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| UF Institutional Definitions and Outcomes | | | Quest 1: Arts and Humanities | | Quest 2: Physical and Social Sciences | | |
| Gen Ed Category | **Institutional Definition** | **General Education Institutional SLO** | **General Education**  **Humanities SLO** | **Quest 1 SLO**  **(Arts and Humanities)** | **General Education Physical and Biological Sciences SLO** | **General Education Social and Behavioral Sciences SLO** | **Quest 2 SLO**  **(Physical and Social Sciences)** |
| Content | Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area. | Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area. | Identify, describe, and explain the history, underlying theory and methodologies used. | Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course. | Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method; the major scientific discoveries and the impacts on society and the environment; and the relevant processes that govern biological and physical systems. | Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. | Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. |
| Critical Thinking | Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. | Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area. | Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. | Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course. | Formulate empirically-testable hypotheses derived from the study of physical processes or living things; apply logical reasoning skills effectively through scientific criticism and argument; and apply techniques of discovery and critical thinking effectively to solve scientific problems and to evaluate outcomes | Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. | Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. |
| Communication | Communication is the development and expression of ideas in written and oral forms. | Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area. | Communicate knowledge, thoughts and reasoning clearly and effectively. | Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course. | Communicate scientific knowledge, thoughts, and reasoning clearly and effectively. | Communicate knowledge, thoughts and reasoning clearly and effectively. | Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges |
| Connection (Unique to Quest) | Connection is the meaningful integration and application of student learning to the student’s life and work. | Students meaningfully connect learning to their lives to improve themselves and to benefit society. |  | Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. | none | none | Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. |