

General Education Program Source Book

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University Mission

We empower learners to achieve their career and life goals through personally enriching experiences and outstanding educational pathways.

University's Institutional Learning Outcomes (ILO)

1. Students will develop abilities foundational to a liberal arts education and professional study. [ILO1]
2. Students will explore multiple disciplinary perspectives to understand the world. [ILO2]
3. Students will actively engage in antiracist and anti-bias practices toward an inclusive, diverse, and equitable community. [ILO3]

General Education Program Mission

The Utica University General Education Program provides students with enriching learning experiences that are both foundational and integrative of scientific, humanistic, and technological contexts.

General Education Program's Learning Goals

Goal 1: Demonstrate effective written and oral communication.

Goal 2: Demonstrate critical thinking and reasoning.

Goal 3: Demonstrate proficiency in quantitative reasoning.

Goal 4: Demonstrate scientific literacy through evidence-based inquiry.

Goal 5: Appreciate the range of human experiences as represented in the arts, literature, and other forms of cultural expression.

Goal 6: Critically and ethically evaluate past and present implications of social institutions.

Goal 7: Responsibly identify, locate, evaluate, and use information that is relevant to a given issue through information literacy and effective use of technology.

General Education Program Curriculum

37 credits		
PART 1: The Foundations (ILO1)	19 credits	GE Goal
Written Communication	6	1, 7
Oral Communication	3	1
Critical Thinking	3	2
Quantitative Reasoning	3	3
Scientific Literacy (including lab)	4	4
PART 2: Pathway Minors and General Education in Areas of Knowledge (ILO2)	18 credits	5, 6 +
Students can select from two types of general education minors (comprised of courses at upper and lower levels – at least one has to be 300-400 level). <u>Themed Pathway Minor</u>		
<ul style="list-style-type: none"> • Choose 4 courses within a theme, each from a different area of knowledge (see below) – 2 must meet goal 5 and 2 goal 6 • Choose any other 2 General Education courses within a theme (cannot be one used for foundations) • Choose one Writing Intensive (WI) course among above 	12	5, 6
<ul style="list-style-type: none"> • Choose any other 2 General Education courses within a theme (cannot be one used for foundations) 	6	1-6
<u>Interdisciplinary Minor</u>		
Must meet above requirements but may also include additional credits to complete the minor requirements		
<u>General Education Pathway</u>		
<ul style="list-style-type: none"> • Choose 5 courses from a different area of knowledge (see below) • Choose any other course from any GE program learning goal • Choose one Writing Intensive (WI) course among above 	15	5,6
	3	1-6
PART 3: Diversity, Equity and Inclusion (DEI) (ILO3) - 2 courses required within Gen Ed. At least one must be at the 300 or 400 level.		

figure 1. Gen Ed Program Summary

The General Education (Gen Ed) program is designed around the college mission, the institutional learning outcomes, and Gen Ed mission and learning goals. The Gen Ed program is divided into two

parts: (1) Foundations and (2) Pathway Minors (General or Themed—see below for definitions). Students must complete both parts to be eligible to graduate. Foundation courses are designed to provide a basis for college-level learning and teach academic skills. They are designed to help meet ILO1 to develop transferable, foundational skills and competencies. Students should plan to take these courses in their first two or three semesters at Utica University to promote success throughout their academic careers.

As students move toward their second year, they will choose one (or more) Pathway/Minor(s) to guide them through interdisciplinary courses offering a breadth of knowledge. These meet ILO2 to synthesize and integrate knowledge from multiple disciplinary perspectives and ILO1 to develop skills and competencies. A Pathway/Minor may be one of three types (see descriptions below); Themed Pathway Minors and Interdisciplinary Minors are created by faculty around a common theme or topic. Pathways and Minors are designed with a combination of courses, including interdisciplinary courses, that provide the opportunity for students to hone their foundational skills while meeting additional Gen Ed program goals.

In addition to meeting Parts 1 and 2 of the Gen Ed Curriculum, students must meet Part 3 in which they will take Diversity, Equity, and Inclusion (DEI) courses to meet Utica's ILO3. At least two (2) courses should carry the DEI designation. At least one DEI course must be at the 300 or 400 level.

Finally, as part of the Pathway, students must take at least one (1) course that is formally designated as Writing-Intensive (WI).

