

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 align="center">Reading and Writing</p> <p align="center">EN101 & EN102</p>	<ol style="list-style-type: none"> 1. Ethical Use of Source Materials: Students will be able to identify, understand, evaluate, and integrate outside materials effectively and responsibly. 2. Principles and Use of Documentation: Students will understand the principles underlying documentation of source materials (e.g. that various disciplines use various documentation styles, the role documentation plays in critical conversations within disciplines) and will be able to use a documentation style (MLA) accurately and in compliance with standards of academic honesty. 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 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 an ethos capable of contributing to the “critical conversation.” 	<p align="center">Practical and Intellectual Skills</p>
<p align="center">Natural Sciences</p> <p align="center">An approved NS course</p>	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to evaluate and practically apply scientific evidence. 2. Students will gain a base of knowledge in a scientific field. 3. Students will demonstrate an understanding of the nature of scientific inquiry and its rigorous validation via methods such as collaboration or the process of peer review. 4. Students will be able to demonstrate an understanding of the role and impact of natural science on society. 	<p align="center">Natural and Social Sciences</p>
<p align="center">Historical Perspective</p> <p align="center">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>	<ol style="list-style-type: none"> 1. Students will analyze and synthesize change over time, placing events and experiences in historical context. 2. Students will evaluate primary and secondary sources. 3. Students will advance their own written evaluations of historical issues. 	<p align="center">The Human Experience</p> <p align="center">Practical and Intellectual Skills</p>

<p style="text-align: center;">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.</p>	<ol style="list-style-type: none"> 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. 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 style="text-align: center;">Practical and Intellectual Skills</p>
<p style="text-align: center;">Social Sciences</p> <p>An approved SS.SV course</p>	<ol style="list-style-type: none"> 1. Students will demonstrate an understanding of the major concepts in the particular social science discipline. 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. 	<p style="text-align: center;">Natural and Social Sciences; The Human Experience</p>
<p style="text-align: center;">Aesthetics and Creativity</p> <p>An approved AT course</p>	<ol style="list-style-type: none"> 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. 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 style="text-align: center;">Self-understanding; The Human Experience</p>
<p style="text-align: center;">Literature</p> <p>An approved LIT course</p>	<ol style="list-style-type: none"> 1. Students will be able to analyze, in writing, a literary text. 2. Students will be able to identify the formal conventions specific to a literary genre. 	<p style="text-align: center;">Practical and Intellectual Skills</p>

<p style="text-align: center;">Cultural Diversity</p> <p style="text-align: center;">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 	<ol style="list-style-type: none"> 1. Students will demonstrate a critical awareness of the ways in which asymmetries of power result in barriers for some and opportunities for others. 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. 5. Students will explore the ethical constraints and personal responsibilities involved in issues related to diversity 	<p style="text-align: center;">The Human Experience</p> <hr/> <p style="text-align: center;">Self-understanding</p> <hr/> <p style="text-align: center;">Ethics</p>
<p style="text-align: center;">Global Understanding</p> <p style="text-align: center;">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. <p><i>Note: Students must complete either a CD or a GU course to meet Gen Ed requirements.</i></p>	<ol style="list-style-type: none"> 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. 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 style="text-align: center;">The Human Experience; Practical & Intellectual Skills</p>
<p style="text-align: center;">World Languages</p> <p style="text-align: center;">Students must complete a 3-credit course at their point of placement.</p>	<ol style="list-style-type: none"> 1. Students will communicate orally or in sign and in writing in a language other than English. Specifically, students will engage in conversations, obtain, provide and present information, express feelings and emotions, and exchange opinions. 2. Students will explore the relationship between the cultural practices/products and perspectives of the culture studied, including an exploration of the diversity and potential inequalities of experience based on language, gender, race, ethnicity, sexual orientation, or disability. 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, examining global connections and their effects – which may be linguistic, historical, cultural, economic, political, or environmental. 	<p style="text-align: center;">The Human Experience; Practical & Intellectual Skills</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 produce documents and oral presentations, summarize and analyze data, and use the internet and databases to find and evaluate information. 	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.	Practical and Intellectual Skills
	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 surrounding copyright infringement, social networking behavior, and societal implications such as equality of access.	Ethics
	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
<p>Reasoned Oral Discourse</p> <p>An approved RD course</p> <p>Addresses three vital areas:</p> <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.	

<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 	1. Students will develop and display knowledge of interdisciplinarity.	Ethics
	2. Students will engage in written work that draws on multiple sources from at least two disciplines to engage with a social/ethical issue.	
	3. Students will engage in reasoned oral discourse that draws on multiple sources from at least two disciplines to engage with a social/ethical issues.	The Human Experience
	4. Students will collaborate with peers to reach a multi-disciplinary perspective.	Practical and Intellectual Skills; Ethics
<p>Writing Intensive</p> <p>Every student must take two Writing Intensive courses within the major</p>	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.	
<p>Experiential Education</p> <p>Internship, co-op, service learning, study abroad, or an ExEd designated course</p>	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

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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