

COMMON CURRICULUM LEARNING OUTCOMES

Through the Common Curriculum, you will develop the breadth of knowledge and flexibility of mind needed to participate in meaningful conversations relevant to particular disciplines, the Academy, local society, or the global community. You will do so by achieving the following learning outcomes across the breadth of Liberal Arts represented in the Common Curriculum requirements. In doing so, you will also advance important foundational and differentiating goals in the Union College Strategic Plan (2013).

- A. **Communicate Critical and Analytical Thinking.** *You will examine, evaluate, and apply problem-solving techniques to evidence, data, objects, artefacts, arguments, and theories according to the diverse analytical traditions of the Liberal Arts; you will communicate clearly and correctly the results of such analysis.* **Explanation:** this learning outcome emphasizes the need to learn and practice critical thinking in the breadth of disciplines and analytical traditions in the Liberal Arts. **Assessment:** instructors assess your learning in this outcome by evaluating a representative sample of assignments. Learning outcome A encompasses the following learning goals in the Strategic Plan and assessment of it should incorporate those goals: **F1-G6:** Union students will graduate with the skills needed to communicate clearly and effectively, work both independently and collaboratively, have developed information, technological, and visual literacy, be prepared to live and work in a culturally-diverse world, and understand ethical considerations and act upon them; **D2-G2,** Union students will receive a broad and deep education that includes exposure to important and distinctive connections within and across the full spectrum of disciplines, including the arts, humanities, social sciences, physical and natural sciences, mathematics, and engineering; **D2-G3,** Union students will learn through a combination of theory and practice, using both critical thinking and expertise.
- B. **Make Connections or Original Contributions.** *Through your writings, theories, problems, designs, objects of art, and other projects you will make connections or original contributions to questions and concerns relevant to a particular discipline, multiple disciplines, the Academy, local society, or the global community.* **Explanation:** this learning outcome emphasizes the importance of deliberately using your coursework to engage issues, debates, schools of thought, and the like relevant to particular disciplines as well as the Academy, local society, or the global community. **Assessment:** instructors assess your learning in this outcome by evaluating a representative sample of assignments. Learning outcome B encompasses the following learning goals in the Strategic Plan and assessment of it should incorporate those goals: **F1-G3,** Union students will develop an attitude of inquiry: they will ask questions that matter, and develop the capacity to engage complex challenges with skill, creativity, and confidence; **D2-G1,** Union students will engage in disciplinary, interdisciplinary and multidisciplinary approaches, and will have opportunities to learn at the intersection of fields of study; **D2-G4,** Union

students will develop a diverse set of skills that can be applied across a spectrum of disciplines and future careers; also relevant components of goal **D2-G2**.

- C. **Reflect on Your Learning.** *You will demonstrate the ability to link your experiences in the Common Curriculum with your intellectual development as a lifelong learner, including possible career and life paths.* **Explanation:** this learning outcome may be viewed as asking you to draw together the practical, intrinsic, and idealistic value of the Liberal Arts as they relate to being a life-long learner and reflecting on a meaningful life. **Assessment:** the Gen Ed Board assesses learning outcome C indirectly through a student reflective essay and student interview; instructors provide direct assessment of this learning outcome **if** it is observed in their classes. Learning outcome C encompasses the following learning goals in the Strategic Plan and assessment of it should incorporate those goals: **F1-G2**, Union students will discover lifelong intellectual interests and strive to excel in them; **F2-G4**, Union students will develop a sense of themselves as a "whole person," with the skills necessary for the pursuit of life-long learning, global citizenship and effective work with others, through co-curricular programs that complement the academic mission; also relevant components of goal **D2-G4**.

ADDITIONAL FYP/FYP-H LEARNING OUTCOMES for Learning Outcome A

First-Year Preceptorial (FYP) and Honors Preceptorial (FYP-H) have more specific learning outcomes under Learning Outcome A, as follows:

- A1. DISCUSS IDEAS:** critically and respectfully engage in dialogue with others about ideas in texts as well as those expressed in class.
- A2. READ TEXTS CRITICALLY:** show an understanding of/ability to evaluate complex and sophisticated ideas from multiple and diverse perspectives.
- A3. DEVELOP EFFECTIVE ARGUMENTS:**
- A3a.** Support a focused thesis, including analysis of evidence to support conclusions.
 - A3b.** Organize information logically and clearly in essays that guide readers through the text
 - A3c.** Express ideas clearly and appropriately, with few, if any, grammar, usage, and spelling errors
 - A3d.** Integrate evidence into your argument (e.g., uses quotations appropriately, correct citation, etc.).
- A4. INCORPORATE REVISION** into the writing process as a means of improving critical thinking and the expression of ideas.

ADDITIONAL SRS/SCH-150 LEARNING OUTCOMES for Learning Outcome A

The Sophomore Research Seminar (SRS) and Scholars Research Seminar (SCH-150) have more specific learning outcomes under Learning Outcome A, as follows:

- A1. DEVELOP A RESEARCH TOPIC:** Formulate a clear, focused research question or thesis appropriate to the topic of inquiry.
- A2. FIND EVIDENCE:** Identify and locate evidence appropriate for examining a research

question or thesis.

A3. EVALUATE EVIDENCE: Critically and ethically analyze evidence obtained for examination of a research question or thesis.

A4. DEVELOP AN EVIDENCE-BASED ARGUMENT: Develop and organize a logical argument grounded in the analysis of evidence that supports or refutes a research question or thesis.

A5. PRESENT RESEARCH FINDINGS: Present a logical analytical argument supported by evidence in an appropriate written form without errors of grammar, usage, and spelling.

A6. PRACTICE PROFESSIONAL STANDARDS OF CITATION: Incorporate and cite evidence in a manner that meets the professional standards of the discipline most appropriate for the topic of inquiry.