

Note: Pending final approval by the GE Council on March 11, 2010

UCC Program SLOS

Upon completion of the University Core Curriculum, students will be able to

- 1) Communicate effectively through speaking and writing skills.
- 2) Use quantitative analytical skills to evaluate and process numerical data.
- 3) Demonstrate critical and analytical skills in addressing social, philosophical and historical issues.
- 4) Demonstrate understanding of scientific principles and methods.
- 5) Formulate strategies to locate, evaluate, and apply information.
- 6) Demonstrate knowledge of diverse cultures, including global and historical perspectives.
- 7) Identify activities that fulfill personal, civic, and social responsibilities.
- 8) Use computer and emerging digital technologies effectively.
- 9) Demonstrate an appreciation for aesthetics and creative activity.
- 10) Demonstrate an awareness of global connections and interdependencies.

UCC Area SLOS

AREA ONE: PERSONAL WELL-BEING

(One foundational course in Health, Fitness, or Financial Well-Being)

This area provides students with the core skills and knowledge for managing personal well-being.

Students will be able to

- Describe how individuals achieve physical, emotional, ethical, social, and/or financial well-being.
- Identify barriers to physical, emotional, social, and/or financial well-being.
- Develop, implement, and evaluate a personal plan that will enable the individual to progress towards achieving physical, emotional, ethical, academic, and/or financial goals.
- Explain how an individual's well-being interacts with the physical, social, cultural, and/or economic environment.

AREA TWO: EXPRESSION

2a. Arts or Communication

(One foundational course)

This area requirement involves students in various modes of expression including written, oral, visual and performative. Additionally, students will gain the necessary skills for effective communication.

Students will be able to

- Identify and evaluate historical and current forms of expression.
- Explain how expression may vary across cultures and regions.
- Effectively express themselves in written, oral, visual or performative modes.
- Express their own creativity through collaborative exercises and projects

2b. Writing

(One foundational course)

Students will be able to

- Understand fundamental standards of college writing.
- Develop expository essays exhibiting a coherent structure, and as appropriate, integrating research
- Discuss, revise, and edit multiple drafts of an essay.
- Utilize feedback from instructors and classmates to develop their writing and their writing process.

2c. Literature

(One foundational course)

Students will be able to

- Demonstrate knowledge of the relationship between literary form and meaning.
- Make meaningful thematic connections between contemporary issues and literature from various historical, geographic or ethnic origins.
- Identify specific literary elements and techniques in sample passages.
- Identify a variety of processes of reading and interpretation

AREA THREE: WAYS OF KNOWING

This area provides students with the core skills and knowledge in the liberal arts and sciences necessary for undergraduate study and lifelong learning.

3a. Philosophical Perspectives (One foundational course)

Students will be able to

- Demonstrate knowledge of the histories of philosophy and their contributions to world cultures.
- Identify the logical structures and ethical dimensions of various philosophical approaches
- Demonstrate knowledge of significant philosophical problems such as questions of existence, knowledge, and morality.
- Critically analyze a variety of philosophical views, including their own, using different kinds of arguments.

3b. Historical Perspectives (One foundational course)

Students will be able to

- Identify major issues and events in world history.
- Ask meaningful questions about historical developments and events such as causation, significance, continuity versus change
- Understand and analyze primary sources and evaluate authorship, bias, context, and accuracy.

3c. Social and Behavioral Sciences (Two foundational courses in two different areas of the social and behavioral sciences)

Students will be able to

- Demonstrate knowledge and understanding of major intellectual approaches and methodologies in the social and behavioral sciences
- Identify ethical dimensions of various approaches in the social and behavioral sciences
- Ask meaningful questions regarding human behavior and social problems

- Understand and employ social science theories, evidence and data to address complex social problems.

3d. Scientific Perspectives

(One foundational course with a lab)

Students will be able to

- Demonstrate competence in understanding the development, fundamental principles, and application of at least one area of science.
- Develop the skills used by science to investigate the objective universe.
- Develop the skills necessary to collect, organize, and evaluate scientific information.
- Demonstrate the ability to use appropriate quantitative skill in solving scientific problems.

