Edgewood College
General Education Curriculum Goals

(Approved by Faculty Association February 25, 2008; Amended by Faculty Association on April 27, Sept. 21, Oct. 26, 2009)

COR

In the Dominican tradition, relationship is at the heart of study, reflection, and action for the common good. In this spirit, the Edgewood COR provides an integrative, three-level framework for students to understand themselves, become aware of the needs of the world, and develop the gifts they have been given to meet those needs.

To that end, students explore the following essential questions throughout their experience in the COR:

1. Who am I and who could I become?
2. What are the needs and opportunities of the world?
3. What is my role in building a just and compassionate world?

The COR employs a developmental approach to cultivating the knowledge, skills, and attitudes necessary for leading lives of ethical leadership, service, and the lifelong search for truth.

WHO AM I AND WHO COULD I BECOME?

Specifically, each student will be able to:

1. Identify, explore and critically reflect upon personal identities, values, beliefs, spiritualities, and worldviews. (COR I)
2. Clarify a sense of self in relation to the world. (COR II)
3. Articulate a personal philosophy or mission statement which reflects individual gifts, values, and commitments in light of the needs of a chosen profession and society. (COR III)

WHAT ARE THE NEEDS AND OPPORTUNITIES OF THE WORLD?

Specifically, each student will be able to:

1. Utilize inquiry-based approaches to critically investigate relevant human issues questions. (COR I)
2. Analyze ethical issues embedded in meaningful community-based learning experiences. (COR II)
3. Demonstrate the skills necessary for engaged, responsible public participation. (COR III)

WHAT IS MY ROLE IN BUILDING A JUST AND COMPASSIONATE WORLD?

Specifically, each student will be able to:

1. Explain contemporary issues and problems from multiple perspectives. (COR I)
2. Integrate knowledge and skills from multiple sources and meaningful experiences. (COR II)
3. Develop integrative, creative theories and solutions to contemporary human issues and problems. (COR III)
CORNERSTONES

COMMUNICATION

The development of communication skills enables each student fully and effectively to produce and interpret written and spoken communications. Specifically, each student will be able to:

USE A VARIETY OF COMMUNICATION MEDIA AS BOTH SOURCES AND RECEIVERS OF MESSAGE.
1. Engage in a variety of communicative actions, both written and oral.
2. Interpret written oral and visual media intelligently and critically.
3. Produce discourses appropriate for a range of contexts including personal, academic, public, organizational, and intercultural.

CRITICAL THINKING

The development of critical thinking skills enables each student to evaluate ideas, solve problems, and draw conclusions. Specifically, each student will be able to:

CREATE AND SUSTAIN AN ARGUMENT LOGICALLY AND IDENTIFY ITS STRENGTHS AND WEAKNESSES.
1. Critically assess and question beliefs and ideas from multiple perspectives.
2. Make judgments based on evidence, while recognizing the open-endedness and complexity of the reasoning process.

MATHEMATICAL THINKING & QUANTITATIVE LITERACY

The development of mathematical thinking skills enables each student to illuminate mathematical truths through the use of pattern recognition and articulation, spatial reasoning, and deductive reasoning, informed by a comprehension of the meaning and significance of number and measurement. The development of quantitative literacy skills enables each student to utilize a diverse set of mathematical ideas in a variety of contexts to understand and describe everyday occurrences. Specifically, each student will be able to:

ANALYZE AND SOLVE MATHEMATICAL PROBLEMS AND EFFECTIVELY COMMUNICATE MATHEMATICAL THINKING.
1. Use deductive reasoning in a variety of mathematical settings.
2. Solve problems using mathematical insights, for example through pattern recognition, spatial reasoning and understanding of measurement.
3. Demonstrate number sense and comprehend the significance of numbers and measurement relevant to life in this culture and in the world, and draw reasonable conclusions about information presented in a quantitative format.
INFORMATION & TECHNOLOGICAL LITERACY

The development of information literacy skills enables each student to access, evaluate, organize, and synthesize information from a variety of sources and apply it in their personal, professional, and academic lives. The development of technological literacy skills enables each student to use appropriate technology effectively in their scholarly pursuits, the world of work, and everyday life. Specifically, each student will be able to:

APPLY A REPERTOIRE OF CREATIVE AND FLEXIBLE INFORMATION-SEEKING STRATEGIES TO INVESTIGATE AN ISSUE OR TOPIC.
1. Develop an understanding of the social, ethical, and legal issues affecting the access to and use of information and technology, such as plagiarism, copyright, privacy, and socio-political issues.
2. Use, understand, and appreciate computing technology as a tool of information and knowledge management.
3. Use computing technology effectively in one’s field(s) of study.
WAYS OF KNOWING

