate the impact of personal and societal actions on the world, and evaluate that impact in ethical terms.
4. Describe the historical foundations of political orders, economic systems, philosophies, social developments, or environmental issues, and their relation to the world today.

*Alternative ways of satisfying Global Awareness and Citizenship competency:*

- a. Language: Speaking, reading, writing, and listening in a non-native language: Up to six credits of college-level language may be counted towards this competency (with one course counting for no more than three credits).
- b. Study abroad: Semester-long study abroad satisfies 6 credits of this competency.
- c. International students that matriculate at LHU will be deemed to have met six credits of this competency.

### **Ethics**

*Students will gain the following ethical reasoning skills in two parts of the curriculum: courses qualifying under #3 above and instruction within their major programs.*

1. Recognize ethical issues that exist at the personal, societal or international level.
2. Identify and evaluate different theoretical or philosophical perspectives and their relevance to ethical decision-making.
3. State and logically support a position on an ethical issue.

### **Wellness (WEL)**

*Students will gain the knowledge and skills necessary to develop a proactive approach to a positive, vigorous, and wellness-oriented lifestyle.*

1. Identify and analyze the interrelationships among the physical, social, emotional, intellectual, spiritual, environmental, and occupational components of wellness.
2. Recognize and examine resources and strategies that enhance personal wellness.
3. Describe individual and socio-cultural influences that affect personal wellness and wellness choices.
4. Develop an awareness of interdependent relationships between personal wellness and society.

**Experiential Learning (EL)**

*Engages students in real-world experiences outside the structured course setting.*

*Through active involvement in their learning, students create knowledge, acquire skills, or apply theoretical concepts in new contexts that are meaningful to them.*

Students can acquire the experience through a documented non-credit experience or an appropriate course. Examples of experiential learning opportunities include, but are not limited to, practicums or internships, independent study, public performances, community service and volunteerism, student teaching, field placements, short-term study abroad, and clinical experience. These may occur on- or off-campus.

1. Develop academic skills and knowledge through learning experiences outside of the structured course setting.
2. Demonstrate personal, civic, and/or global responsibility through action or reflection.
3. Use appropriate interpersonal skills with colleagues, supervisors, and clients/beneficiaries.
4. Use the learning experiences to evaluate personal goals as preparation for real-world success.

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