

Proposed New General Education Text

G - Global Issues:

SLO:

Students will:

- demonstrate knowledge of one or more complex global issues that transcend individual regions or cultures

Guidelines:

- A complex global issue is defined as:
 - a phenomenon that involves interactions or relationships among different historical, social, political, economic, environmental or cultural systems; or,
 - that impacts people across individual, local, regional, and global scales.
- A G course must focus on two or more distinctive regions or cultures within the framework of a global issue
- A G course must focus on at least one world region or culture outside of the USA, Canada, and Western Europe (the UCC can grant exceptions to this framework on an individual basis, but petitioners should provide a clear and persuasive justification)

V - Civic Discourse:

SLO:

Students will:

- Students will demonstrate the discourse skills necessary to participate in civic life, including the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints; and
- The ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

Guidelines:

- The phrase “participate in civic life” is intentionally broad to capture the ways in which individuals engage with various communities and public spaces, which may include political and social institutions within the United States and across the globe, as well as other spaces of public life, such as digital forums and the workplace. Conceived of in this manner, the skills of civic discourse are applicable across a range of disciplines. Civic discourse is the exchange of ideas about public matters. It is distinct from debate, which has as a primary purpose promoting one’s own ideas and attempting to convince others to agree with these ideas. This core competency is intended to focus on students acquiring the knowledge to understand the importance of, and requirements for, civic discourse, and students will demonstrate the skills that reflect this knowledge. This competency is not intended to assess student conduct in general.

I - Information Literacy

SLO:

Students will:

- locate information effectively using tools appropriate to their need and discipline;
- evaluate information from a variety of sources with an awareness of authority, validity, bias, and origin; and
- demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

Guidelines:

- Students need to acquire information literacy appropriate to the demands of the 21st century, which includes applying all three learning outcomes of this core competency to various sources of information, including emerging technologies, such as artificial intelligence.