

EWU General Education Overarching Goals and Course Goals and Objectives

Overarching Goals for General Education at Eastern Washington University

Approved by Academic Senate June 4, 2007

1. Students will enhance their critical thinking skills, including effective research skills, information literacy, technological proficiency, use of multiple types of reasoning skills and critical analysis. Students will also develop a deeply embedded sense of intellectual curiosity and a commitment to life-long learning.
2. Students will further develop effective written, oral, graphic, and non-verbal communication.
3. Students will develop their understanding of and mutual respect for diverse perspectives, different beliefs, multicultural points of view, and the open exchange of ideas.
4. Students will develop a global perspective, understanding the way societies are linked within the global community.
5. Students will develop their sense of social and environmental responsibility, including knowledge of ethical approaches that foster community, civic engagement, and environmental stewardship.
6. Students will enhance their self-awareness, increasing their understanding of self and the world through creative expression.
7. All students will successfully complete all elements of a Liberal Arts Education.

EWU General Education Goals and Objectives

Approved by Academic Senate February 13, 2012

University Competencies and Proficiencies

Computer Literacy

Computer Literacy I

Goal 1: Students will learn basic computer operations.

- *Objective 1:* Students will manipulate directories and files, including copying to and from external media.
- *Objective 2:* Students will distinguish the difference between hardware and software.
- *Objective 3:* Students will distinguish between data files and executable files.
- *Objective 4:* Students will identify ways to protect data and devices.

Goal 2: Students will learn to use basic productivity software.

- *Objective 1:* Students will use a computer to complete course assignments.
- *Objective 2:* Students will learn basic use of word processing software.
- *Objective 3:* Students will effectively use presentation software.
- *Objective 4:* Students will effectively include graphics in a presentation or document.

Computer Literacy II

Goal 1: Students will use a computer for basic data manipulation and analysis.

- *Objective 1:* Students will create a spreadsheet from data.
- *Objective 2:* Students will perform simple analysis on spreadsheet data.
- *Objective 3:* Students will create meaningful plots of data in a spreadsheet.
- *Objective 4:* Students will perform a what-if analysis using a spreadsheet.

Goal 2: Students will explore uses of a computer for tasks beyond web browsing and the creation of office documents.

- *Objective:* Students will use Boolean logic and wildcards for advanced searches.

Writing Proficiency (English Composition)

Goal 1: Students will demonstrate their knowledge of rhetoric.

- *Objective 1:* Students will demonstrate that writing is a social act grounded in and dependent upon contexts, involving multiple audiences, and serving various purposes.
- *Objective 2:* Students will explain and analyze how purposes, audiences, and contexts affect the interpretation and creation of different media.
- *Objective 3:* Students will identify and predict how conventions of genre and format influence their reading and writing.
- *Objective 4:* Students will respond appropriately and effectively to the needs of different audiences by adapting voice, tone, and formality for particular rhetorical situations.
- *Objective 5:* Students will create and respond critically to multimedia texts according to the expectations of different audiences.

Goal 2: Students will critically think, read, and write to develop intellectual integrity.

- *Objective 1:* Students will describe, interpret, and critique relationships among language, knowledge, and power.
- *Objective 2:* Students will use writing and reading for inquiry, learning, thinking, and communicating.
- *Objective 3:* Students will recognize and respect differing points of view as opportunities for co-inquiry and mutual knowledge-building, writing to persuade rather than manipulate others.
- *Objective 4:* Students will synthesize their own ideas with those of others.

Goal 3: Students will engage in multiple writing processes.

- *Objective 1:* Students will describe and enact the collaborative and social aspects of writing processes.
- *Objective 2:* Students will recognize and practice writing using multiple, recursive strategies for researching, drafting, reviewing, revising, and polishing.
- *Objective 3:* Students will use their own writing processes to generate multiple versions of a text.
- *Objective 4:* Students will evaluate and respond to peers' work by critically and constructively identifying and using effective writing and revising strategies.
- *Objective 5:* Students will develop pieces of writing that present focused, organized, and developed ideas to particular audiences for specific purposes.
- *Objective 6:* Students will develop editing strategies to polish their work using academic conventions of punctuation, spelling, and syntax.

