Carnegie Mellon University
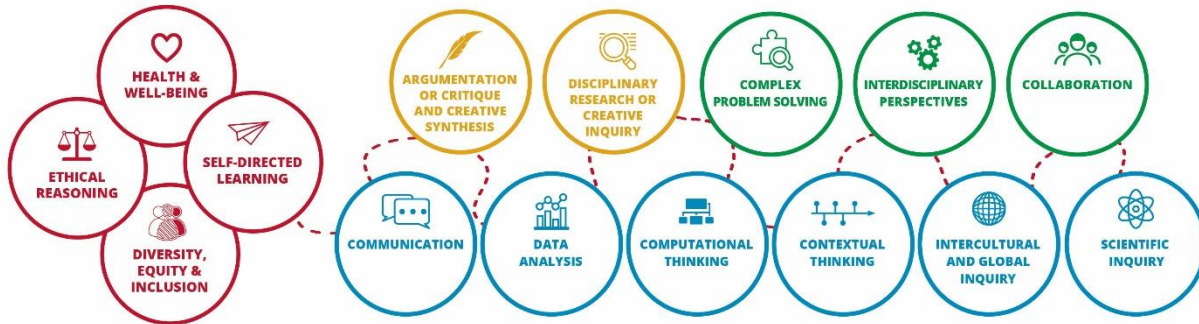Dietrich College of Humanities
and Social Sciences

Dietrich College General Education Program - Learning Outcomes

Personal and Professional Development Learning Areas
Upon graduation from Dietrich College, students should be able to …

	1. Self-Directed Learning
SDL1	Proactively explore academic outcomes and extracurricular learning opportunities.
SDL2	Assess their own capabilities and progress.
SDL3	Seek and integrate guidance and feedback.
SDL4	Challenge themselves to venture beyond their comfort zones.
SDL5	Reflect on and articulate the skills they have acquired in academic and experiential contexts.

	2. Health and Well-Being
HWB1	Identify personal and academic resources to raise their general awareness of issues related to health and well-being.
HWB2	Monitor their physical health status and habits, including nutrition, physical activity, sleep, and stress management, and seek appropriate care, advice, and education from appropriate sources as needed.
HWB3	Cultivate and maintain social connections that positively impact their health and well-being.
HWB4	Monitor their mental health status and habits and seek appropriate care, advice, and education from appropriate sources as needed.

	3. Diversity, Equity, and Inclusion
DEI1	Explore how identities are constructed and how various factors influencing identity affect perception of the self and others.
DEI2	Evaluate how and why perspectives and experiences of people from different marginalized groups differ from one another and from majority groups and why these differing perspectives matter.

DEI3	Analyze how systems and institutions of privilege and power have influenced inequality.
DEI4	Critically examine perspectives on individual and collective responsibility to address systemic inequality and injustice.

	4. Ethical Reasoning
ER1	Describe the prevalence of ethical issues in a variety of complex, real-world situations.
ER2	Articulate one's own core ethical beliefs and the origins of those beliefs.
ER3	Identify and understand the perspectives of various parties involved in ethical decision making and the potential impacts of alternate decisions.
ER4	Apply ethical perspectives and principles to a multi-layered issue, analyzing the full range of implications for each feasible option.
ER5	Communicate ethical positions effectively and navigate disagreements respectfully and productively.

Outcomes Explicitly Emphasized in Foundations Courses
Upon graduation from Dietrich College, students should be able to …

	5. Communication
COM1	Produce content that is credible and compelling to a target audience across multiple formats (oral, written, and visual).
COM2	Prepare coherent and clearly organized oral, written, and visual products based on purpose, genre, context, and audience.
COM3	Anticipate and evaluate how communication products are received by target audiences in order to respect diverse perspectives.
COM4	Develop independent processes for setting communication goals, seeking and incorporating feedback, and revising to improve effectiveness.

	6. Data Analysis
DA1	Critically appraise and interpret statistical reports, including their assumptions, data sources, analyses, and conclusions.
DA2	Design or critique a study to answer a substantive empirical question.
DA3	Distinguish causation from correlation and employ elementary designs to infer causes.
DA4	Select and apply pertinent statistical methods to explore and analyze a dataset.
DA5	Communicate appropriate inferences with considerations of ethical and contextual dimensions.

	7. Computational Thinking
CPT1	Incorporate computation as a general tool for thinking about problems, representing information and conceptualizing solutions.

