

	BOT and SUNY New Paltz GE Learning Outcomes	
Knowledge and Skills Areas	Board of Trustees GE Learning Outcomes	SUNY New Paltz GE Goals and Learning Outcomes
Mathematics	<p><u>Learning Outcomes</u>            Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>▪ interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics.</li> <li>▪ represent mathematical information symbolically, visually, numerically and verbally.</li> <li>▪ employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems.</li> <li>▪ estimate and check mathematical results for reasonableness.</li> <li>▪ recognize the limits of mathematical and statistical methods.</li> </ul>	<p><b>Mathematics</b></p> <p><u>Goals</u>            The goal of GEIII Mathematics courses is to give students a working understanding of the nature of mathematical inquiry as it is understood at the college level. Typically this includes the following steps:</p> <ul style="list-style-type: none"> <li>• modeling real world problems as mathematical abstractions,</li> <li>• posing mathematical questions about those abstractions,</li> <li>• developing and applying general mathematical techniques to answer those questions, and</li> <li>• applying the answers to solve the original problems.</li> </ul> <p><u>Learning Objectives/Outcomes</u>            In a field of college-level mathematics, students will be able to do all of the following:</p> <ul style="list-style-type: none"> <li>• Use fundamental notation to express mathematical and real-world relationships.</li> <li>• Construct valid mathematical arguments and calculations.</li> <li>• Apply standard techniques to solve problems.</li> <li>• Recognize and articulate mathematical relationships.</li> <li>• Use standard methods for the visual display of information.</li> </ul>
Natural Sciences	<p><u>Learning Outcomes</u>            Students will:</p> <ul style="list-style-type: none"> <li>• understand the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.</li> <li>• apply scientific data, concepts, and models in one of the natural sciences.</li> </ul>	<p><b>Natural Sciences</b></p> <p><u>Goals</u>            Courses in the Natural Sciences category will provide students with an understanding of:</p> <ul style="list-style-type: none"> <li>• the methods scientists use to explore natural phenomenon, including observation, hypothesis development, measurement and data collection, experimentation, and evaluation of evidence.</li> <li>• how to apply scientific data, concepts, and models.</li> <li>• how scientific arguments are formed, used, and evaluated.</li> <li>• ongoing developments in science.</li> </ul> <p><u>Learning Objectives/Outcomes</u>            In a field of Natural Sciences, students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Critically form and/or evaluate scientific arguments to enable understanding of significant future developments in the field.</li> <li>• Actively employ components of the scientific method (observation, hypothesis</li> </ul>

		<ul style="list-style-type: none"> <li>development, experimental design, data collection and evaluation of evidence) use language appropriate to the discipline.</li> <li>Analyze collected data using scientific concepts and/or models; employing mathematics where appropriate.</li> </ul> <p>Although the active components of the course can be readily satisfied with a laboratory course, lecture courses incorporating other activities that provide an active learning experience can also satisfy this requirement. Such activities may include: (1) experiments/demonstrations during the lecture for which the students are expected to make predictions and interpret data, (2) data collection and interpretation of experiments conducted outside of the classroom, and/or (3) computer based virtual experiments or case studies that require data interpretation.</p>
Social Sciences	<p><b><u>Learning Outcomes</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.</li> <li>demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences.</li> </ul>	<p><b>Social Sciences</b></p> <p><b>Goals</b></p> <p>Courses in the Social Sciences category will provide students with an understanding of:</p> <ul style="list-style-type: none"> <li>the methods social scientists use to explore human interaction and social institutions, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretative analysis.</li> <li>the major concepts, models, and issues of at least one Social Science discipline.</li> </ul> <p><b>Learning Objectives/Outcomes</b></p> <p>In one field in the Social Sciences, students will be able to do all of the following:</p> <ul style="list-style-type: none"> <li>Critically evaluate the results of social scientific studies.</li> <li>Compare and contrast different theories or research methods.</li> <li>In at least one discipline, identify the major concepts that theorists employ to explain social dynamics and institutions.</li> </ul>
American History	<p><b><u>Learning Outcomes</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.</li> <li>demonstrate knowledge of common institutions in American society and how they have affected different groups.</li> <li>demonstrate understanding of America's evolving relationship with the rest of the world.</li> </ul>	<p><b>United States Studies</b></p> <p><b>Goal</b></p> <p>To use concepts, principles, and methods of pertinent disciplines to explain the historical and social context of political, economic, cultural, and intellectual developments in the United States.</p> <p><b>Learning Objectives/Outcomes</b></p> <p>Students will be able to do both of the following:</p> <ul style="list-style-type: none"> <li>Describe, analyze, and evaluate common institutions, processes, traditions or ideas in the United States and how they have affected various groups such as ethnic, racial, class, religious, regional or gender groups in different ways.</li> <li>Describe, analyze, and evaluate the United States' evolving relationship with the rest of the world.</li> </ul>

