Faculty proposing a course to meet one of the three upper-division General Education requirements must design their courses to meet both the SLOs for Arts and Humanities, Natural Sciences, or Social Sciences (Area requirements) and the SLOs for Diversity and Multiculturalism, Social Justice and Equity, or Sustainability (CGW requirements).

Faculty proposing courses to meet the CGW requirements must first identify from among the three themes—Diversity and Multiculturalism, Social Justice and Equity, and Sustainability. Once the theme has been identified, faculty must explain how the course will meet a minimum of two learning outcomes from Knowledge, two learning outcomes from Skills, and two learning outcomes from Action.

**DIVERSITY AND MULTICULTURALISM THEME**

Students will demonstrate KNOWLEDGE of:

1. histories and experiences of oppressed U. S. cultural groups** and of how their oral traditions, literature, art forms, or contributions to science benefit U. S. society;
2. oppression, including but not limited to racism, sexism, heterosexism, and classism, settler colonialism, and different efforts and methods that combat the effects of oppression in the U.S.
3. cultural, historical, sociopolitical, and power dynamics that shape U.S. intercultural and gender relations;
4. the intersection of the categories of race, ethnicity, gender and gender expression, linguistic expression, sexuality, class, age, ability, or religion as they affect oppressed peoples lived realities and are embodied in personal and collective identities.

Students will be able to apply the methods of inquiry of arts and humanities, natural sciences, or social sciences to (SKILLS):

1. explain how the contributions of cultural groups shape contemporary U. S. culture;
2. describe the origins, functions, and present day experience of discrimination, exploitation, settler colonialism, and oppression (including internalized oppressions) of U.S. cultural groups;
3. analyze the relationships between U. S. cultural groups and the dominant society, and between the groups themselves;
4. assess issues of inequality, unearned privilege, and power dynamics from a multicultural perspective.
Students will be able to apply the methods of inquiry of arts and humanities, natural sciences, or social sciences to (ACTION):

1. acknowledge and respect strengths and challenges of others who are culturally/gender different;
2. recognize one's own implicit and explicit biases and analyze biases within the disciplines;
3. communicate effectively on major issues in the U.S. affecting cultural groups and women through spoken, written, or artistic expression, or in visual and internet related media;
4. speak out and act for inclusion of cultural groups and women in all spheres of influence.

*Underlined language is taken from (sometimes slightly revised) the original CGWs student learning outcomes.

**For the purposes of this document “cultural groups” refers to the following U.S. population groups: African Americans, Asian Americans, Pacific Islanders, Latinos/as, American Indians, Arab Americans, women, and GLBTQ (gays, lesbians, bisexuals, transgender, and queer identified people).

SOCIAL JUSTICE AND EQUITY THEME

Students will be able to demonstrate KNOWLEDGE of:

1. systematic and global barriers to equality, inclusiveness, and social justice;
2. art, literature, theories, methods that help individuals and either local or global communities resist, expose, and challenge social injustice;
3. histories of activism from grass roots to institutional law and policy, and of the influence of social activism on social movements;
4. social movements, the contexts in which they emerge, and the methods they have used to combat injustice of all kinds.

Students will be able to apply the methods of inquiry of arts and humanities, natural sciences, or social sciences to (SKILLS):

1. identify and critically assess social, economic, cultural, scientific, historical, political, national or global inequalities;
2. articulate the principles of social activism;
3. use multiple forms (essay, research, creative expression) and mediums of communication (on the ground, social media, television, radio) to investigate, participate in, and/or critique social justice movements;
4. devise strategies to address inequalities and implement social justice.
Students will be able to apply the methods of inquiry of arts and humanities, natural sciences, or social sciences to (ACTION):

1. grasp how one’s own experiences reflect local, national, global inequities;
2. argue effectively about social, economic, cultural, scientific, historical, political, national and global inequalities.
3. act to preserve and promote human dignity and equity as well as social justice in the local or global community;
4. partner with community members to identify a community problem and apply principles of social justice.