Goal 4: Students will conduct scholarly research and produce academic writing.

- *Objective 1:* Students will explore and write persuasively about a focused topic of scholarly inquiry.
- *Objective 2:* Students will critically read and respond to academic texts from across the disciplines.
- *Objective 3:* Students will write in a range of academic genres according to the expectations of an educated audience.
- *Objective 4:* Students will learn and use technologies for drafting, reviewing, revising, editing, and sharing writing.
- *Objective 5:* Students will locate, evaluate, organize, and use research materials, including those from scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and Internet sources.
- *Objective 6:* Students will be able to document their research using discipline-based conventions of style.

Mathematical Reasoning

Goal 1: Mathematical Reasoning: Students solve complex problems requiring quantitative analysis and critical thinking skills.

- *Objective 1:* Students apply an appropriate mathematical structure in solving problems.
- *Objective 2:* Students use flexibility in selecting a correct solution strategy, including appropriate use of technology.
- *Objective 3:* Students recognize when certain correct strategies are useful or efficient in solving problems, and when they are not.

Goal 2: Mathematical Symbols, Techniques & Computation: Students demonstrate proficiency in using mathematical symbols and language to propose and defend ideas.

- *Objective 1:* Students use symbols meaningfully.
- *Objective 2:* Students attend to necessary detail in solution processes.
- *Objective 3:* Students make and support conjectures using mathematical language.

Goal 3: Mathematical Habits of Thought: Students use a sense about number or quantity to determine the reasonableness and implications of mathematical solutions.

- *Objective 1:* Students use estimation and intuition to support their solutions to problems and to modify their approaches as necessary.
- *Objective 2:* Students accurately interpret their solutions in problem contexts, using appropriate units of measurement as necessary.
- *Objective 3:* Students recognize the limitations of mathematical models imposed when solving problems.

Goal 4: Mathematical Communication: Students communicate mathematical processes and solutions using multiple representations.

- *Objective 1:* Students use equations, graphs, charts, and tables to represent mathematical information.
- *Objective 2:* Students communicate strategies and solutions orally and in writing.

Goal 5: Mathematical Decision-Making: Students apply mathematical processes and solutions in making personal and societal choices.

- *Objective:* Students indicate that the mathematics they have learned affects or will affect their practical decisions in financial planning, voting, or similar situations.

Core Requirements

Humanities and Fine Arts

Goal 1: Students will employ the basic forms of criticism and expression in philosophy, literature, and/or at least one of the arts, and they will understand the social and environmental contexts of the artists and/or writers.

- *Objective 1:* Students will read a variety of materials (discursive and artistic) at the conceptual as well as factual levels.
- *Objective 2:* Students will apply basic forms and ideas of philosophy, literature, and/or one of the arts to important themes relevant to course content.
- *Objective 3:* Students will articulate a basic understanding of significant steps in the development of Western culture, not only how values have developed internally, but also the ways in which new values have entered the culture from other civilizations.
- *Objective 4:* Students will describe the context of at least one philosophical, artistic, or literary example from a non-Western culture.

Goal 2: Students will understand the methods for interpretation and criticism appropriate to the humanities and fine arts.

- *Objective 1:* Students will demonstrate a basic understanding of the importance of historical and social context in a discipline.
- *Objective 2:* Students will draw competent interpretations based on given reasons and evidence.
- *Objective 3:* Students will demonstrate that differing interpretations of the same information are possible and that different conclusions may be reached using the same evidence.

Goal 3: Students will develop reading skills as well as creative and analytic writing skills appropriate to an introductory level in a discipline.

- *Objective 1:* Students will read and comprehend professional literature, which may include primary as well as secondary sources, consistent with an introductory learning level.
- *Objective 2:* Students will produce written material consistent with introductory learning levels.

Natural Sciences for Stand-Alone, Non-Science Majors Classes

Goal 1: Students will understand the role of scientific theories in the organization of knowledge about the natural world.

- *Objective 1:* Students will understand and correctly use these general scientific terms: observation, data, hypothesis, and theory.
- *Objective 2:* Students will explain the principal underlying scientific theory or theories pertaining to the discipline and articulate the evidence for them.