EXPERIENCE AND STUDY OF THE ARTS AND LITERATURE

The literary, visual, and performing arts engage the intellect, emotions, and senses and contribute to the development of human wholeness. Engagement in artistic endeavors and study of the arts promotes aesthetic understanding and appreciation of imaginative responses to human experience. Specifically, each student will be able to:

INVESTIGATE THE ROLE OF CREATIVE EXPRESSION IN HUMAN EXPERIENCE THROUGH CREATIVE/SCHOLARLY PRACTICE.

1. Analyze and interpret historical and contemporary artistic works (such as those in literature, visual art, theater, or music) in relation to the historical, social, and cultural contexts in which they were produced and experienced.
2. Produce or perform artistic works using media and techniques effectively.
3. Demonstrate the capacity for critical evaluation and analysis of one’s own and others' artistic productions.
4. Apply theories and methods of artistic production, interpretation, and criticism that are fundamental to aesthetic inquiry.
5. Read, discuss, and write about works of literature, using fundamentals of literary interpretation to form opinions and arguments about literary texts.

REFLECTION ON HUMAN CULTURE, VALUES AND IDEAS

The study of the human condition is directed to a recognition of and familiarity with fundamental questions about the meaning of life, approached intellectually, spiritually, mythically, and metaphorically. Analyzing historical accounts and artifacts by means of examination, reading, writing, and discussion helps students acquire knowledge, sympathetic understanding, and critical thinking skills. Specifically, each student will be able to:

USE CRITICAL REASONING, DIALOGUE, NARRATIVE, INTUITION, AND DEBATE TO ANALYZE THE RELATIONSHIP BETWEEN THE EXPERIENCES, BELIEFS AND ACTIONS OF INDIVIDUALS, GROUPS, AND SOCIETIES.

1. Articulate and evaluate ethical positions within the context of philosophical values or religious beliefs.
2. Recognize and examine worldviews and beliefs that underlie human nature and experience.
3. Critically confront historical texts to investigate the ways in which historical contexts shape events and decisions.
4. Explore the relevance of the past to the present, including themes of continuity and change.
EXPLORATION OF THE NATURAL WORLD

Exploring the natural world requires the interplay of observation and inquiry. The goal of science is understanding nature: life, the properties of matter, the history and composition of the universe, and the interaction of matter, energy, and motion. The practice of science occurs within particular philosophical, historical, and cultural contexts that shape its work. Specifically, each student will be able to:

USE SCIENTIFIC KNOWLEDGE AND METHODS TO UNDERSTAND THE NATURAL WORLD, TO DRAW EVIDENCE-BASED CONCLUSIONS, AND TO MAKE INFORMED DECISIONS.

1. Demonstrate the ability to engage in scientific inquiry in the laboratory and/or field.
2. Identify and describe fundamental theories, themes, and habits of mind that are foundational to the study of the natural world.
3. Describe the significance of the history and philosophy of science in shaping current thought and practice.
4. Recognize that scientific inquiry results in a body of knowledge that is based on observation and evidence and therefore subject to change.

ANALYSIS OF HUMAN BEHAVIOR AND SOCIAL STRUCTURE

The study of human society explores the nature and behavior of individuals, groups, institutions, and societies. The social sciences seek to understand how humans shape and are shaped by economic, social, political and cultural institutions. This analysis requires an understanding of mental processes, social interactions, and complex social organization. Specifically, each student will be able to:

CRITICALLY ANALYZE, THROUGH EMPIRICAL RESEARCH, THE WAYS IN WHICH PEOPLE BEHAVE WITHIN SOCIAL STRUCTURES AS INDIVIDUALS, AS MEMBERS OF GROUPS, AND WITHIN SOCIAL ENVIRONMENTS, AS WELL AS HOW THOSE SOCIAL STRUCTURES ARE SHAPED BY HUMAN RELATIONSHIPS AND IN TURN, SHAPE THOSE RELATIONSHIPS.

