<table>
<thead>
<tr>
<th>Kent State University</th>
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<tbody>
<tr>
<td>• Acquire critical-thinking and problem-solving skills</td>
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<tr>
<td>• Apply principles of effective written and oral communication</td>
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<td>• Broaden their imagination and develop their creativity</td>
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<td>• Cultivate their natural curiosity and begin a lifelong pursuit of knowledge</td>
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<td>• Develop competencies and values vital to responsible uses of information and technology</td>
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<td>• Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens</td>
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<tr>
<td>• Improve their understanding of issues and behaviors concerning inclusion, community and tolerance</td>
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<tr>
<td>• Increase their awareness of ethical implications of their own and others' actions</td>
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<td>• Integrate their major studies into the broader context of a liberal education</td>
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<tr>
<td>• Strengthen quantitative reasoning skills</td>
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<td>• Understand basic concepts of the academic disciplines</td>
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<th>Ohio University</th>
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<td>• The ability to communicate effectively through the written word and the ability to use quantitative or symbolic reasoning.</td>
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<tr>
<td>• Broad knowledge of the major fields of learning</td>
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<tr>
<td>• A capacity for evaluation and synthesis.</td>
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<th>University of Toledo</th>
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<tr>
<td>The University of Toledo's Core curriculum is a foundation for undergraduate education. It expose the student to a range of disciplines that gives breadth to the learning experience, prepares students for their degree programs, and, develops students as lifelong learners who will thrive in and contribute significantly to a constantly changing global community.</td>
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<td>The General Education/Core curriculum gives students critical reason skills to explore complex questions, grasp the essence of social, scientific and ethical problems, and arrive at nuanced perspectives. It hones their ability to communicate orally and in writing. It allows them to recognize their place in history and culture, and to appreciate their connection to others in a multicultural world. It prepares them to be thoughtful, engaged citizens in a participatory democracy. It requires them to explore the whole range of the liberal arts, both for the intrinsic value of doing so and in preparation for study in their degree programs. Specifically, they gain insights into the social and behavioral sciences, become familiar with the history, aesthetics, and criticism of the fine arts, gain experience in the scientific methods, and philosophical and mathematical processes to examine theoretical and natural phenomena.</td>
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<td>The University of Toledo’s university-wide general education curriculum is designed:</td>
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<td>1. To broaden the range of experiences open to students;</td>
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<td>2. To help students develop the disciplined, analytical and critical skills necessary for intellectual development throughout life;</td>
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<td>3. To prepare students to make better-informed and humane decisions and to be able to communicate those decisions to others; and,</td>
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4. To cultivate students’ potential for creative expression.
The curricular components through which these goals are met are as follows:

UT Core Competencies
Critical and Integrative Thinking
UT students must demonstrate the ability to find, organize, critically assess, and use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative and ethical use of information.

Information Literacy
UT students must be challenged to understand and critically engage in ethical and political discourse.

Personal and Social Responsibility
UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.

Scientific and Quantitative Reasoning
UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.

Communication
UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.

The curricular components through which these goals are met are as follows

The Ohio State University
The Ohio State University educates students to solve problems; to think critically, logically, and creatively; and to be engaged and responsible global citizens. The University’s curriculum—comprising distinct, yet interrelated programs in general education and specialized study—enables students to develop the knowledge, skills, and perspectives that equip them to learn and adapt, to contribute and succeed in a rapidly changing world.

The general education program enables students to acquire and develop a breadth of knowledge, skills, and perspectives that cross disciplinary boundaries and extend to areas outside specialized study programs.

Majors, minors, and other specialized study programs enable students to master, to various degrees, bodies of knowledge and the skills, perspectives, and modes of inquiry related to their study.