3e. Quantitative Thinking

(One foundational course)

Students will be able to

- Interpret and evaluate quantitative or symbolic models such as graphs, tables, units of measurement, and distributions.
- Perform algebraic computations and obtain solutions using equations and formulas.
- Acquire the ability to use multiple approaches - numerical, graphical, symbolic, geometric and statistical - to solve problems.
- Develop mathematical thinking and communication skills, including knowledge of a broad range of explanations and examples, good logical and quantitative reasoning skills, and facility in separating and reconnecting the component parts of concepts and methods.

AREA FOUR: DIVERSITY & JUSTICE

(One course at the 200 level possibly in the major)

This area builds upon core skills and knowledge to prepare students to participate more effectively in a diverse society.

Students will be able to

- Distinguish issues of diversity (recognition of difference) from those of equality as elements of a fair, just, and healthy society.
- Identify historical and/or contemporary dynamics of group inclusion/exclusion as they relate to inequality and discrimination across diverse cultures and regions.
- Employ concepts such as justice, oppression, tolerance, inequality, and difference.
- Identify systems of oppression at local, national, regional and global levels.
- Identify problem-solving strategies in the area of diversity & justice

AREA FIVE: COMMUNITY & CIVIC ENGAGEMENT

(One course at the 200 level or above possibly in the major)

This area builds upon core skills and knowledge to enable students to participate more effectively in civic and community life.

Students will be able to

- Demonstrate the knowledge and skills to engage in community problem solving
- Identify key arenas (local, national and/or global of engagement and decision-making
- Identify the relationship between the course discipline and civic engagement
- Demonstrate the skills to effectively participate in community and civic life

AREA SIX-: GLOBAL AWARENESS

This area builds upon core skills and knowledge to prepare students to participate more effectively in an increasingly interdependent and unequal world, its systems, cultures and processes. Global awareness is not limited to but must include societies and cultures other than the United States and Europe.

The primary focus of courses in this area should be on cultures other than the US and Europe. Courses would address global awareness from one of the following approaches

- a) Cross-cultural study of an issue or theme
- b) Transnational study of an issue or theme
- c) Course of study focused on a specific culture/region (from recurring issues document)

(One course at the 200 level or above, possibly in the major)

Students will be able to

- Identify global issues, processes, trends, and systems relevant to the course.
- Analyze diverse cultures, systems, and environments through cross-cultural perspectives
- Employ diverse frames of reference to expand critical thinking and problem solving
- Identify cultural differences, their ambiguities, similarities and inter-cultural relations
- Use diverse communication patterns and/or knowledge of other cultures to extend access to information, experience and understanding

Outcomes for Technology Intensives Courses

Students will be able to

- Demonstrate a sound understanding of technology concepts, systems and operations
- Use a variety of technologies to access, evaluate, collect, and manage data, information and datasets.
- Understand the impact of technology on themselves, their culture, their environment and their society
- Practice legal and ethical behaviors in the context of technology

Outcomes for Writing Intensive Courses (under discussion)

Students will be able to

- Identify and employ the writing processes of drafting, revising and editing
- Develop, research and write a documented essay
- Accurately credit a source with appropriate citation

Any course determined to be writing intensive must meet the standards identified for that designation, including requiring a commitment to drafts of papers, timely feedback, use of writing as a learning as well as evaluation tool, developing sense of writing as appropriate to a particular audience, etc. It is suggested that faculty spend the equivalent of at least 15% (4 sessions = 300 minutes) of class time on writing issues and students must produce at least 20 pages of reviewed material for the course.

University SLOS (As approved by the Faculty Senate, 1997)

Upon completing a degree at William Paterson University students will be able to:

- Effectively express themselves in written and oral form
- Demonstrate an ability to think critically

- Locate and use information
- Demonstrate ability to integrate knowledge and ideas in a coherent and meaningful manner
- Work effectively with others.