Part 1: Foundations (19 credits)

Foundations courses are designed to meet General Education Learning Goals 1-4, and Goal 7 [ILG2].

Goal 1, 7: Written Communication (6)*

Goal 1: Oral Communication (3)

Goal 2: Critical Thinking (3)

Goal 3: Quantitative Reasoning (3)

Goal 4: Scientific Literacy, with lab (4)

Total Foundations credits (19)

* The second written communication course meets learning goal 7

Part 2: Pathways/ Minors (18+ credits)

Pathways/ Minors are built around six knowledge areas designed to meet General Education Learning Goals five (5) and six (6) [ILO 1].

Goal 5: Appreciate the range of human experiences as represented in the arts, literature, and other forms of cultural expression.

Goal 5 Areas of Knowledge

- A. Literary Representations
- B. Fine, Visual, & Performing Arts
- C. Intercultural Competency

Goal 6: Critically and ethically evaluate past and present implications of social institutions.

Goal 6 Areas of Knowledge

- D. Historical Reflection
- E. Culture and Society
- F. Engaged Citizenship

Students select one (or more) of three types of General Education minors: a Themed Pathway Minor, a General Pathway, or an approved Interdisciplinary Minor. Total Pathway/ Minor credits (18+).

Themed Pathway Minor: Themed pathway minors are programs of study created specifically for the General Education Program. Each themed pathway minor addresses a broad topic and investigates it from several disciplinary approaches. Each themed pathway minor includes two courses that meet different areas of goal five, two courses that meet different areas of goal six, and two additional courses that meet at least one of the seven General Education goals (total of six General Education courses). The GEC oversees these pathway minors once they are established.

For a full list of approved Themed Pathway Minors, see [Utica's Gen Ed webpage](#) or the current catalog.

General Education Pathway: Working with their academic adviser, students choose 5 courses, each from a different area of knowledge and one additional course from any area of knowledge or any general education goal area (total of six General Education courses).

For a list of courses approved for inclusion in the General Pathway Minor, see Utica's [Gen Ed webpage](#).

Interdisciplinary Minors: Interdisciplinary minors may be approved by the GEC to satisfy part two of the General Education curriculum if they meet the distribution requirements outlined above to fulfill the Pathway requirement for the General Education Program, an interdisciplinary minor must include at least two courses that meet different areas of goal five, two courses that meet different areas of goal six, and two additional liberal arts courses that meet at least one of the general education goals. Interdisciplinary minors may also include additional course or credit requirements. The creator or leader of the minor or relevant department chair is the point person for the interdisciplinary minor.

For a full list of approved Interdisciplinary Minors, see [Utica's Gen Ed webpage](#). If modifications are made to an Interdisciplinary Minor approved for Gen Ed, it must be resubmitted to the Gen Ed Council for re-approval.

Pathway/ Minor Course Type Requirements:

1. Course Level: Regardless of the type of minor selected, at least one course must be Writing Intensive.
2. Individual courses may not fulfill requirements for a student in both the Foundation and Pathway Minor areas.

Part 3: DEI: At least two courses taken to fulfill the General Education program must have a Diversity, Equity, and Inclusion (DEI) designation with one of those at the 300 or 400 level. The upper level course must be taken as part of the Pathway/Minor. A second upper level with the DEI designation may be taken in the Pathway/Minor as well, or a lower level course that fulfills a Gen Ed requirement may also fulfill the requirement. The GEC will receive and review proposals for courses to receive this designation; further approval following Curriculum Committee processes must also be received.

Writing Intensive Designation: At least one course taken as part of the pathway must bear the writing intensive designation. Applications for this designation must be made to the Committee on Writing (COW) and meet the criteria set by that committee.

Gen Ed Course Approval Criteria and Process

These criteria must be met to be included in Gen Ed:

Foundations Courses:

- 100-200 level
- Open to any Utica student regardless of major (i.e., no registration restrictions); at least 50% of seats in a section must be unrestricted by program or major
- No prerequisites outside of General Education requirements
- Addresses one or two of the foundational General Education Learning Goals (approved by Faculty Senate October 2021)
- Liberal Arts designation

Pathway/Minor Courses:

- Open to any Utica student regardless of major (i.e., no registration restrictions); at least 50% of seats in a section must be unrestricted by program or major
- Has no prerequisites outside of general education or pathway requirements
- All courses taken for themed pathways and interdisciplinary minors will also count towards the general education pathway.
- Liberal arts designation

Courses proposed for Gen Ed should meet the following criteria:

1. State which Gen Ed Learning Goal(s) are met.
2. State how the goal(s) are met using the criteria for each goal. These General Education learning objectives must be included in all course syllabi for Gen Ed courses.
3. Be approved as Liberal Arts (LA) courses. If not already approved for LA designation, courses should be submitted for both LA designation and for approval in the Core program beforehand or concurrently.
4. State how the course meets rigor and coherence by providing the following criteria for the proposed course.
5. Demonstrate how Gen Ed Goal(s) are met through student assessments/assignments.

