GER Learning Outcomes

The following criteria are excerpted from the APCC’s GER Composite document, which sets UWM policy for general education. These criteria, in addition to the UWS Shared Learning goals, constitute the learning outcomes for general education at UWM.

GER: The Arts

1. Definition: A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.

2. Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:

   (a) demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art; and

   (b) apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art; or

   (c) compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.

GER: HUM:

1. Definition: The academic disciplines that investigate human constructs and values, as opposed to those that investigate natural and physical processes, and those concerned with the development of basic or professional skills.

   The humanistic disciplines—such as art history, history, language and literature, philosophy, religious studies, film and media studies—are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

2. Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:
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(a) **identify** the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge;

(b) **respond** coherently and persuasively to the materials of humanities study through logical, textual, formal, historical, or aesthetic analysis, argument and/or interpretation;

(c) **apply** diverse humanistic theories or perspectives to other branches of knowledge or to issues of universal human concern

GER: Social Sciences

1. **Definition:** A branch of science dealing with the study of human behavior, human cultural and physical variation and evolution, and the organization, development, and consequences of human activity, both past and present.

2. **Criteria:** Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. **Students will be able to:**

   (a) **recognize and analyze** intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development; and

   (b) **identify and critically evaluate** the function, structure and development of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships;

   (c) **recognize and contextualize** human capacities for and/or techniques of creating behavior acquisition and change as viewed from both intra- and inter-cultural perspectives;

   (d) demonstrate the ability to **identify, apply and effectively communicate** methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures; or

   (e) **critically evaluate and apply** alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.

GER: Natural Sciences

1. **Definition:** A branch of science concerned with the physical world and its phenomena and with discovering the laws governing them. The branches of Natural
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Sciences—such as astronomy, geosciences, biological sciences, chemistry, physics—that deal primarily with matter, energy, and their interrelations and transformations; with living organisms and vital processes; with the laws and phenomena relating to organisms, plants and animal life; with the physical processes and phenomena of particular systems; and with the physical properties and composition of nature and its products.

2. Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:

(a) understand and apply the major concepts of a natural science discipline, including its breadth and its relationship to other disciplines; and

(b) explain and illustrate the relationships between experiments, models, theories and laws;

(c) demonstrate an understanding of the process of generating and testing data, and apply this knowledge to the solution of problems;

(d) discuss and assess the limitations of data and the possibility of alternative interpretations; or

(e) apply ethical reasoning to questions, concepts, and practices within a natural science discipline.

GER: Cultural Diversity:
Race, Ethnicity, and Diversity in the United States

1. Definition: Courses in this area focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.

2. Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:

(a) understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time; and
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(b) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;
(c) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;
(d) reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitudes towards, people whose cultural and social identities differ from their own;
(e) articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;
(f) analyze the role of diversity in the successful functioning of a multiracial democratic society; or
(g) delineate how formations of race and ethnicity in the United States are part of a larger transnational history.