

Monmouth University General Education Curriculum (Implemented Fall 2010)

Intended Student Learning Outcomes / Learning Goals Connections

Cluster Area / Course	Student Learning Outcomes	Learning Goal (see Appendix I)
<p style="text-align: center;">First Year Seminar</p> <p>An approved FY Seminar</p> <ul style="list-style-type: none"> • Addresses academic, ethics, and transition components • Stimulates academic curiosity and serves as a foundation for transition into intellectual life of the University • Offers a variety of academic topics 	1. Students will demonstrate critical thinking as they actively engage in course material.	Practical and Intellectual Skills (academic component)
	2. Students will be able to seek out, evaluate, and integrate information from multiple sources based on a course topic.	
	3. Students will demonstrate awareness of ethical debates pertaining to the course topic.	Ethics (ethics component)
	4. Students will demonstrate awareness of ethical considerations of academic life.	
	5. Students will articulate and evaluate their experience with college resources (such as but necessarily limited to one academic and one non academic resource).	Self-understanding (transition component)
	6. Students will demonstrate strategies for improving academic skills (such as but necessarily limited to time management, stress management, and study skills).	
	7. Students will demonstrate an understanding of academic culture and its norms, values, and practices, including the differences between college and high school intellectual activity and work.	The Human Experience (transition component)
<p style="text-align: center;">Reading and Writing</p> <p style="text-align: center;">EN101 & EN102</p>	1. Proficient Use of Source Materials: Students will be able to identify, understand, and integrate outside materials effectively and appropriately.	Practical and Intellectual Skills
	2. Proficient in Application of MLA Documentation Skills: Students will be able to document their source materials properly, using the Modern Language Association documentation style (e.g., they demonstrate understanding of how it works; avoid formatting mistakes).	
	3. Clear Controlling Idea in Academic Papers: Student papers will have thesis statements and the papers will follow the thesis throughout.	
	4. Ability to Contribute New Ideas to an Existing Debate: Students will see the arguments or position in an issue and will be able to summarize those positions fairly. They will be able to add their own insights to the argument, successfully constructing their own argument in favor of or opposed to certain ideas within the “critical conversation.”	
<p style="text-align: center;">Natural Sciences</p> <p style="text-align: center;">BY, CE, GL, PH, or SC</p>	1. Students will demonstrate the ability to acquire and apply scientific information to reach well-justified conclusions.	Natural and Social Sciences
	2. Students will gain a base of knowledge in a scientific field.	

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	3. Students will gain an understanding of the nature of scientific inquiry as a means to increase our knowledge of the natural world and as an approach to problem solving.	
	4. Students will be able to demonstrate an understanding of the role and impact of natural science on society.	The Human Experience
<p>Historical Perspective</p> <p>An approved HS.SV course</p> <p>In an HS.SV designated course, it is intended that students will hone their reading, writing, and thinking skills in the context of a history survey course.</p>	1. Students will analyze and synthesize change over time, placing events and experiences in historical context.	The Human Experience
	2. Students will evaluate primary and secondary sources.	Practical and Intellectual Skills
	3. Students will advance their own written evaluations of historical issues.	
<p>Mathematics</p> <p>MA at the 100 level or higher (excluding MA101)</p> <p>Students will demonstrate an understanding of various mathematical relationships and their applications in real-world problems by:</p>	1. Mathematical modeling: Students will demonstrate the ability to read a story problem, determine relevant variables and constants, and describe the mathematical relations among the variables.	Practical and Intellectual Skills
	2. Problem solving: Students will demonstrate the ability to use algebraic, geometric, numerical, graphical, and/or statistical methods (possibly using technology) to solve problems.	
	3. Evaluating results: Students will demonstrate the ability to check solutions to mathematical problems and to evaluate whether their solutions (estimated or exact) are reasonable.	
	4. Interpreting results in context: Students will demonstrate the ability to interpret answers developed in the language of the problem.	
<p>Social Sciences</p> <p>An approved SS.SV course</p>	1. Students will demonstrate an understanding of the major concepts in the particular social science discipline.	Natural and Social Sciences
	2. Students will demonstrate a systematic and critical understanding of the theoretical underpinnings of a particular social science discipline.	
	3. Students will demonstrate a systematic and critical understanding of the methodologies of a particular social science discipline.	

