UNIVERSITY OF CENTRAL OKLAHOMA
Learning Outcomes
Discussion Draft
2/15/10

The following is a consolidation of items from several sources. The goal has been to identify learning outcomes for all UCO students. These efforts have been based on our mission, values, statement on transformative learning and other documents.

**Academic Mission:** Helping students learn so that they may become productive, creative, ethical, engaged citizens and leaders.

**Core Academic Values:** Integrity, Learning Centered, Academic Excellence, Continuous Improvement, Collegiality, and Community

**Transformative learning** is a holistic process that places students at the center of their own active and reflective learning experiences. A student’s major field is central to the learning experience and is a vital part of the “Central Six.” All students at the University of Central Oklahoma will have transformative learning experiences in the following five core areas to enhance the academic goals of a university experience: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness. Students will have excellent experiences in their field of study or discipline.

Credit for the pieces that follow should go to the Core Curriculum team, the AAEC and some of the TL folks, to the Action Team on Learning Centered Processes and to Student Affairs.
DEFINITION  **Productive** is the quality and power to generate results, act autonomously, establish and accomplish goals, and maintain a life-long learning mindset.

1. **Communication and Technology Literacy** - Demonstrate skills necessary for participation within society;
2. **Autonomy** - Consistently act on own purposes and values, are autonomous and engage in critical evaluation to make career and life style decisions;
3. **Goals and Priorities** - Establish and accomplish individual goals and work collaboratively within a group;
4. **Discipline Competence** - Demonstrate an appropriate depth of knowledge and skills related to their discipline.
DEFINITION  Creative and Critical Thinking are the abilities or power to create and are characterized by originality, imaginativeness, expressiveness, novelty, uniqueness, and divergent thinking. Critical thinking uses questioning, analysis and assessment in the pursuit of logical, internal, rational decision making. Critical thinking and creative thinking are interrelated and complementary.

1. Historical Perspective – Appreciate humanity’s creative talents and understand the effect of these endeavors on social, economic, philosophical, and political thought;
2. Risk Taking - Willingly venture in new a direction, take a new approach, or explore new solutions. Can suspend judgment and resist social pressure;
3. Complexity and Flexibility of Thought - Utilize a range of complex strategies and/or engage in thinking that leads to adaptation of unexpected strategies. Demonstrate the ability to imagine or invent;
4. Questioning – Exhibit a sense of curiosity that is pertinent and sound. Ask relevant questions.
DEFINITION    **Ethics** is a code or standard of conduct that determines what is right or wrong and provides guidance for human behavior. Ethical behavior is that which is in alignment with rules or standards for right conduct or practice and/or personal principals of morality.

1. **Ethical Beliefs** - Articulate ethical beliefs, articulate an approach to ethical decisions, describe how ethical beliefs influence decisions, clarify the social influences on personal ethical beliefs, explain the relationship between ethical beliefs and social consequences;

2. **Ethical Sensitivity** - Recognize the existence of ethical issues, are sensitive to ethical issues in all areas of life, recognize opposing values in ethical dilemmas, differentiate between factual and ethical claims;

3. **Ethical Perspectives** - Consider the impact of decisions and actions on those who will be impacted by them, analyze multiple ethical perspectives and biases relevant to ethical dilemmas, defend ethical positions using good reasoning and consideration of opposing views in the world and their discipline;

4. **Influence of Context and Assumptions** - Identify the influence of context and question assumptions, address the ethical dimensions underlying the issue, acknowledge complexity and bias and analyze the issue in light of the context, and consider other contexts;

5. **Diversity** – Appreciate and respond to the opportunities and challenges of human differences; affirm differences of opinion and world view.
DEFINITION  Engaged is the ability to act responsibly to community through use of intellectual, physical, and/or financial means, to work to make life better for all humans through service to others and to actively participate in political and social avenues that contribute to the common good.

1. **Universality of the Human Experience** – Understand the universality of the human experience and the common goals and needs that drive that experience through a multicultural and global perspective;

2. **Cumulative Human Experience** - Develop an understanding of the cumulative human experience from historical, cultural, and scientific perspectives;

3. **Community Service** - Participate in service through communities of practice;

4. **Healthy Behaviors** - Understand healthy behaviors (physically, emotionally, in context of lifestyle, gender, sexuality and cultural heritage);

5. **Natural World** - Understand humanity’s place in and responsibility to the natural world, and understand the interconnections between personal wellness and the natural environment;

6. **Personal Identity** - Establish personal identity in understanding of physical, emotional, life context including gender, sexuality and cultural heritage;

7. **Awareness** - Have an awareness of issues and events with local, national or international effect
DEFINITION  **Leadership** is a transformational journey guided by the core values of character, civility, and community and centered on learning and focused by integrity, stewardship, and service.

1. **Responsible Leadership** – Demonstrate a sense of responsibility, self-discipline, and purpose in relations with individuals and groups. Act both as a leader and follower;

2. **Creates Vision** – Create and communicate a vision of possibilities for self, others, and community;

3. **Develops Others** - Develop the competencies of others through participatory group strategies and sharing information and learning opportunities;

4. **Skills of Leadership** – Describe and demonstrate the abilities of a leader such as communication, team building, negotiation and conflict resolution, and strategic thinking, goal-setting, planning;

5. **Commitment to Service** - Demonstrate a commitment to service and civic engagement.