Gen Ed Course approval process:

1. Consult with proposer's department and any relevant other departments based on area of general education.
2. Submit proposed course using Gen Ed Goal-specific forms for review by the GEC.
3. Once approved by GEC, courses will follow the Curriculum Committee process:
 - a. Dean for Assessment
 - b. Registrar
 - c. Division/ School

- d. Curriculum Committee
- e. Faculty Senate
- f. Provost

Once approved, participation in Utica University assessment initiatives is required for the course to maintain General Education status.

Please note, the general education assessment process is not designed to evaluate individual faculty, courses, or departments, but rather to determine students' achievement of the outcomes and to support continuous improvement efforts.

Themed Pathway/Interdisciplinary Minor Approval Criteria and Process

Please see above for Pathway/Minor criteria as descriptions of three types of Pathways/Minors. All Pathways/Minors must be composed of courses meeting Gen Ed criteria.

Themed Pathway and Interdisciplinary Minor approval process:

1. Consult with all relevant faculty, including those who will be teaching courses in the proposed pathway/minor.
2. Submit proposed Pathway/ Minor curricular forms for review by the GEC.
3. Submit with all courses and relevant forms to be included in Pathway/ Minor.
4. Once approved by GEC, courses will follow the Curriculum Committee process for new Minors:
 - a. Dean for Assessment
 - b. Registrar
 - c. Division/ School
 - d. Curriculum Committee
 - e. Faculty Senate
 - f. Provost

To remove courses or themes from the General Education Curriculum, a request must be made to the GEC and then to the Curriculum Committee.

General Education Program Leadership

The Director of the General Education Council (GEC Director) has administrative responsibility for the development and management of the general education program and its contribution to the general educational goals of the University. The GEC Director shall preside over GEC meetings and votes. The GEC Director will cast the deciding vote on academic decisions in the event of an evenly split vote. They will work with key administrative staff members, including the Curriculum Committee, the Academic Assessment Committee, and the Registrar's Office.

The GE program director is responsible for leading and developing a visionary, high quality GE program that enriches the specialized knowledge acquired in a major program with foundational and integrative understandings of its scientific, humanistic, and technological contexts.

The GE program director will lead the General Education Council (GEC) in the development of the vision of GE and is accountable for making progress towards fulfillment of the GE vision.

The GE program director is responsible for maintaining strong oversight of the GE program for quality control at every level.

The GE program director reports to the Provost in the Office of Academic Affairs.

Program Director duties:

1. Be in regular communication and consultation with the GEC.
2. Communicate with faculty and success coaches to ensure understanding and execution of the GE program.
3. Be in regular communication and consultation with the faculty, School Deans and the Provost about the GE needs of Utica College students.
4. Be in regular communication and consultation with the Faculty Senate Curriculum Committee.
5. Work collaboratively with the Provost, School Deans, faculty, the Office of the Registrar, the GEC, academic programs chairs/directors and success coaches in matters related to General Education.
6. Identify and work with the Provost to ensure the availability of resources for the short and long term.
7. Coordinate assessment of the effectiveness of GE program with the teaching faculty, GEC and the VP for Institutional Effectiveness/Dean for Assessment.
8. Coordinate with School Deans on the scheduling and staffing of General Education courses.
9. Advise the Admissions Office on messaging to prospective students re: the General Education program.
10. Other duties as assigned by the Provost and agreed to by the GE Director.

The Director of GEC is a tenured faculty member from the School of Arts and Sciences appointed by the Provost for a three-year term. The GEC Director is a 12-month appointment with a stipend and a 2-

course (6 credit hour) reduction in each fall and spring. The position is supported administratively by the Office of Academic Affairs.

