An effective general education program enables students to:

a. acquire knowledge through critical information gathering— including reading, listening, computer-assisted searching, and scientific experimentation and observation;
b. analyze and evaluate, where appropriate in a quantitative manner, the acquired knowledge;
c. integrate knowledge from a variety of sources and fields;
d. make critical judgments in a logical and rational manner;
e. develop the skills to maintain health and understand the factors that impinge upon it;
f. communicate effectively, both in writing and orally, and using the accepted methods for presentation, organization and debate particular to their discipline;
g. proceed independently and in collaboration with others in seeking and sharing knowledge;
h. gain understanding of international interdependence and cultural diversity and develop consideration for values, lifestyles, and traditions that may differ from their own;
i. comprehend the role of aesthetic and creative activities in expressing both imagination and experience.

An effective General Education curriculum shall facilitate teaching and learning through seven key objectives:

a. EFFECTIVE COMMUNICATION — the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

b. KEY LITERACIES — the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, including textual, quantitative, information/technology, health, intercultural, historical, aesthetic, and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

c. CRITICAL AND ANALYTICAL THINKING — the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

d. INTEGRATIVE THINKING — the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.