

## Introduction

The Faculty Senate General Education Task Force was charged by Senate with articulating, refining, and proposing to Faculty Senate for its consideration student learning outcomes to be achieved by the General Education Curriculum. These outcomes must be consonant with the six general education objectives provisionally endorsed by Faculty Senate at its November 15, 2015 meeting and must directly support the Drake University mission.

In articulating these proposed learning outcomes, the working group focused on outcomes *to be achieved by the General Education Curriculum*. This document is agnostic as to how these outcomes are met. The General Education Curriculum as a whole must be designed in a manner to achieve these outcomes. The working group did not incorporate learning outcomes that are appropriately achieved through academic majors, minors, or concentrations and overseen by individual departments and the colleges. Nor did we incorporate learning outcomes that are advanced via co-curricular activities, coordinated by the pertinent administrative offices, which advance the academic mission of the university.

---

**After completing the General Education curriculum Drake University students will -**

**A. *Communicate effectively in a manner appropriate for their audience***

**Rationale:**

- Classes across the Drake Curriculum should hone students' writing and speaking skills through assignments and/or class discussion (student-centered learning).
- In contemporary society, communication is multiplatform and multimodal, with text-based, visual, auditory, nonverbal, symbolic, and blended components. Thus, students should demonstrate the ability to communicate information and ideas to a variety of audiences in a variety of modes across a variety of media platforms and in a variety of communication styles.

**B. *Access, synthesize, and evaluate knowledge within and across diverse fields of study***

**Rationale:**

- Accessing knowledge entails information literacy and critical thinking. Students should demonstrate the ability to access, synthesize, and evaluate credible and useful information in diverse fields of study.
- The phrase "diverse fields of study" indicates a hallmark of a liberal arts education: students must have substantive encounters with fields other than the student's major field of study.

**C. *Develop knowledge, skills, and dispositions necessary for responsible global citizenship in local, national, and global contexts.***

**Rationale:**

- Drake University commits itself in its mission to prepare students for responsible global citizenship.
- The knowledge required for responsible global citizenship spans many disciplines and requires students to understand the historical, political, cultural, economic, and technological contexts in which responsible global citizens must act. It also requires students to understand the normative dimensions of social, political, and economic issues and the ethical perspectives that should inform civic engagement.
- Responsible global citizenship requires skills developed by social, scientific, and humanistic modes of inquiry and requires the development of cultural competencies necessary for understanding diverse identities, experiences, and institutions within and across societies.

- Responsible global citizenship also will be developed through the skills and knowledge associated with other learning outcomes, including those associated with effective communication, the access and synthesis of knowledge across disciplines, quantitative and scientific reasoning, and the analysis of diversity in a comparative perspective.
- The knowledge, skills, and dispositions facilitated in general education courses that specifically serve this learning outcome will prepare students to put knowledge into practice through effective civic engagement.

**D. *Develop skills in qualitative, quantitative, and scientific reasoning through engagement in empirical inquiry, to understand the intersection of the natural sciences, technology, and society.***

**Rationale:**

- Drake students should engage with scientific methods as a way of producing knowledge, and explore how scientific knowledge impacts and shapes society at large.
- Drake students should examine empirical analyses as methods for producing knowledge and should develop skills that allow them to understand and critically evaluate the application of empirical data as applied to contemporary issues.

**E. *Develop dispositions that are informed by self-reflection and engagement with ethical perspectives.***

**Rationale:**

- Drake students should reflect upon their own coursework and learning.
- Drake students should be thoughtfully cognizant of their own and others' values.
- Drake students should reflect on how their actions impact individuals, communities, and society at large.
- Developing a capacity for self-reflection and self-assessment is necessary for ethical action. Drake students should develop skills and practices that allow them to engage in the self-reflective behaviors that are necessary for ethical action and that help them to understand the coherence and value of the work they do.

**F. *Analyze and understand how diversity and systems of exclusion shape society, with emphasis on race, ethnicity, gender, and class in the context of the United States.***

**Rationale:**

- Understanding diversity in any of its several forms, including but not limited to race/ethnicity, socio-economic class, gender, sexual orientation, ability and disability, neurodiversity, faith-affiliation, and ideology, is critical for responsible global citizenship.
- Given the salience of issues related to diversity in contemporary American society, it is especially critical for students to understand the context of the United States.
- Students will learn about issues related to diversity in any of a number of disciplinary or interdisciplinary contexts, the humanities, social sciences, natural sciences, fine and performing arts, education, and professional practice.

**G. *Develop, refine, and analyze creative or artistic modes of expression.***

**Rationale:**

- Engagement with the creative expression and artistic modes of inquiry is a hallmark of a liberal arts education.
- Students will build both practical and analytical skills by studying or participating in creative, interactive, expressive, or artistic modes of inquiry, including but not limited to film, music, theatre, dance, art-making, creative web technologies, cultural arts, and creative writing.