The General Education Council (GEC)

1. The GEC comprises two faculty members from each school (two faculty from the School of Business and Justice Studies, two faculty from the School of Health Professions and Education, and two faculty representatives from the School of Arts and Sciences [one faculty from each division, the Division of Humanities and Social Sciences, and the Division of Natural Science and Mathematics]) plus the GE program director (all voting members, with the exception of the GE program director, who has a tie-breaking vote only). Each voting GEC member is allocated one vote in all GEC decisions.
2. GEC members are determined by each school Dean from the full-time faculty or librarians, as defined in the AAUP contract.
3. Each GEC member from the Schools is appointed to a 12-month administrative overlay with a semi-annual stipend to conduct GEC business.
4. GEC members will serve two-year terms. [For the initial committee membership only, staggered terms will be implemented for members from each school.]
5. If a member leaves the committee in the middle of a term, a replacement will be determined by the appropriate school dean to complete that member's term.
6. The GEC will also include one representative from the Library as a non-voting member, who will serve a two-year term.
7. The GEC will regularly consult with the Office of the Registrar; the Provost's office; Student Success; other faculty committees overseeing experiential learning and diversity, equity and inclusion; and other groups as necessary.

GEC duties include but are not limited to the following:

1. Advise the development and maintenance of the communication plan about the General Education curriculum for faculty, students, prospective students and their families, employers, and the public.
2. Advise the content for Professional Development for New Faculty Orientation
3. Advise the development and maintenance of professional development opportunities for General Education faculty about curriculum design, syllabus development, assessment, and pedagogy that will enhance the fulfillment of General Education goals.
4. Establish, review, receive, and initiate guidelines and proposals for changes to the General Education Program.
5. Receive and review proposals for courses to be included in the General Education Program.
6. Advise the Schools, the Curriculum Committee, and Faculty Senate about the proposals for courses within General Education.
7. Advise and provide service to the GEC Director to produce annual reports on the General Education program and a program review every five years.
8. Develop and sustain an assessment process for the General Education curriculum and, in coordination with the Academic Assessment Committee and the Dean of Assessment, the

assessment of that part of the University's institutional learning goals that are related to General Education.

Appendix A

Glossary of Terms and Clarification

Antiracist

Antiracism begins with the acknowledgment that racism is more than individuals and their choices, but also entails system, structural factors that replicate and maintain a racial hierarchy. These structural factors include laws, policies, practices, procedures, and social beliefs. Antiracist, therefore, is the work towards promoting equity along racial lines, and understanding how institutional and structural factors as they exist perpetuate a racist system. Antiracist, and antiracism, involves examining individual and structural factors that contribute to inequality, as well as those choices—individual and institutional—that can instead be made to contribute towards greater equality across racial lines. In the end, antiracist involves actively identifying and opposing racism

Anti-bias

Anti-bias is related to, but broader than, antiracist. Anti-bias involves opposition to unfair discrimination or other forms of prejudice against others due to some characteristic they possess (e.g., ability, ethnicity, language, religion, sexual orientation). Anti-bias is about working towards increasing understanding of human differences across people and groups, and seeking to be respectful of these differences while challenging thoughts, actions, policies, and practices rooted in prejudice.

Consultation

Consultation over courses and themed pathway minors involves a process of feedback from relevant faculty and departments based on the proposal area. The process is not meant as a veto on a proposal, but rather is intended to allow for feedback in order to strengthen proposals. Reasonable disagreements are to be expected, and should be clearly and thoroughly documented along with any proposal.

Departmental Minor

These are minors that have been proposed by a department and are not part of general education. Individual courses from these minors might be part of general education, if proposed and approved as such.

Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion in our curricula means classes that require students to engage in self-reflection about their own identity while becoming aware of the identities that others maintain, including how overlapping identities lead to a wide range of experiences, including inequities, for people. Curricula rooted in Diversity, Equity, and Inclusion asks students to think about how different groups and different individuals face different challenges, and how pushing for fairness is not also the same as treating everyone the same. To strive towards antiracism and anti-bias we need to be open to, and listen to, the experiences of others allowing space for everyone to join in and sincerely feel welcomed as valuable members of our community. We

must also look not only at individual level factors, but at systems that work either towards or against greater equity and inclusion.

Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another, including difference in thoughts, ideas, and ideologies. Important to this conception of diversity is also a recognition of how individuals can have multiple overlapping identities. Our conception of diversity must also take stock of individuals reflecting on their own identities, and how these identities shape our sense of self and patterns of behavior.