CPT2	Design, create, apply, and/or evaluate computer programs for problem solving, data analysis, and creative expression.
CPT3	Critically evaluate the ethical implications and impact of information technologies and computation on individuals and society.

	8. Contextual Thinking
CX1	Frame and reframe fundamental questions (who, what, where, when, why, and how) in order to interpret issues, objects and events.
CX2	Select and interpret materials that enrich inquiry, such as archival records, media sources, literary texts, letters, journals, official documents, images, etc.
CX3	Analyze issues, objects, and events from medium- and long-term historical perspectives.
CX4	Consider how ways of thinking developed and situate their own way of thinking in relation to such traditions.

	9. Intercultural and Global Inquiry
IGI1	Examine how cultural contexts, including recognition of our identities and possible biases, impact our worldviews.
IGI2	Evaluate how worldviews influence the interpretation of historical and contemporary events and the perception of cultures and communities.
IGI3	Analyze the role of cultural norms and institutions in creating and perpetuating structural inequalities and discriminatory attitudes.

	10. Scientific Inquiry
SCI1	Distinguish between scientific and non-scientific explanations.
SCI2	Describe and relate the roles of building theories, forming and testing hypotheses, collecting data, conducting experiments, dealing with uncertainty, and/or interpreting data in scientific inquiry.
SCI3	Describe the historical evolution of scientific inquiry and analyze the causes of changes over time.
SCI4	Analyze the relationships among society and scientific inquiry, scientific applications, and the diffusion of scientific discoveries.

Outcomes Explicitly Emphasized in Disciplinary Perspectives Courses
Upon graduation from Dietrich College, students should be able to …

	11a. Argumentation
A1	Analyze the structure of an argument using appropriate methods for multiple disciplines.
A2	Assess the quality of an argument via critical examination of constituent evidence, conclusions, and reasoning, as well as consideration of relevant counterarguments.

A3	Generate a substantive argument that includes appropriate elements (i.e., claim, counterclaims, reasons, and evidence) and adheres to appropriate disciplinary conventions.
A4	Communicate an argument in various forms (written, verbal and visual) as appropriate to the context.

	11b. Critique and Creative Synthesis
CCS1	Analyze and critique an artwork in terms of multiple criteria that are appropriate for describing that artistic form.
CCS2	Assess an artwork via critical examination of its aesthetic characteristics, cultural relevance, intended message, and/or impact on its audience.
CCS3	Create a substantive artwork that explores a concept, incorporating elements and techniques that are appropriate for that artistic form.
CCS4	Contextualize an artwork in terms of its history, genre, impact, and/or reception, such that others can gain a broader understanding of its artistic relevance.

	12a. Disciplinary Research
DR1	Formulate a research question or creative objective situated in the appropriate disciplinary discourse.
DR2	Identify discipline-specific methods for exploring or answering the questions posed.
DR3	Use the chosen methods to gather and analyze evidence.
DR4	Synthesize and communicate conclusions and limitations of research findings or artistic outcomes.

	12b. Creative Inquiry
CI1	Formulate a creative objective or artistic goal situated in the appropriate discipline.
CI2	Identify discipline-specific techniques for pursuing an artistic project.
CI3	Devise and follow a process for pursuing an artistic creation in a relevant discipline.
CI4	Communicate an artistic project's intent, as well as how the knowledge produced can be further explored.

Outcomes Explicitly Emphasized in Special Seminars and Topics courses:
Upon graduation from Dietrich College, students should be able to …

	13. Interdisciplinary Perspectives
IP1	Engage multiple disciplinary perspectives to explore an academic question.
IP2	Compare and contrast methods of inquiry from multiple disciplines.
IP3	Apply multiple perspectives to produce an integrated conception of the question or solution to the problem.

	14. Complex Problem Solving
CPS1	Identify constituent components of multifaceted and ill-defined problems.
CPS2	Use relevant theory and evidence to propose multiple approaches to solve the problem.
CPS3	Evaluate the relative strengths and weaknesses of the proposed approaches including implications and consequences.

	15. Collaboration
COL1	Participate in constructive dialogue to support both the process and product of the collaboration.
COL2	Shape teams and navigate collaborations in consideration of individual differences and interpersonal dynamics, responding productively to emerging conflicts.
COL3	Engage the team to set, monitor, and adjust goals and strategies as needed.
COL4	Responsibly complete delegated tasks with quality and timeliness, using relevant tools and resources.