General Education Definition and Course Criteria

English Composition

Provide students with the communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research (COMAR)

In order for a course to be designated as an English Composition General Education Course, it must align with at least three (3) of the following outcomes:

- ☐ EC1. Write an organized, coherent, fully developed essay that uses standard English and cites outside sources
- ☐ EC2. Evaluate a text for bias, rhetorical purpose, organization, and evidence for claims
- ☐ EC3. Demonstrate the use of research strategies to gather information

Arts and Humanities

Examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Examine the values of cultural heritage that establish the framework for the inquiry into the meaning of life (COMAR)

In order for a course to be designated as an Arts and Humanities General Education Course, it must align with at least two (2) of the following outcomes:

- ☐ AH1. Identify and analyze formal elements of a cultural artifact or text, including composition and medium
- ☐ AH2. Identify and analyze contextual elements of a cultural artifact or text, including historical, cultural, and geographic influences
- ☐ AH3. Analyze/understand the role of communication in establishing and reflecting culture
- ☐ AH4. Use critical thinking skills to evaluate cultural artifacts or texts

Behavioral and Social Sciences

Concerned with the examination of society and the relationships among individuals within a society (COMAR)

In order for a course to be designated as a Behavioral and Social Sciences General Education Course, it must align with at least three (3) of the following outcomes:

- ☐ BSS1. Demonstrate understanding of concepts, theories, and methods of inquiry used in social and behavioral science disciplines
- ☐ BSS2. Evaluate ways in which cultures, institutions, and societies shape individual and group behavior, contemporaneously and in an historical perspective
- ☐ BSS3. Analyze economic, social or political issues by referencing valid behavioral or social science research
- ☐ BSS4. Use disciplinary knowledge to evaluate the impact of human and cultural diversity on social, political, and economic issues
- ☐ BSS5. Apply behavioral/social science concepts, theories and research findings to everyday life, including, as appropriate, socially responsible roles in the society

Biological and Physical Sciences

Examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret and apply scientific data, and to an understanding of the relationship between scientific theory and application (COMAR)

In order for a course to be designated as a Biological and Physical Sciences General Education Course, it must align with at least three (3) of the following outcomes:

- ☐ SC1. Utilize the scientific method in order to develop hypotheses, draw and express conclusions based on mathematical or scientific theory and/or experimentation in order to explain an observed phenomenon
- ☐ SC2. Apply the fundamental principles, concepts, vocabulary and methods essential for the acquisition of knowledge basic to the science (ILO3, ILO4)
- ☐ SC3. Apply the scientific method to acquire, analyze and use information for purposes of inquiry, critical thinking and problem-solving (ILO3, ILO4)
- ☐ SC4. Analyze data using appropriate quantitative or technological tools in order to draw a valid conclusion (ILO3, ILO4, ILO5)
- ☐ SC5. Develop an understanding of the historical, societal and ethical context of living systems and the physical universe in relation to emerging scientific issues and technologies. (ILO1, ILO2, ILO6?)
- ☐ SC6. Discriminate between scientific and non-scientific arguments or sources of information (ILO4, ILO5)
- ☐ SC7. Explain scientific information using appropriate written and oral communication. (ILO3, ILO4)
- ☐ SC8. Apply mathematical concepts to scientific problem solving or inquiry (ILO4)

Mathematics

Provide students with numerical, analytical, statistical, and problem-solving skills (COMAR)

In order for a course to be designated as a Mathematics General Education Course, it must align with at least three (3) of the following outcomes:

- ☐ MA1. Apply mathematical methods involving arithmetic, algebra, geometry, and graphs to solve problems
- ☐ MA2. Represent mathematical information and communicate mathematical reasoning symbolically and verbally
- ☐ MA3. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning
- ☐ MA4. Utilize technological tools in order to solve mathematical problems (ILO4 and ILO5)
- ☐ MA5. Explain mathematical information using appropriate written, visual and oral communication (ILO4)

Globalization and Diversity

Explore and analyze new ideas, and understand the value of moral sensitivity and cultural diversity

In order for a course to be designated as a Globalization and Diversity Course, it must align with at least three (3) of the following outcomes:

- ☐ GD1. Reflect on one's developing self-awareness of diverse populations and diverse geographical, historical, sociological, and psychological viewpoints, as well as how it impacts the way one interacts with a changing world
- ☐ GD2. Analyze how varying conditions of the physical and/or cultural environment contribute to cultural diversity
- ☐ GD3. Explain the impact of economic, political, and technological changes on diverse cultures
- ☐ GD4. Demonstrate an awareness of the arts as both a record and a reflection of culture, class, gender, ethnicity, and other social constructs
- ☐ GD5. Compare diverse cultural solutions to social, economic, and environmental issues affecting the local, national, and/or global environment
- ☐ GD6. Identify and critically examine the impact religion has had on the political, social, and economic issues of the day