Equity includes fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Important to this conception of equity is addressing systemic forces that have prevented equity in the past and continue to slow attempts at equity in the present. Addressing equity requires an understanding of the root causes of outcome disparities.

Inclusion involves the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. Important to this conception of inclusion is that inclusion requires fostering a welcoming climate that embraces differences and offers respect in words and actions for all people. Respect is absolutely critical to inclusion, and those who are included must extend respect to all.

Foundations

Foundation courses are designed to provide academic training and teach students skills important to becoming a college educated person. Foundations focus on skills and subject matter that is broadly applicable, regardless of one's major or intended career.

Courses in the Foundations section of General Education must be at 100 or 200 level, must not be major-specific, and must be open to all.

Interdisciplinary Minors

Interdisciplinary minors may or may not fulfill a Gen Ed requirement. These are minors in the traditional sense of the term minor. In the context of Gen Ed, these programs are stand alone minors that have been approved as meeting the requirements for the pathway section of general education. Such minors that received formal approval as fulfilling the pathway requirement in Gen Ed, will be included on the Gen Ed website. While a themed pathway minor may only be taken as part of a student's general education program, an interdisciplinary minor may fulfill a portion of general education or may be taken in addition to a themed pathway minor.

Liberal Arts

Liberal Arts designation is determined by the Curriculum Committee, following from guidance from New York State Education Department (NYSED). For purposes of General Education and

the GEC, liberal arts refers to classes approved through the Curriculum Committee to carry the “liberal arts” designation.

Pathways

Pathways are a combination of courses from multiple disciplines that provide the opportunity for students to hone their foundational skills while meeting General Education program goals. Pathways are where students meet the General Education requirements for Goals 5 and 6.

Themed Pathway Minors are groups of courses structured around a theme. The themes are created by a team of faculty and approved by the GEC. Several themed pathways will exist at any one time, and will contain choices for students regarding how they meet the General Education goals while also having their courses united by a common theme.

The General Education Pathway is a less-specific, student-choice driven approach to meeting the pathway portion of General Education. Rather than having courses united by a theme, students in the General Education Pathway pick from approved general education goals so long as they meet the requirements outlined earlier in this sourcebook.

See also Interdisciplinary Minors and Themed Pathways Minors

Team Teaching as Described in the AAUP UC Contract 2015-2020 (p19)

c) Team Teaching

There are two types of team-taught courses:

(1) those in which the faculty share the teaching load and related responsibilities and divide presentation of course material, and for which each receives a proportional percentage of the load credit; and

(2) those in which the participating faculty members are active in the presentation of the course material and for related responsibilities, and for which each faculty member receives 100% of the load credit.

Team taught courses are subject to the prior approval of the School Dean.

Themed Pathways Minors

Themed Pathway Minors are groups of courses structured around a theme, created by faculty, and approved by the GEC. Several themed pathways will exist at any one time, and will contain choices for students regarding how they meet the General Education goals while also having their courses united by a common theme.

Appendix B

Program Learning Goal 1 and Learning Objectives

Demonstrate effective written and oral communication.

Written Communication Learning Objectives:

- Students will practice using written language to demonstrate awareness of audience using diction, vocabulary, spelling, mechanics, and syntax that is virtually error free.
- Students will demonstrate the ability to read accurately and critically.
- Students will demonstrate the ability to write logically, clearly, precisely, and persuasively.
- Students will practice the principles of academic honesty.

Oral Communication Learning Objectives:

- Students will demonstrate an ability to gather and organize information, interpret that information, and present it in ways that engage listeners.
- Students will demonstrate an ability to speak in ways appropriate to the context.
- Students will demonstrate an understanding of the ways in which non-verbal communication can be used to enhance verbal messages.
- Students will demonstrate an understanding of the means (e.g., ethos, pathos, logos, mythos) by which we engage and persuade listeners.

Appendix C
Program Learning Goal 2 and Learning Objectives

Summarize, analyze, and formulate logical arguments.

Learning Objectives:

For a student to count as having successfully summarized an argument, they have to be capable of accurately identifying the premises and conclusion(s) of the argument, and the type of argument it is (e.g. deductive, inductive, abductive).

