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| **GEP Category:** | *Upon completing this requirement, students will be able to:* |
| **Foundation Level:** | |
| **First Year Seminar** | * Describe the importance of a liberal education and the ways in which academic study is structured at UWSP. * Describe the importance of critical thinking and information literacy and apply the associated skills. * Identify and apply appropriate note-taking, test-taking, and time-management strategies to their academic studies. * Describe the importance of co-curricular involvement and how it enhances their academic study at UWSP. * Identify and utilize UWSP programs, resources, and services that will support their academic studies and co-curricular involvement. * Develop a plan that demonstrates their responsibility for their own education, specifically how it relates to their interests, abilities, career choices, and personal development. |
| **Written Communication** | * Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience. * Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience. * Critique their own and others’ writing to provide effective and useful feedback to improve their communication. |
| **Oral Communication** | * Identify basic components and elements that shape successful oral presentation such as topic, purpose, genre, composure, and audience. * Compose and deliver an articulate, grammatically correct and organized oral presentation using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience. * Critique their own and others’ speaking to provide effective and useful feedback to improve their communication. |
| **Quantitative Literacy** | * Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format. * Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications. * Construct a conclusion using quantitative justification. |
| **Wellness** | * Identify the seven dimensions of wellness. * Recognize the interaction between each dimension of wellness and their overall impact on personal, national and global health and well-being. * Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness. |
| **Investigation Level:** | |
| **Arts** | * Identify aesthetic, cultural, and historical dimensions of artistic traditions and techniques. * Demonstrate an understanding of creative expression by critiquing, creating, or collaborating on a specific work of art. * Express their own understanding and interpretation of works of art critically and imaginatively. |
| **Humanities** | * Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts (including texts, images, performances, and technologies, as well as other expressions of the human condition). * Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts. * Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts. |
| **Historical Perspectives** | * Describe events from past cultures, societies, or civilizations. * Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past. * Identify the role of human agency in shaping events and historical change. * Explain historical causality. * Evaluate competing historical claims that frequently inform the present. |
| **Social**  **Sciences** | * Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior. * Explain the major principles, models, and issues under investigation by the social sciences. * Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures. |
| **Natural Sciences**  (includes required lab component) | * Identify the basic taxonomy and principles of the scientific method as it pertains to the natural, physical world. * Infer relationships, make predictions and solve problems based on an analysis of evidence or scientific information. * Apply scientific concepts, quantitative techniques and methods to solving problems and making decisions. * Describe the relevance of some aspect of the natural science to their lives and society. |
| **Cultural and Environmental Awareness Level:** | |
| **U.S. Diversity** | * Describe the various dimensions of diversity and marginalization within the United States. * Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization. |
| **Global Awareness** | * Identify and explain various components of a culture that is distinct from those found within the United States. * Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world. |
| **Environmental Responsibility** | * Recognize areas of interaction between human society and the natural environment. * Identify the individual, social, cultural, and ecological factors that influence environmental sustainability. * Evaluate competing scientific claims that inform environmental debates. |
| **Integration Level:** | |
| **Experiential Learning** | * Complete an approved experiential learning project. * Reflect on the experiential learning project in order to gain further understanding of their university education, and an enhanced sense of one’s personal responsibility as a member of a larger community. |
| **Interdisciplinary Studies** | * Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue. * Explain the benefits of being able to combine these contributions. |
| **Embedded in the Major:** | |
| **Communication in the Major** | * Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience. * Critique their own and others’ writing/oral presentations to provide effective and useful feedback to improve their communication. |
| **Capstone Experience in the Major** | * Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline. * Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond. |

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| **Four (4) Overarching General Education Program Learning Outcomes** |
| *Upon completion of the GEP curriculum, students will be able to:*   * Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society. * Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced. * Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability. * Apply their knowledge and skills, working in interdisciplinary ways to solve problems. |