Students who complete a degree will achieve the following goals:

- Expand and develop knowledge of the major domains of inquiry, including their interdependencies and limits
- Develop and refine the skills needed to
  - acquire, comprehend, and evaluate information and arguments
  - communicate clearly, precisely, and effectively
  - analyze and assess using qualitative and quantitative methods
  - integrate, create, and apply knowledge
Develop and integrate perspectives to
► interpret past and contemporary world cultures, events, and issues
► make discriminating aesthetic judgments
► formulate considered and reasoned ethical judgments
► understand the roles of science and technology
► recognize and respect diversity

WSU
Wright State graduates will be able to:
1) communicate effectively
2) demonstrate mathematical literacy
3) evaluate arguments and evidence critically
4) apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
5) demonstrate global and multicultural competence
6) demonstrate understanding of contemporary social and ethical issues
7) participate in democratic society as informed and civically engaged citizens

University of Cincinnati:
Baccalaureate Competencies
The Baccalaureate Competencies are the primary goals and desired outcomes to be achieved by all University of Cincinnati graduates. These goals and outcomes are pervasive components of all courses and experiences, and equip students with the knowledge, skills, and attitudes for a full and productive life.

Critical Thinking
Critical Thinking is the ability to analyze, synthesize, and evaluate information and ideas from multiple perspectives.
The educated individual thinks critically and analytically about subjects. Critical thinking includes the capability for analysis, problem solving, logical argument, the application of scholarly and scientific methods, the accurate use of terminology, and information literacy. Particular critical thinking skills can vary from discipline to discipline.

Effective Communication
Effective Communication embraces oral, visual, and language arts, including the ability to read, write, speak, and listen; it is the effective use of various resources and technology for personal and professional communication.
The educated individual must be able to understand and convey ideas in diverse contexts, using appropriate communication and information technology resources and skills. Oral and visual communication proficiencies are demonstrated through the performance and graphic arts. Among important language capabilities are proper usage, appropriate style, and the ability to formulate a coherent, well-supported argument using language appropriate to academic and public discourse.

Knowledge Integration
Knowledge Integration is the ability to fuse information and concepts from multiple disciplines for personal, professional, and civic enhancement.
A commitment to a life of thought and the ability to evaluate critically one's own views and those of others require that the individual be able to access, judge, and compare
diverse fields of knowledge. The General Education Core promotes knowledge integration by encouraging courses and experiences that enable a student to discover connections between different disciplines and their real-life applications.

Social Responsibility

Social Responsibility is the ability to apply knowledge and skills gained through the undergraduate experience for the advancement of society. Attention and service to the world at large is characteristic of a socially accountable, well-educated individual. One goal of the General Education Core is to introduce a student to historical ethical reasoning, contemporary social and ethical issues, and to promote knowledge, skills, and attitudes that encourage responsible civic engagement.

Information Literacy

Information literacy is a fundamental component of the four Baccalaureate Competencies, and must permeate every component of the General Education Core. Information literacy includes, but goes beyond, information technology skills. It is the ability to determine the nature of required information, to access it effectively and efficiently, to evaluate it critically, and to incorporate it into one's knowledge system. It necessitates the responsible, legal, and ethical use of information.

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<th>Miami University (new revised Global Miami Plan) COMPETENCIES</th>
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<td>Competencies are multi-dimensional, encompassing the following three realms:</td>
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<td>1) Knowledge (concepts, theories, subject matter, questions, evidence)</td>
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<td>2) Capabilities (processes, skills, methods)</td>
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<td>3) Perspectives (differing understandings and views).</td>
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CIVIC KNOWLEDGE AND ENGAGEMENT: encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

CREATIVE THINKING: the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

CRITICAL THINKING: the habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

ETHICAL REASONING: reasoning about appropriate and inappropriate human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

GLOBAL LEARNING: critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability

INTERCULTURAL KNOWLEDGE & COMPETENCE: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
INTEGRATIVE LEARNING: an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

INFORMATION LITERACY: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

INQUIRY & ANALYSIS: systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

LIFELONG LEARNING: all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.

ORAL COMMUNICATION: a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

PROBLEM-SOLVING: the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

READING: "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)

QUANTITATIVE LITERACY: a "habit of mind," competency, and comfort in working with numerical data.