For a student to count as having successfully analyzed an argument, they have to be capable of sufficiently explaining how premises lead to conclusion(s); whether the argument is logically valid and sound; and - if not - whether the argument exhibits a common logical fallacy.

For a student to count as having successfully formulated an argument, they have to be capable of logically utilizing premises to lead to a novel, well-supported conclusion, and display an understanding of why they think the argument is logically valid and sound.

Appendix D

Program Learning Goal 3 and Learning Objectives

Demonstrate proficiency in quantitative reasoning.

Learning Objectives:

- Students will be able to interpret and communicate quantitative information, and mathematical or statistical concepts, using language appropriate to the context and intended audience.
- Students will be able to make sense of problems and develop strategies to determine solutions using quantitative data and mathematical reasoning.
- Students will be able to reason, model, and draw conclusions or make decisions with mathematical and quantitative information, including estimating and checking answers to determine reasonableness, identifying alternatives, and selecting optimal results.
- Students will be able to critique and evaluate quantitative arguments that utilize mathematical, statistical, and quantitative information.

Appendix E
Program Learning Goal 4 and Learning Objectives

Demonstrate scientific literacy through evidence-based inquiry.

Courses meeting this goal will provide a natural science laboratory experience to students.

Learning objectives:

- Students will demonstrate understanding of the nature of science and the scientific process.
- Students will demonstrate the ability to apply the processes of evidence-based scientific inquiry.
- Students will demonstrate an understanding of the interconnectedness of processes within the natural world and their broader impacts.
- Students will demonstrate an understanding of content within a specific natural science context.

Appendix F

Program Learning Goal 5 and Learning Objectives by Areas of Knowledge

Appreciate the range of human experiences as represented in the arts, literature, and other forms of cultural expression.

Literary Representations (Goal 5, Area of Knowledge A) Learning Objectives:

- Students will demonstrate an understanding of literature in its time and culture.
- Students will articulate ideas about text with the use of close reading.

Fine, Visual, and Performing Arts (Goal 5, Area of Knowledge B) Learning Objectives:

- Students will demonstrate knowledge of key aspects (broad overview) of the history, context and theory of the art form they are studying.
- Students will apply the theory they have learned to an assignment that allows them to experience that art form in a practical way.
- Students will evaluate a work of professional art on the basis of what they have learned about that art form.

Intercultural Competency (Goal 5, Area of Knowledge C) Learning Objectives:

- Students will demonstrate self-awareness, knowledge, and attitude/orientation toward culturally different others.
- Students will demonstrate culturally appropriate communication in languages and/or cultures other than their own

Appendix G

Program Learning Goal 6 and Learning Objectives by Areas of Knowledge

Critically and ethically evaluate past and present implications of social institutions.

Historical Reflection (Goal 6, Area of Knowledge D) Learning Objectives:

- Students will identify and describe cause and effect within historical context.
- Students will identify and describe the historical development, contemporary structure, and function of a social institution.

Culture and Society (Goal 6, Area of Knowledge E) Learning Objectives:

- Students will identify and describe the relationship of self with the social and cultural environment.
- Critically and ethically evaluate differences in the social, economic, and/or cultural environment faced by diverse societies and across geographic regions.

Engaged Citizenship (Goal 6, Area of Knowledge F) Learning Objectives:

- Interpret, describe, compare, and analyze various forms of political behavior
- Demonstrate understanding and appreciation of public service and civic responsibility.

Appendix H

Program Learning Goal 7

Responsibly identify, locate, evaluate, and use information that is relevant to a given issue through information literacy and effective use of technology.

Learning Objectives:

- Students will demonstrate an understanding of how to locate, and access sources from appropriate resources.
- Students will be able to recognize and evaluate credible, authoritative resources.
- Students will demonstrate effective use of online resources by organizing and presenting documented information and ideas.

Appendix I

Diversity, Equity, and Inclusion (DEI) Designation

Diversity, Equity, and Inclusion courses help students meet the college's third Institutional Learning Goal: "Students will actively engage antiracist and anti-bias practice toward an inclusive, diverse, and equitable community."

General education DEI courses meet three objectives:

- Students will investigate and reflect on their own identities and explicitly discuss how people with various identities have different experiences
- Students will identify and evaluate barriers that exist that lead to inequitable outcomes
- Students will be challenged to engage anti-racism or anti-bias by examining policies and practices that foster more inclusive institutions/society