1. Identify and articulate the theoretical basis for understanding social structures, human behaviors, and human interactions.
2. Apply quantitative or qualitative research methods to examine human behavior, institutions, and societal change.
3. Examine the links between the behavior of the individual, larger social processes, institutions, and communities.
4. Explore how agents of change apply knowledge to ethical or social problems.
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 PERSPECTIVES ON THE WORLD

ENVIRONMENTAL PERSPECTIVES

Human society is completely dependent on the Earth’s ecological systems, but these systems are increasingly stressed by human activity. Knowledge of environmental issues enables students to recognize and respect the complex natural systems upon which contemporary society is built. This knowledge cultivates a sense of responsibility for addressing the short and long term consequences of human activity and provides the necessary framework for seeking solutions to ecological problems. Specifically, each student will be able to:

RECOGNIZE THE INTERDEPENDENCE OF HUMAN SOCIETY AND THE NATURAL ENVIRONMENT AND THE WAYS IN WHICH PRINCIPLES OF ECOLOGICAL SUSTAINABILITY ARE ESSENTIAL TO BUILDING A JUST AND COMPASSIONATE WORLD.

1. Demonstrate how concepts of ecology are central to many areas of study.
2. Identify the ecological consequences of human activity on the Earth and envision fundamental solutions that work toward long-term sustainability.

GLOBAL PERSPECTIVES

Global knowledge expands one’s worldview and increases awareness of diverse ways of thinking and living. Educated citizens of the 21st century hold a coherent and broad understanding of cultures beyond their own and can assess global issues and cultural differences. Specifically, each student will be able to:

DEMONSTRATE KNOWLEDGE OF GLOBAL INTERDEPENDENCE AND DIVERSITY

1. Demonstrate knowledge of the history and culture of a country or world region other than one’s own.
2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to critically examine global issues, events, or processes.
3. Analyze differences and commonalities in world values, beliefs, and cultures to develop a compassionate understanding of them.

MULTICULTURAL PERSPECTIVES

The study of multicultural perspectives examines culturally significant characteristics (such as race, ethnicity, gender, sexual orientation, gender identity, religion, class, and ability) of individuals and groups within the United States, and emphasizes the intersections among them, and the resulting variations in status and power. Awareness and understanding of cultures, including one’s own, enable students to value the experiences and contributions of different groups in the United States, understand the connections between social structures and inequality, and communicate and interact effectively to build a just and compassionate world. Specifically, each student will be able to:

USE MULTIPLE PERSPECTIVES TO CRITICALLY ANALYZE HISTORICAL AND CONTEMPORARY EXPERIENCES OF DIFFERENT CULTURAL GROUPS IN THE UNITED STATES THROUGH DIVERSE DISCIPLINARY VIEWPOINTS.
1. Demonstrate fundamental knowledge and understanding of historical and contemporary experiences of
diverse peoples and cultures in the United States, recognizing multiple cultural perspectives as well as
commonalities.
2. Demonstrate an awareness of the intersections of race and ethnicity with other culturally significant
characteristics, such as class, gender, sexuality, and ability, and acknowledge the role of power and
privilege in identity constructions.
3. Understand the ways in which cultural conventions affect interactions and communications among people
from diverse cultures in the United States.

**WORLD LANGUAGES**

*World language introduces students to languages other than their own. The study of language, its literature,
and cultural context offers students not only the opportunity to gain a valuable perspective on language, but
also the benefit of understanding a new culture. Specifically, each student will be able to:*

- **USE LANGUAGE SKILLS AND CULTURAL KNOWLEDGE TO COMMUNICATE AND INTERACT EFFECTIVELY
  WITH PEOPLE FROM OTHER CULTURES OR COUNTRIES.**
  1. Read, write, speak, and understand at an elementary level a language other than one’s own.
  2. Demonstrate basic cultural knowledge in the contexts of the target language.
  3. Show appreciation for the cultures and countries of the target language.

**GENDER PERSPECTIVES**

*The study of gender perspectives critically examines the experiences, roles or achievements of women, issues
related to the lives of women, issues of gender relative to social roles and representation, and the connections
between gender, sexuality, race and class as loci of oppression. Understanding gender as a social construction
allows students to assess mechanisms of power, privilege and inequality through the critical examination of social
roles, groups and identities that they normally take for granted.*

- **USE MULTIPLE DISCIPLINARY PERSPECTIVES TO CRITICALLY EVALUATE CONTEMPORARY SOCIAL
  CONSTRUCTIONS OF GENDER IN THE UNITED STATES AND GLOBALLY.**
  1. Articulate fundamental knowledge of the role of gender in the operations of social structures and
     personal life.
  2. Articulate intersections between gender, race, ethnicity, class and sexuality in both the United States and
     around the world.
  3. Critically examine mechanisms of power and privilege that shape the construction of femininity and
     masculinity as identities, women’s and men’s social roles, and cultural representations of gender.