Goal 2: Students will understand the current methods of the natural sciences.

- *Objective 1:* Students will articulate the Scientific Method and apply it to simple examples.
- *Objective 2:* Students will understand that the practice of science requires a system of values, including honesty and openness, in order to ensure the independent verification of scientific claims.
- *Objective 3:* Students will understand that scientific investigations are limited to natural phenomena which can be observed and/or measured.
- *Objective 4:* Students will perform measurements or observations appropriate to the discipline.

Goal 3: Students will understand the quantitative nature of studies in the natural sciences.

- *Objective 1:* Students will apply appropriate mathematical concepts such as scientific notation, metric units, ratio reasoning, or algebraic formulations, in solving problems or answering questions.
- *Objective 2:* Students will demonstrate understanding of various forms of graphical representations.

Goal 4: Students will clearly communicate concepts in the natural sciences.

- *Objective 1:* Students will read and comprehend primary and secondary source materials which utilize appropriate scientific terminology.
- *Objective 2:* Students will demonstrate through writing their own mastery of the scientific terms appropriate to the subjects under study.

Goal 5: Students will gain appreciation for the historical development of the natural sciences.

- *Objective 1:* Students will identify important contributors to the developments in the discipline.
- *Objective 2:* Students will identify and briefly explain a concept in the discipline that was once widely believed but which is now discredited.

Social Sciences

Goal 1: Students will have a general knowledge of concepts, methods of analysis, and facts concerning society as interpreted by the social sciences.

- *Objective 1:* Students will demonstrate a knowledge of basic theories appropriate to a social science.
- *Objective 2:* Students will correctly answer questions on the accepted facts and principles of a social or behavioral science.
- *Objective 3:* Students will describe some of the dynamics among groups, institutions and individual persons.

Goal 2: Students will understand the methods for analysis appropriate to a social science.

- *Objective 1:* Students will demonstrate a basic understanding of the uses of empirical data, textual analysis, historical research, cultural analysis, linguistic analysis, or other forms appropriate to a specific social science discipline.
- *Objective 2:* Students will distinguish valid and invalid conclusions and arguments based on the methods appropriate to a social science.
- *Objective 3:* Students will demonstrate that differing interpretations of information are possible and that different and valid conclusions may be reached using the same data.

Goal 3: Students will engage in critical thinking.

- *Objective 1:* Students will identify the differences among facts, theories, assumptions, and models.
- *Objective 2:* Students will apply what they have learned from the discipline to issues outside of the classroom.
- *Objective 3:* Students will describe models in the discipline and explain the basic assumptions and applications of these models.

Goal 4: Students will demonstrate analytic writing and reading skills appropriate to an introductory level in a discipline.

- *Objective 1:* Students will read and comprehend professional literature, which may include primary as well as secondary sources, consistent with an introductory learning level.
- *Objective 2:* Students will produce written material consistent with introductory learning levels.

Goal 5: Students will distinguish among values and beliefs held by individual persons and the cultural, linguistic, technological and institutional forms that both create and reflect these.

- *Objective 1:* Students will use social analysis and relevant theories to articulate the relationships among personal beliefs and values within institutional frameworks.
- *Objective 2:* Students will recognize their own beliefs and values as well as the social values of others and will be able to discuss differences and similarities among diverse cultures.
- *Objective 3:* Students will write critically and reflectively about some of the moral, political, and/or philosophical implications of a social science.
- *Objective 4:* Students will describe how different value systems influence policies and decision making in societies.

University Graduation Requirements

Cultural and Gender Diversity in the U.S.

Goal 1: For students to become knowledgeable about the cultural and historical experience of at least one historically disadvantaged group in modern U.S. society, including but not limited to, peoples of African, Asian, Latin-American, Native American origin or descent, gay, lesbian and transgendered populations, people with physical disabilities, and women.

- *Objective:* Students will identify contributions of historically disadvantaged groups to modern U.S. society and culture.

Goal 2: For students to increase their awareness of the heterogeneous nature of U.S. society.

- *Objective:* Students will know about the impact of social difference and differentiation in relation to social stratification and its effects on historically disadvantaged social and cultural groups in the United States in terms of lived experiences of undue hardship, mistreatment, and structural inequality.

