

## GEP Category Learning Outcomes

<b>GEP Category: Upon completing this requirement, students will be able to:</b>	
<b>Foundation Level:</b>	
<b>First Year Seminar</b>	<ul style="list-style-type: none"> <li>• Describe the key components and purpose of a liberal education and explain how a liberal education will shape your college studies, career, and life.</li> <li>• Identify key components of critical thinking and information literacy and apply the associated skills with course assignments.</li> <li>• Identify and apply appropriate skills for college success, as well as appropriate UW-Stevens Point programs, resources, and services designed to support your academic studies.</li> <li>• Develop an educational plan that demonstrates the responsibility you will take for your own education, including curricular and co-curricular experiences.</li> </ul>
<b>Written Communication</b>	<ul style="list-style-type: none"> <li>• Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.</li> <li>• Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.</li> </ul>
<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>• Compose and deliver an articulate, grammatically correct and organized oral assignments using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, oral communication activity/genre, and audience.</li> <li>• Apply your understanding of elements that shape successful oral communication such as topic, purpose, genre, and audience to critique your own and others' delivery and provide effective and useful feedback to improve their communication.</li> </ul>
<b>Quantitative Literacy</b>	<ul style="list-style-type: none"> <li>• Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format.</li> <li>• Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications.</li> <li>• Construct a conclusion using quantitative justification.</li> </ul>
<b>Wellness</b>	<ul style="list-style-type: none"> <li>• Assess your own wellness in each of the seven dimensions and explain how the dimensions and the interactions among them impact your overall personal health and well-being.</li> <li>• Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.</li> </ul>
<b>Investigation Level:</b>	
<b>Arts</b>	<ul style="list-style-type: none"> <li>• Identify aesthetic, cultural, and historical dimensions of artistic traditions and techniques.</li> <li>• Demonstrate an understanding of creative expression by critiquing, creating, or collaborating on a specific work of art.</li> <li>• Express their own understanding and interpretation of works of art critically and imaginatively.</li> </ul>
<b>Humanities</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works and artifacts.</li> <li>• Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts.</li> </ul>

<b>Historical Perspectives</b>	<ul style="list-style-type: none"> <li>Describe events from past cultures, societies, or civilizations.</li> <li>Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past.</li> <li>Identify the role of human agency in shaping events and historical change.</li> <li>Explain historical causality.</li> <li>Evaluate competing historical claims that frequently inform the present.</li> </ul>
<b>Social Sciences</b>	<ul style="list-style-type: none"> <li>Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.</li> <li>Explain the major principles, models, and issues under investigation by the social sciences.</li> <li>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.</li> </ul>
<b>Natural Sciences</b> (lab component also required)	<ul style="list-style-type: none"> <li>Identify the basic taxonomy and principles of the scientific method as it pertains to the natural, physical world.</li> <li>Infer relationships, make predictions and solve problems based on an analysis of evidence or scientific information.</li> <li>Apply scientific concepts, quantitative techniques and methods to solving problems and making decisions.</li> <li>Describe the relevance of some aspect of the natural science to their lives and society.</li> </ul>
<b>Cultural and Environmental Awareness Level:</b>	
<b>U.S. Diversity</b>	<ul style="list-style-type: none"> <li>Describe the various dimensions of diversity and marginalization within the United States.</li> <li>Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.</li> </ul>
<b>Global Awareness</b>	<ul style="list-style-type: none"> <li>Identify and explain various components of a culture that is distinct from those found within the United States.</li> <li>Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.</li> </ul>
<b>Environmental Responsibility</b>	<ul style="list-style-type: none"> <li>Recognize areas of interaction between human society and the natural environment.</li> <li>Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.</li> <li>Evaluate competing scientific claims that inform environmental debates.</li> </ul>
<b>Integration Level:</b>	
<b>Experiential Learning</b>	<ul style="list-style-type: none"> <li>Complete an approved Experiential Learning project.</li> <li>Reflect on the Experiential Learning project in order to gain further understanding of their university education, and an enhanced sense of personal responsibility as a member of a larger community.</li> </ul>
<b>Interdisciplinary Studies</b>	<ul style="list-style-type: none"> <li>Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue.</li> <li>Explain the benefits of being able to combine these contributions.</li> </ul>
<b>Embedded in the Major:</b>	
<b>Communication in the Major</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication skills.</li> </ul>
<b>Capstone Experience in the Major</b>	<ul style="list-style-type: none"> <li>Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.</li> <li>Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.</li> </ul>