SUSTAINABILITY THEME*

Students will be able to demonstrate KNOWLEDGE of:

1. ecological, social, political, and economic dimensions of sustainability, and its central related concepts as they impact indigenous tribal communities, communities of color, and/or women;
2. the interconnectedness, exchanges and feedbacks between human activities and natural systems; local and global indigenous epistemologies, knowledges, and traditions with regard to sustaining life in harmony with natural processes, exhibiting respect for Mother Earth, and contesting climate change.
3. key threats to environmental sustainability and its social justice implications for diverse populations and communities;
4. how individual and societal choices affect prospects for sustainability at the local, regional, and global levels; and
5. prominent existing and emerging strategies to achieve sustainability.

Students will be able to apply the methods of inquiry of arts and humanities, natural sciences, or social sciences to (ACTION):

1. speak and write accurately on sustainability issues as described herein;
2. analyze, compare, and evaluate sustainability threats, solutions, and their impacts on diverse human populations, other organisms, and the physical environment; and
3. use qualitative and quantitative data to understand sustainability.
4. envision a healthy sustainable planet consistent with local and community based values including thus of indigenous tribal communities, communities of color, and/or women.

Students will be able to apply the methods of inquiry of arts and humanities, natural sciences, or social sciences to (ACTION):

1. make personal, civic, and career decisions that promote local, regional, and global sustainability;
2. contribute to the building of socially and culturally diverse, inclusive, and sustainable communities that alleviate poverty and address the needs of future generations;
3. participate in emerging transformative local community-based projects for sustainable living;
4. build sustainable communities consistent with local community-based social, political, and economic prerogatives of indigenous tribal communities, communities of color, and/or women.

*Underlined language reflects CGW's additions to the Faculty Sustainability Group Proposed SLOs.

AREAS*
* Although we have revised the presentation of these SLOs, we have tried to maintain the meaning of the current GE SLOs in all three areas.

**HUMANITIES AREA (C4)**

Students will be able to demonstrate **KNOWLEDGE** of:

1. principles, methodologies, value systems, and thought processes employed in human inquiries;
2. cultural endeavors and legacies of human civilization.

Students will be able to **SKILLS**:

1. discuss, deliberate, and write about opposing viewpoints in an insightful and logical manner;
2. present an opposing side fairly, and criticize the argument rather than attack the person;
3. ask questions and choose research topics that demonstrate their developing intellectual curiosity and habit of lifelong learning.

Students will be able to **ACTION**:

1. apply course concepts or themes to lived experiences or world events, or through other similar means;
2. participate in and contribute to a democratic society as an informed, engaged, and reflective citizen.

**SCIENCES (B 6)**

Students will be able to demonstrate **KNOWLEDGE** of:

1. the nature of science and scientific inquiry;
2. experimental and empirical methodologies used in science;
3. advanced and/or focused science content in a specific scientific field.

Students will be able to (SKILLS):

1. use appropriate vocabulary and reference appropriate concepts (such as models, uncertainties, hypotheses, theories, and technologies);
2. critically analyze scientific claims and data;
3. investigate a scientific question or issue.

Students will be able to (ACTION):

1. apply advanced quantitative skills (such as statistics, algebraic solutions, interpretation of graphical data) to scientific problems;
2. apply science content knowledge to contemporary scientific issues (e.g. global warming) and technologies (e.g. cloning), where appropriate.

SOCIAL SCIENCE (D4)

Students will be able to demonstrate KNOWLEDGE of:

1. human behavior, individually and in society;
2. disciplinary concepts of the social or behavioral sciences;
3. how data should be collected and analyzed;
4. how to accurately apply concepts of social sciences to the study of human behavior, individually and in society.

Students will be able to (SKILLS):

1. define and use key disciplinary terms;
2. explain and use at least two standard or basic theories and models;
3. identify key research issues and conduct an appropriate literature review;
4. write research-based hypotheses or research questions.

Students will be able to (ACTION):

1. collect data or use existing data to address important social issues;
2. effectively plan or conduct research using an inquiry method of the social or behavioral sciences;
3. produce advanced writing, using information literacy skills;
4. critique professional applications of disciplinary concepts.