Western Civilization	<p><u>Learning Outcomes</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.</li> <li>• relate the development of Western civilization to that of other regions of the world.</li> </ul>	<p>Western Civilization</p> <p><u>Goal</u></p> <p>Students will acquire a basic understanding of distinctive features of western civilizations or cultures.</p> <p><u>Learning Objectives/Outcomes</u></p> <p>Students will be able to do both of the following:</p> <ul style="list-style-type: none"> <li>• Describe, analyze, and evaluate some fundamental aspects of the ideas, history, institutions, religions, economy, society, and/or arts of western civilizations or cultures.</li> <li>• Relate some of these fundamental aspects of western civilizations to those of other regions of the world.</li> </ul>
Other Word Civilizations	<p><u>Learning Outcomes</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of either a broad outline of world history, or</li> <li>• of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.</li> </ul>	<p>World Civilizations and Cultures</p> <p><u>Goal</u></p> <p>Courses in the World Civilizations and Cultures category will provide students with an understanding of:</p> <ul style="list-style-type: none"> <li>• the interaction of diverse ethnic, linguistic, and religious communities in an increasingly global context.</li> <li>• distinctive features of the ideas, history, institutions, economy, society, politics, or arts of at least one non-western civilization or culture.</li> </ul> <p><u>Learning Objectives/Outcomes</u></p> <p>Using key concepts appropriate to the discipline, students will be able to summarize, relate, and analyze at least one of the following:</p> <ul style="list-style-type: none"> <li>• Distinctive features of the ideas, history, institutions, economy, society, politics, or arts of at least one non-western civilization or culture, or</li> <li>• The interaction of diverse ethnic, linguistic, or religious communities in a global context.</li> </ul> <p>[Note: Courses in this category can address objective a or b or both. Please indicate this on the course submission form].</p>
Humanities	<p><u>Learning Outcome</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.</li> </ul>	<p>Humanities</p> <p><u>Goal</u></p> <p>Students will have an understanding of the methods of art, literature, philosophy, or other areas of the humanities and the ability to use these methods in the interpretation of works in those disciplines.</p> <p><u>Learning Objectives/Outcomes</u></p> <p>Students will be able to do all of the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in the analysis of artistic, literary, philosophic, or other works in the humanities.</li> <li>• Contextualize these works historically, culturally, or by genre.</li> <li>• Express their knowledge in forms of</li> </ul>

		academic discourse or creative writing.
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The Arts	<p><u>Learning Outcome</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.</li> </ul>	<p>Arts</p> <p><u>Goal</u></p> <p>Courses in the Arts category will introduce students to forms of artistic expression as well as their historical, social and cultural contexts, to the creative process, and to the aesthetic dimensions of sound, movement, texts, or images.</p> <p><u>Learning Objectives/Outcomes</u></p> <p>Students will be able to do all of the following:</p> <ul style="list-style-type: none"> <li>• Evaluate creative production in aesthetic, conceptual, or cultural terms.</li> <li>• Apply critical and expressive processes that integrate intellectual and affective learning.</li> <li>• Discuss artistic products or performances using the professional concepts of the discipline.</li> </ul>
Foreign Language	<p><u>Learning Outcomes</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• acquire basic proficiency in the understanding and use of a foreign language.</li> <li>• demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.</li> </ul>	<p>Foreign Languages</p> <p><u>Goal</u></p> <p>Courses in the Foreign Language category will provide students with the ability to communicate in a language other than English as well as introduce them to the societies and cultures which are associated with that language.</p> <p><u>Learning Objectives/Outcomes</u></p> <p>After taking the first two courses in a Foreign Language,* students will achieve the following ACTFL Proficiency Guidelines.**</p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Able to successfully handle most uncomplicated communicative tasks and social situations. Can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Able to read and understand consistently simple texts dealing with basic personal and social needs about which the reader has personal interest or knowledge. Such texts are still linguistically noncomplex and have clear underlying internal structure. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Able to meet a number of practical writing needs. Can write short simple letters. Content involves personal preferences, daily routine, everyday events, and other</li> </ul>