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<p>Aesthetics and Creativity</p> <p>Graded course in AR, DA, MU, or TH</p>	1. Students will demonstrate an understanding of a form of aesthetic expression: art, dance, theater, or music through visual or auditory presentation, written work, or general participation.	Self-understanding; The Human Experience
	2. Students will demonstrate an understanding of the methodological and theoretical underpinnings and, where appropriate, the historical and cultural contexts of a particular aesthetics discipline.	
<p>Literature</p> <p>An approved LIT course</p>	1. Students will be able to analyze, in writing, a literary text.	Practical and Intellectual Skills
	2. Students will be able to identify the conventions of aesthetic form specific to a variety of literary genres.	
<p>Cultural Diversity</p> <p>An approved CD course</p> <ul style="list-style-type: none"> • Addresses diversities of experience, e.g., gender, sexual orientation, disability, religion, ethnicity, and race • May address diversity issues within any society, nation or region 	1. Students will demonstrate a critical awareness of the ways in which asymmetries of power result in barriers for some and opportunities for others.	The Human Experience
	2. Students will analyze how diverse groups have contributed to and/or been marginalized within educational, social, cultural, political, and/or economic institutions.	
	3. Students will demonstrate an understanding of the ways in which cultural diversity is socially and historically constructed.	
	4. Students will reflect on how they are personally situated within hierarchies such as race, class, and gender.	Self-understanding
	5. Students will explore the ethical constraints and personal responsibilities involved in issues related to diversity	Ethics
<p>Global Understanding</p> <p>An approved GU course</p> <ul style="list-style-type: none"> • Addresses issues of global interconnectedness and their consequences, and/or • Engages in the study of another culture or cultures • Generally, GU courses will focus on societies outside the U.S. 	1. Students will demonstrate an understanding of the interconnectedness and interdependence of world communities. These interconnections should be examined at several levels – individual, group, nation-state, international – and may include local-global connections.	The Human Experience
	2. Students will articulate how influences such as history, culture, art, economic systems, environments, geography, language, politics, religious traditions, science, or technology shape global phenomena.	
	3. Students will demonstrate an understanding of culture(s) other than their own.	
	4. Students will be able to evaluate multiple sources of information and to draw conclusions about world events, global phenomena, or cultural relations.	
	5. Students will evaluate the effects of historical and/or present day forms of globalization on issues such as, but not limited to, social justice, human rights, the arts, and equality.	

<p>Foreign Language</p> <p>Two semesters of the same foreign language is an alternative way to meet both the Cultural Diversity and Global Understanding requirements</p>	<ol style="list-style-type: none"> 1. Students will engage in conversations, obtain, provide and present information orally and in writing, express feelings and emotions, and exchange opinions, in a language other than English. 2. Students will explain the relationship between the practices and perspectives of the culture studied. 3. Students will use the world language studied to reinforce and further their knowledge of other disciplines. 4. Students will compare the language and culture studied with their native language and culture. 	<p>The Human Experience</p>
<p>Interdisciplinary Perspectives on the Human Experience</p> <p>An approved ISP course</p> <ul style="list-style-type: none"> • Integrates knowledge from disciplines that may have different methodologies and conceptual views of an issue or problem • Students must draw on diverse perspectives, work collaboratively, engage in proactive learning, become active participants, question presuppositions, and think and write critically 	<ol style="list-style-type: none"> 1. Students will apply an interdisciplinary approach to evaluate ethical and social issues appropriate to the course. 2. Students will articulate causes and propose solutions to social and ethical issues by drawing on multiple sources reflecting at least two different disciplines. 3. Students will work collaboratively with students from other disciplines to arrive at multi-disciplinary perspectives to form viewpoints, solve problems, or reflect on the human experience. 4. Students will use written and oral presentations to demonstrate their understanding of interdisciplinarity and to evidence a capability of addressing ethical and social issue. 	<p>Ethics</p> <p>The Human Experience</p> <p>Practical and Intellectual Skills; Ethics</p>
<p>Technological Literacy</p> <p>A designated TL course</p> <ul style="list-style-type: none"> • Improves students' understanding of technology's role in society and of ethical and societal issues involving its use • Builds students' technological skills, including abilities to 	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to use a word processing program to produce scholarly documents with citations and references in an academically accepted formatting style, with graphics as appropriate. 2. Students will demonstrate the ability to use a spreadsheet software package to enter, manipulate with formulas, analyze, and graphically display data. 3. Students will demonstrate the ability to incorporate best practices in the use of presentation software to accompany an oral presentation. 4. Students will demonstrate the ability to conduct effective, efficient, and scholarly searches, evaluate the quality of the materials retrieved and use those materials judiciously, upholding standards of academic integrity and honesty. 5. Students will articulate important ethical and social issues involving the use of technology. These might include, but are not limited to, issues 	<p>Practical and Intellectual Skills</p> <p>Ethics</p>

