GPR SLOs

General Education Category Title:
Philosophical/Religious/Ethical Perspectives (GPR)

Category Description:
For two or more significant philosophical, ethical, and/or religious traditions, students examine and compare assumptions, modes of thought, and attendant practices, and analyze their effects on behavior.

Current Student Learning Outcomes, for period 2015-2019:
Note: Include the following SLOs verbatim on the course syllabus distributed to students. Please group SLOs under the heading “General Education Philosophical/Religious/Ethical Perspectives Student Learning Outcomes.”

REQUIRED MATERIAL:

General Education Philosophical/Religious/Ethical Perspectives Student Learning Outcomes:
1. Describe and analyze at least two significant philosophical, religious, and/or ethical theories or traditions.
2. Compare and contrast the assumptions, arguments, beliefs, and/or practices of two or more theories or traditions.
3. Apply the general description of at least two theories and/or traditions to specific instances.

Current Links Between Learning Goals and Category SLOs:
Note: For information purposes. The links between SLOs and LGs do not need to be included on a course syllabus.

GPR SLO1, SLO2, & SLO3 support Learning Goal 1
LG1. Foundational Skills: Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

GPR SLO1, SLO2, & SLO3 support Learning Goal 3
LG3. Knowledge of Human Histories, Cultures, and the Self: Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts. [GLT, GFA, GPR, GHP, GSB, GL, GN]

GPR SLO1 supports Learning Goal 5
LG5. Personal, Civic, and Professional Development: Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives. [GFA, GPR, GNS, GSB, GL, GN]

Approved by the General Education Council, May 2015