TEAMWORK: behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

WRITTEN COMMUNICATION: development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing words, texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Bowling Green:

**BG Perspective (general education curriculum)**

The BG Perspective curriculum provides a liberal studies foundation, preparing BGSU students for self-reliant learning throughout life and effective participation in a democratic society. BG Perspective classes, taken by all students at BGSU, reflect a deep conviction by the BGSU learning community and leaders in all professions that successful, satisfying lives require a wide range of skills and knowledge. Ethical integrity, reflective thinking, and social responsibility are characteristics of a liberally educated person. Through active learning experiences, the BG Perspective curriculum provides students a solid foundation in both vital intellectual skills and breadth of knowledge to be successful in their major areas of study and, later, in their chosen professions. These intellectual skills include the ability to think critically and
communicate effectively; the ability to understand different cultures and modes of thought; and the ability to investigate forces that shape the social, artistic, scientific, and technological complexities of our contemporary culture and society.

The BG Perspective curriculum is defined by particular intellectual skills integral to all courses: critical thinking and effective communication, investigating and problem solving, and participation and leadership through active learning and engagement. Achievement of these skills is central to all courses in the following domains: general studies writing, mathematics/quantitative literacy, social and behavioral sciences, natural sciences, humanities and the arts, as well as cultural diversity in the United States and expanded perspectives.

**Intellectual Skills: Learning Outcomes for all BG Perspective courses**
- Communicate effectively by gaining proficiency in reading, writing, and presenting.
- Think critically about values through investigating and creative problem solving.
- Participate and lead effectively through active engagement with diverse groups and teams of individuals.

**BG Perspective Learning Outcomes for each Knowledge and Skill Domain**

**THE NATURAL SCIENCES**
- Develop the skills and practice of using quantitative and qualitative approaches to study scientific concepts.
- Learn to understand the nature of scientific evidence, how it is obtained, and how it is used in the scientific process.
- Solve problems using logical approach of science.

**THE SOCIAL AND BEHAVIORAL SCIENCES**
- Identify issues and problems and formulate and frame these in ways that contribute to their solution.
- Learn how theory is applied to events to produce knowledge.
- Examine the nature of decision making in society from the perspectives of the social sciences and how values impact on that decision-making.
- Construct and present an argument, identifying the evidence that supports it and the reasoning process by which a conclusion is reached.
- Articulate the bases of evidence in this discipline, how it is used and the assumptions on which it rests.

**THE HUMANITIES AND ARTS**
Depending on whether a course is in the arts or humanities, students will:
- Utilize modes of inquiry appropriate to the disciplines in question and explore the subject's connection to human values.
- Develop fluency in verbal and/or non-verbal communication through reading, writing, and listening.
- Critically understand the role of language and media: their rhetorical, artistic, and symbolic expression and the ways in which these expressions both reflect and influence culture and society.
- Examine the social and cultural context of art works arising over a variety of historical periods.

**CULTURAL DIVERSITY IN THE UNITED STATES**
- Utilize modes of inquiry into the ways ethnic cultures have shaped American life.
- Identify issues and problems in cultural diversity from the perspectives of diverse cultures and locate yourself in your own culture.
- Engage in critical inquiry into the problems, challenges, and possibilities inherent in a multicultural democracy.
- Develop skills of communication, analysis, and problem solving in a format requiring active participation.

**QUANTITATIVE LITERACY**
- Interpret mathematical and statistical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
- Represent mathematical and statistical information symbolically, visually, numerically, and verbally.
- Use arithmetical, algebraic, geometric and statistical methods to solve problems.
- Estimate and check answers to mathematical programs in order to determine reasonableness, identify alternatives, and select optimal results.
- Recognize that mathematical and statistical methods are based on assumptions and have limits.

**GENERAL STUDIES WRITING**
- Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.
- Develop critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.
- Understand the processes entailed in academic writing including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.
- Demonstrate knowledge of the conventions of academic writing including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.
- Understand the importance of values systems in academic writing including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community which values academic honesty, and to value the place of writing within learning processes.

**INTERNATIONAL PERSPECTIVE**
- Articulate the significance of diverse cultures and their modes of thought; and/or
- describe how world issues and international connections impact all our lives/ways of life; and/or
- identify problems and possibilities inherent in global economic, ecological, political, social, and technological systems.