		<p>topics grounded in personal experience.</p> <p>* American Sign Language may be substituted for students in allowed majors.      ** Students should reach a minimum competency level of Intermediate according to the ACTFL (American Council on the Teaching of Foreign Language) guidelines. [ACTFL Proficiency Guidelines, American Council on the Teaching of Foreign Languages, Inc., Hastings-on-Hudson, NY, 1989.]</p>
Basic Communication	<p><u>Learning Outcomes</u></p> <p>Students will demonstrate their abilities to:</p> <ul style="list-style-type: none"> <li>• produce coherent texts within common college-level written forms.</li> <li>• revise and improve such texts.</li> <li>• research a topic, develop an argument, and organize supporting details.</li> <li>• develop proficiency in oral discourse.</li> <li>• evaluate an oral presentation according to established criteria.</li> </ul> <p>NOTE: For Strengthened Campus Based Assessment (SC-BA) campuses are required to report data for only the <u>first two</u> bullets above.</p>	<p><b>Composition</b></p> <p><u>Goal</u></p> <p>The first-year writing assignment, which consists of two composition courses taken in sequence, focuses on the composing process, critical reading, critical thinking, and forms of academic writing. Students develop their writing ability as they learn to use writing as a mode of inquiry and learning.</p> <p><u>Learning Objectives/Outcomes</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• develop their abilities to write in different rhetorical situations; that is, for different purposes, for different occasions, and for different audiences.</li> <li>• develop their abilities to write in various rhetorical modes; for example, description, narration, exposition, analysis, argumentation.</li> <li>• develop their composing processes; that is, gathering, shaping, drafting, revising, editing, and proofreading.</li> <li>• develop their ability to write correctly, grammatically, and coherently.</li> <li>• read their own writing, as well as that of others, effectively.</li> <li>• develop the abilities to reason and to think critically; for example, to analyze, to infer, to synthesize, to interpret, to evaluate.</li> <li>• develop skills in conducting research.</li> <li>• develop their abilities in oral presentation and critique.</li> </ul>
		<p><b>Diversity</b></p> <p><u>Goals</u></p> <p>Courses in the Diversity category will provide students with an understanding of:</p> <ul style="list-style-type: none"> <li>• the historical, political, economic, or social experiences of at least one cultural, ethnic, or historically underrepresented group in the United States.</li> <li>• the perspectives of these groups, and an appreciation for the validity of those perspectives, toward the development and institutions of U.S. society.</li> </ul> <p><u>Learning Objectives/Outcomes</u></p> <p>Students will be able to do all of the following:</p> <ul style="list-style-type: none"> <li>• Describe the historical, social, cultural, or political perspectives in the U.S. society of at least one cultural, ethnic, racial, or</li> </ul>