produce documents and oral presentations, summarize and analyze data, and use the internet and databases to find and evaluate information.	surrounding copyright infringement, social networking behavior, and societal implications such as equality of access.	
	6. Students will demonstrate the ability to identify the major issues in computer and Internet security and to save and retrieve files, documents, and data using local and network storage devices.	Practical and Intellectual Skills
Reasoned Oral Discourse An approved RD course Addresses three vital areas: <ul style="list-style-type: none"> oral presentation skills critical assessment (ability to evaluate self and others and respond to questions) researching and organizing information 	1. The student will orally present ideas and information in a reasoned and effective manner with attention to elements of vocal and nonverbal quality.	Practical and Intellectual Skills
	2. The student will demonstrate the ability to evaluate multiple sources of information and synthesize this material for a reasoned oral presentation.	
	3. The student will demonstrate the ability to critically evaluate the style and substance of an oral presentation and pose appropriate questions.	
	4. The student will demonstrate the ability to respond to questions or challenges during a reasoned oral presentation in a group setting.	
Writing Intensive Every student must take two Writing Intensive courses within the major	1. Students will incorporate instructor-driven feedback into final drafts of writing assignments.	Practical and Intellectual Skills
	2. Students will produce source-based writing that demonstrates the synthesis of a discipline-specific, scholarly perspective.	
Experiential Education Internship, co-op, service learning, study abroad, or an ExED designated course	1. Students will be able to apply their knowledge within the professional environment of their experiential education placement.	Relate Academic Knowledge to broader Pursuits
	2. Students will be able to fulfill the responsibilities associated with the professional environment of their experiential education placement.	
	3. Students will be able to articulate the role of their coursework in helping them to perform the work associated with their experiential education placement.	
	4. Students will be able to describe careers related to their experiential education experience.	
	5. Students will be able to discuss the broader context in which their experiential education experience took place.	

APPENDIX I. General Education Learning Goals

A well-educated student prepared to embark on a journey of lifelong learning will:

1. Be empowered with a mastery of **practical and intellectual skills**, including writing, reading, speaking, qualitative and quantitative reasoning, technology, information literacy, and critical thinking
2. Be informed by knowledge of the **natural and social sciences** and basic forms of inquiry, including competence in basic research skills, scientific method, collaborative problem solving, and working in interdisciplinary groups
3. Have **self-understanding** based upon reflection, judgment, self-examination, independence of mind, and creativity
4. Have an understanding of **the human experience** based upon knowledge of history, culture, interdependence, equality, justice, diversity, commonality, and contemporary global affairs
5. Be responsible for **ethics** in social interactions, community involvement, and civic action
6. **Relate academic knowledge to broader** life and career **pursuits**, and acquire a depth of knowledge in a major field.

APPENDIX II. Special Course Clusters

FIRST YEAR SEMINAR (FY) courses address a common set of three components: Academic, Ethics, and Transition. The primary purposes of these courses are to stimulate our students' academic curiosity and serve as a foundation for their transition into the intellectual life of the university. This course will allow professors to engage students in scholarly inquiry founded within the faculty member's interests and expertise but not necessarily limited by disciplinary boundaries nor content requirements. Similar to the model currently used for perspectives courses, faculty will have the opportunity to teach a variety of academic topics while addressing important issues for first-year students.

CULTURAL DIVERSITY (CD) courses address diversities of experience such as, but not limited to, those related to gender, sexual orientation, disability, religion, ethnicity and race. Courses addressing diversity issues within any society, nation or region may receive CD designation if they adequately address the learning outcomes. Students may also complete this requirement and the Global Understanding requirement through the study of 6 credits of the same foreign language.

GLOBAL UNDERSTANDING (GU) courses address issues of global interconnectedness and their consequences and/or engage in the study of another culture or cultures. Generally speaking, GU courses will focus on societies outside the United States. Students may also complete this requirement and the Cultural Diversity requirement through the study of 6 credits of the same foreign language. Expected learning outcomes for these courses may be demonstrated and evaluated on the basis of written and oral communication, through examinations, research papers, and course projects as determined by the instructor.

INTERDISCIPLINARY PERSPECTIVES ON THE HUMAN EXPERIENCE (ISP) courses address interdisciplinarity: integrating knowledge from disciplines that may have different methodologies and conceptual views of an issue or problem. Research indicates that students taught in an interdisciplinary learning environment learn how to comprehend and synthesize diverse perspectives, think more critically and creatively, and develop greater empathy for ethical and social issues (Klein, 1996). In order to achieve the learning outcomes of an interdisciplinary perspective, students must demonstrate their ability to draw on diverse perspectives, work collaboratively, engage in proactive learning, become active participants, question presuppositions, and think and write critically.

REASONED ORAL DISCOURSE (RD) courses address the first learning goal, that students will be "be empowered with a mastery of practical and intellectual skills, including writing, reading, speaking, qualitative and quantitative reasoning, technology, information literacy, and critical thinking." There are three vital areas that need to be addressed by an "RD" course: 1). Oral presentation skills, 2). Critical assessment: students should be able to evaluate themselves and others, and should be able to respond to questions, and 3). Researching and organizing information. The goals listed below are not intended to be the full set of goals for courses receiving RD designation; they are only the goals specifically needed for designation as a RD general education course.

TECHNOLOGICAL LITERACY (TL) courses improve students' understanding of the role technology plays in society and of ethical and societal issues involving its use, and build students' technological skills, including the abilities to produce documents and oral presentations, summarize and analyze data, and use the internet and databases to find and evaluate information. The goals listed for this area are not intended to be the full set of goals for courses receiving TL designation; they are only the goals specifically needed for designation as a TL general education course.

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