

Appendix 2. Categorized overview of departmental/divisional goals statements pertaining to the General Education Program

Having completed the general education program at Minot State University, all students will be able to:

<u>Strand</u>	<u>Goal</u>
1) <u>Critical</u>	<ul style="list-style-type: none"><i>• ask and answer questions about specific rhetorical acts: what act was created, who created it, and when and where was it created and for what purpose; make effective choices in planning and revising, attending to audience and matters of conventional usage and mechanics; act as effective critics of their own writing and speaking; find and use a wide variety of resources effectively and appropriately in developing and testing their own ideas. (Communication)</i><i>• honor their own intuitions; test, defend and modify those in discussion; and develop, refine, and support them with research drawn from appropriate sources. (Humanities)</i><i>• demonstrate ability to analyze historical events, trends and periods in terms of their contexts and influences, to organize and evaluate causal and explanatory evidence derived from that analysis, and to answer critical questions about those events and trends. (History)</i><i>• demonstrate ability to analyze social phenomena in terms of major social science concepts, to organize and evaluate evidence derived from that analysis, and to answer critical questions about those concepts. (Social Sciences)</i><i>• demonstrate understanding of how a natural scientist asks questions, collects data, designs experiments, analyzes data, and draws conclusions. (Natural Sciences)</i><i>• demonstrate how mathematical methods can be used to analyze and solve problems in a variety of fields; recognize problems to which such methods are applicable. (Mathematics)</i><i>• demonstrate an understanding of ways in which certain aspects of wellness are related to behavioral decisions a person makes throughout life. (Wellness)</i>
2) <u>Factual</u>	<ul style="list-style-type: none"><i>• develop a working vocabulary of terms and concepts necessary to language study and apply them in speaking, writing and reading. (Communication)</i><i>• identify at least two key dates, one central figure, and one key work for each of the traditionally major periods in Western intellectual history: Classic, Medieval, Renaissance, Baroque, Neoclassic, Romantic, 19th Century, Modern and Post-modern. (Humanities)</i><i>• demonstrate broad knowledge about historical events and trends, including the conceptual foundations necessary for critical interpretation of both those events and trends and their influences and consequences. (History)</i><i>• demonstrate knowledge about societal processes, including the conceptual foundations necessary for critical interpretation of those processes. (Social Sciences)</i>

- name and define major concepts unique and operationally indispensable to natural science. (Natural Sciences)

- define and apply linear, quadratic and elementary systems of equations; define and demonstrate familiarity with functions (including polynomial, exponential and logarithmic functions) and the relationship between functions and their graphs; demonstrate an understanding of elementary sequences and series. (Mathematics)

- demonstrate understanding of the knowledge base necessary for making behavioral and lifestyle decisions that promote the dimensions of wellness. (Wellness)

3) Historical

- understand how and why language proficiency has come to be a fundamental goal of introductory university courses; understand that language conventions change over time; understand the most significant changes which have led to our current assumptions and practices; understand the "culture-bound" nature of language and how it adapts to the society in which it is produced; understand the impact of non-print media on recent communication. (Communication)

- sequentially outline Classic, Medieval, Renaissance, Baroque, Neoclassic, Romantic, 19th Century, Modern and Post-modern periods, relating and analyzing humanities "texts" in terms of that framework. (Humanities)

- outline the development of history as a coherent body of thought, including the role of major social and natural factors and events influencing that development. (History)

- outline the development of a social science discipline as a coherent body of thought, including the role of major social and natural factors and events influencing that development. (Social Sciences)

- outline how a natural science has developed over time, specifically articulating a) major stages in that development, and b) major natural factors and cultural events influencing that development. (Natural Sciences)

- demonstrate an understanding of how at least one mathematics discipline has developed, including some knowledge of the societies and individuals that played important roles in that development. (Mathematics)

- demonstrate an understanding of how wellness has developed and been shaped by various cultures throughout history. (Wellness)

4) Cultural

- understand the social and political uses of language and how people use language to make decisions and justify beliefs, action, and values; understand how and why "standard, edited English" is promoted and valued; understand the impact of cultural diversity on the forms and uses of English. (Communication)

- demonstrate ways in which other cultures, particularly non-Western cultures, generate different sets of cultural icons reflecting their own values and perceptions. (Humanities)

- demonstrate an understanding of the relationship of history to various cultures, and of those cultures to history. (History)

- demonstrate an understanding of the role of both common and differing cultural traditions in shaping ideas and societies. (Social Sciences)

- *demonstrate an understanding of the pandemic relevance of the natural sciences to modern cultures. (Natural Sciences)*
- *demonstrate an understanding of how concepts and processes from mathematics may be used in responding to societal needs in various cultures. (Mathematics)*
- *demonstrate an understanding of how wellness needs are addressed by different cultures. (Wellness)*

5) Aesthetic

- *make appropriate qualitative judgments about oral and written expression and recognize more and less effective and ethical organizational and stylistic features of communication. (Communication)*
- *relate purpose to form using humanities "texts" and vocabulary appropriate to the humanities. (Humanities)*
- *articulate appreciation for ways in which history is uniquely valuable to the interpretation and understanding of modern civilizations. (History)*
- *articulate ways in which a social science is uniquely valuable to the development and understanding of modern civilization. (Social Sciences)*
- *demonstrate understanding of the unique ability of natural science to unravel complex phenomena, the elegance of producing simple models with predictive power, and the unique value of scientific knowledge for its own sake (i.e., pure vs. applied science). (Natural Sciences)*
- *demonstrate an appreciation that mathematical ideas are elegant abstractions of concepts necessary to understanding the natural world. (Mathematics)*
- *demonstrate understanding of and appreciation for ways in which attention to wellness enriches a healthy lifestyle. (Wellness)*