		<p>historically underrepresented group towards itself and its place in society.</p> <ul style="list-style-type: none"> <li>Identify national and global forces that have influenced or shaped the perspectives of others towards the underrepresented group(s) being studied.</li> <li>Analyze and synthesize sources objectively, incorporating some primary sources in the voices of that group.</li> </ul> <p><i>This is a SUNY New Paltz Knowledge and Skill area. It is not a BoT Knowledge and Skill area.</i></p>
Critical Thinking (Reasoning)  <i>This and Information Management are the only BOT specified competencies. They may be infused throughout the curriculum.</i>	<p><b>Learning Outcomes</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>identify, analyze, and evaluate arguments as they occur in their own and others' work.</li> <li>develop well-reasoned arguments.</li> </ul>	<p>Systematic Inquiry</p> <p><b>Goal:</b> To identify significant problems or questions within a discipline and to identify and apply methods that contribute to a solution or answer.</p> <p><b>Learning Objectives/Outcomes</b></p> <p>Students will be able to do all of the following:</p> <ul style="list-style-type: none"> <li>Specify appropriate questions within a discipline(s).</li> <li>Propose solutions to problems or hypotheses to investigate.</li> <li>Apply appropriate methodology to answer questions.</li> <li>Critically evaluate information or arguments.</li> <li>Identify the limitations of a particular methodology.</li> </ul>
Information Management	<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>perform the basic operations of personal computer use.</li> <li>understand and use basic research techniques.</li> <li>locate, evaluate and synthesize information from a variety of sources.</li> </ul>	<p>Information Literacy</p> <p><b>Goal:</b> Use appropriate technology and research methods to access and evaluate information in order to accomplish a specific purpose.</p> <p><b>Learning Objectives/Outcomes</b></p> <p>Students will be able to do all of the following:</p> <ul style="list-style-type: none"> <li>Demonstrate an ability to use software and hardware and other appropriate technologies.</li> <li>Locate appropriate information sources online.</li> <li>Access other information sources or services.</li> <li>Determine information needed for a variety of purposes.</li> <li>Evaluate information sources using criteria such as: currency, authority, objectivity, accuracy, and content.</li> <li>Use information ethically and legally.</li> </ul>
		<p>Effective Expression--Aesthetic</p> <p><b>Goal</b> To communicate effectively in aesthetic discourse.</p> <p><b>Learning Objectives/Outcomes</b></p> <p>In courses with the Aesthetic emphasis, students will be able to do all of the following.</p>

		<ul style="list-style-type: none"> <li>• Construct narrative or symbolic content through visual or performative means.</li> <li>• Identify formal components within artwork/performance that contribute to its content.</li> <li>• Address subject matter in artwork and evaluate effective structures of artistic expression.</li> <li>• Engage in critical discourse about artwork/performance relevant to the discipline.</li> </ul> <p><i>Note: The following—Effective Expression-Aesthetic, Effective Expression-Oral, Effective Expression-Written, and Ethical Reflection—are SUNY New Paltz competencies. They are not BOT competencies.</i></p>
		<p>Effective Expression--Oral</p> <p><u>Goal</u> To communicate effectively in oral discourse.</p> <p><u>Learning Objectives/Outcomes</u> In courses with the Oral Emphasis, students will be able to do all of the following.</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in oral discourse.</li> <li>• Critique oral presentations.</li> <li>• Analyze premises, synthesize arguments and evaluate the validity of the presentation.</li> </ul>
		<p>Effective Expression--Written</p> <p><u>Goal</u> To communicate effectively in written discourse.</p> <p><u>Learning Objectives/Outcomes</u> In courses with the Written Emphasis, students will be able to do all of the following.</p> <ul style="list-style-type: none"> <li>• Research topics, present arguments, and organize evidence.</li> <li>• Write coherent and persuasive texts.</li> <li>• Critique written discourse.</li> </ul>
		<p>Ethical Reflection</p> <p><u>Goals</u></p> <ul style="list-style-type: none"> <li>• Students will acquire a deeper awareness of how moral claims and concerns may arise in distinct contexts and venues.</li> <li>• Students will have a stronger understanding of how moral questions may be complex both in relation to some theoretical or historical understanding and in relation to circumstances and consequences of moral decision-making.</li> </ul> <p><u>Learning Objectives/Outcomes</u> Students will be able to identify, discuss and evaluate all of the following.</p> <ul style="list-style-type: none"> <li>• Matters of moral consequence (what is right</li> </ul>

		<p>or wrong, what is good or bad, what is valuable or without value),</p> <ul style="list-style-type: none"><li>• Principles or ideas that inform moral decision-making, and</li><li>• Justifications of principles of right and wrong or conceptions of good and bad.</li></ul>
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