

New Gen Education

Distribution Category:
Objectives and Outcomes

General Education Courses

Keystone Course

- First Year Seminar (FYS)
- Critical Reading and Writing 102 (CRWT)
- Studies in Arts and Humanities (SIAH)
- Social Science Inquiry (SSI)
- Quantitative Reasoning (QR)
- Scientific Reasoning (SR)
- Historical Perspectives (HP)
- Global Awareness (GA)

Distribution Categories

- Culture and Creativity (CC)
- Systems, Sustainability, and Society (SSS)
- Values and Ethics (VE)

Culture and Creativity

This category will contain courses mostly from the arts and humanities. It will primarily have courses in which students read, view, study, or create products of culture. Students will analyze their own creative work or that of others.

Culture & Creativity (*Populated primarily with Courses from SSHGS and CA*):

1. Critically engage with the products of culture,* through interpretation or creative expression. (*shares with SIAH and GA*)

1. Perform or create a cultural product, or Critically interpret or engage with a cultural product.

2. Critically interpret history and society. (*shares with SSI and HP*)

1. Analyze and interpret appropriate sources.

3. Question assumptions about individual and group identity. (*shares with SSI, HP and VE*)

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.

2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

4. Demonstrate logic and reasoning skills. (*shares with CRWT, QR, SR, SSS, and VE*)

**Products of culture: Artistic study and appreciation as well as societal institutions, values, and traditions.*

Systems, Sustainability, and Society

This category is intended to include mostly science and social science courses that take either a qualitative or quantitative approach to the scientific method. The category recognizes that there are different approaches to, and debates over, scientific inquiry (science or social science), scientific methods, and scientific paradigms. It takes a pluralistic approach to addressing the pressing problems of sustainability* through a systems approach*.

Systems, Sustainability, & Society (Populated primarily with courses from TAS, SSHS, ASB):

1. Apply methods of scientific* inquiry effectively. (*shares with SR*)

1. Understand the scope and philosophy of scientific or social scientific inquiry.
2. Using knowledge of quantitative or qualitative methods, analyze a scientific or social scientific study to determine if the conclusions are appropriate.

2. Analyze ethical implications of the global distribution of power and resources. (*shares with SSI, HP, and VE*)

1. Analyze the distributions of power and resources and their implications at the local, national, and international level.
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.

3. Demonstrate logic and reasoning skills. (*shares with CRWT, QR, SR, CC, and VE*)

* Scientific inquiry: systematic knowledge gained through observation and experimentation.

* Sustainability: broadly defined here as the endurance of systems (including social systems) and processes, with a focus on not being harmful to the natural environment and minimizing the depletion/degradation of natural resources.

* Systems approach: holistic study of an entire system, looking at both the attributes of the whole as well as the interactions and interdependency of the component parts.

Values and Ethics

This category will house courses addressing ethical considerations and exploring values. This can include one's own ethics and values or that of others. Traditionally, 'ethics', derived from the Greek word *ethos*, are the principled habits or characters of good people, while 'values', derived from the Latin word *valere*, are evaluations of worth. All courses in the Values and Ethics category should include engagement with works of ethical theory - which can include works from the arts, business, humanities, sciences, or social sciences.

Values & Ethics (Populated with courses from any school):

1. Analyze ethical implications of the global distribution of power and resources. *(shares with SSI, HP, and SSS)*

1. Analyze the distributions of power and resources and their implications at the local, national, and international level.
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.

2. Question assumptions about individual and group identity. *(shares with SSI, HP and CC)*

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.
2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

3. Practice reflective inter/intra-personal skills. *(shares with CRWT, Experiential and Mid-Career)*

1. Practice reflective inter-personal skills
2. Practice reflective intra-personal skills.

4. Demonstrate logic and reasoning* skills. *(shares with CRWT, QR, SR, CC, and SSS)*

*Accordingly, in the Values and Ethics category, the expectation that students demonstrate "logic and reasoning" amounts to expecting students to use logic and reasoning in the fullest sense - as considering words, thoughts, ideas, arguments, accounts, reasons or principles. The words logic and reasoning are basically equivalent. "Reasoning" comes from Latin (*ratio*), which we might today translate as 'considering.' Logic comes from the Greek *logos*, which originally meant 'word' (but not merely as a part of speech). In ancient Greece one's *logos* was one's word, thought, idea, argument, account, or principle.