Goal 3: For students to better understand the relationship between at least one historically disadvantaged group and the dominant culture and society in the U.S.

- *Objective 1:* Students will identify some of the social structures and institutions within which the disadvantaged group and the dominant culture interact.
- *Objective 2:* Students will analyze existing social structures and institutions as they condition the relationship between a disadvantaged group and the dominant society and culture in the U.S.

Goal 4: For students to become knowledgeable about the way language and images represent and perpetuate cultural attitudes.

- *Objective:* Students will analyze the role of language and images in perpetuating stereotypes, reproducing prejudiced attitudes, and reinforcing unexamined assumptions in hierarchical relationships between and among various social groups.

Goal 5: For students to recognize and understand a diversity of opinions and perspectives in written and spoken discourse.

- *Objective:* Students will analyze multiple perspectives on a given issue related to the course content.

International Studies

Goal 1: For students to understand at least one modern problem or topic linking societies within the global community. (For example such problems including but not limited to topics as nationalism and ethnic conflict, global communications and technology, modern war, global hunger, comparative world revolutions, comparative world economic systems, and the City.)

- *Objective:* Students will have a thorough knowledge of a broad problem or topic related to the global community.

Goal 2: For students to understand dimensions of a modern international problem or topic from a non-U.S. perspective.

- *Objective:* Students will know the relevant aspects of a region or culture outside of the U.S. sufficient for analyzing its approach to a global problem or topic.

Goal 3: For students to gain the skills to find, use, and critically assess information about a foreign culture or international problem or topic.

- *Objective 1:* Students will evaluate published sources based upon editorial policy and readership, and perceive cues to authorial, political, national, or other preconceptions.
- *Objective 2:* Students will critically compare and synthesize the information and perspectives presented in multiple sources.

Goal 4: For students to recognize and understand a diversity of opinions and perspectives, in written and spoken discourse, concerning the course content.

- *Objective 1:* Students will form and support an opinion on a modern international problem or topic.
- *Objective 2:* Students will analyze multiple perspectives on a given issue related to the course content.

[I. Multiple routes to the fulfillment of the International Studies requirement: Option 1: Topical course work on the EWU campus. Successful completion with a grade of at least 2.0 of one course from the list of approved International Studies Courses (see Course Criteria below, II). Option 2: Foreign experience option. Successful completion with a grade of at least 2.0 of an approved course of study overseas. Option 3: Language option. Four to five credits of second year or more advanced language study or certain approved first year language study (in courses with significant cultural components as reflected in the textbook and course syllabus) may satisfy the International Studies requirement.

II. Criteria for the topical courses on the International Studies list: 1. A course will focus on a modern world problem or topic and appropriate historical, regional or cultural contexts. 2. A course must engage multiple countries outside of the U.S. rather than single countries. Single-country foreign courses are acceptable only if they contain a genuinely comparative element.]

Senior Capstone

Department Capstone

Goal 1: For students to employ their integrative and problem-solving skills both within and beyond the discipline.

- Objective: Demonstrate ability to synthesize and apply discipline-specific skills and knowledge to work-world and civic issues.

Goal 2. For students to work effectively in collaborative venues on shared issues and concerns.

- Objective: Demonstrate team-working skills in formulating inquiries and proposing solutions for real, concrete problems.

Goal 3. For students to synthesize program-specific knowledge, methods, and skills.

- Objective: Prepare a capstone project (in groups or individually) that showcases disciplinary knowledge, methods and skills.

Multiple-disciplinary Capstone

Goal 1. For students to employ their integrative and problem-solving skills interdisciplinary.

- Objective: Demonstrate ability to synthesize and apply skills and knowledge from multiple disciplines to work-world and civic issues.

Goal 2. For students to work effectively in collaborative venues on shared issues and concerns.

- Objective: Demonstrate team-working skills in formulating inquiries and proposing solutions for real, concrete problems.

Goal 3. For students to synthesize knowledge, methods, and skills from multiple disciplines.

- Objective: Prepare a capstone project (in groups or individually) that showcases multiple disciplinary knowledge, methods, and skills.