

General Education Review Committee Agenda

12:30-1:30
October 15, 2010
ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Humanities
() Sue Fallon	UAB/CHSW	Social Sciences
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Deborah Fox	UAB/Mat-Su	Written Communication
() Len Smiley	CAS	Quantitative Skills
() Shawnalee Whitney	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Beverly Barker	CAS	Natural and Physical Sciences
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Kyle Hampton	CBPP	Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests
None

VII. Old Business
None

VIII. New Business

A. LEAP report http://www.aacu.org/leap/documents/GlobalCentury_ExecSum_3.pdf

B. UA System and AAC&U's Liberal Education and America's Promise (LEAP) General Education Student Outcomes for Baccalaureate Degrees (pg. 3)

C. General Education Requirements Student Outcomes from UAA 2010-2011 Catalog (pg. 4)

IX. Informational Items and Adjournment

For the next meeting:

General Education Review Committee Summary

12:30-1:30
October 8, 2010
ADM 204

I. Call to Order

Roll

(x) Suzanne Forster	UAB/CAS	Humanities
(x) Sue Fallon	UAB/CHSW	Social Sciences
(x) Utpal Dutta	UAB/SOE	
(x) Kevin Keating	UAB/Library	
(x) Deborah Fox	UAB/Mat-Su	Written Communication
(e) Len Smiley	CAS	Quantitative Skills
(x) Shawnalee Whitney	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
(x) Beverly Barker	CAS	Natural and Physical Sciences
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
(e) Kyle Hampton	CBPP	Social Sciences
(x) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2)

Approved

IV. Report from Associate Vice Provost Bart Quimby

November 4-5 Terry Rhodes will be at UAA discussing general education and e-portfolios
Accreditation visit complete

V. Chair's Report

VI. Course Action Requests

None

VII. Old Business

None

VIII. New Business

A. Section 6 GER pages of the Curriculum Handbook to the agenda (pg. 3-4)
Discussion of GER section 6

IX. Informational Items and Adjournment

For the next meeting:

LEAP report http://www.aacu.org/leap/documents/GlobalCentury_ExecSum_3.pdf

Nine outcomes in catalog

Meeting adjourned

UA System and AAC&U's Liberal Education and America's Promise (LEAP) General Education Student Outcomes for Baccalaureate Degrees

BOR	UAA	UAF	UAS	LEAP
<p>Oral Communication Skills (3) emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.</p> <p>Written Communication Skills (6) emphasize the acquisition of English language skills in organizing and communicating.</p>	Communicate effectively in a variety of contexts and formats.	Multidimensional competency in written and oral English--including comprehension of complex materials and creation of clearly organized presentations of soundly reasoned thought in both oral and written form	Communication College graduates should be able to write, speak, read, and listen effectively for a variety of purposes and audiences. Whether their aim is personal, academic, or professional, they should be able to communicate ideas and information effectively	Intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
<p>Quantitative Skills (3) emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data</p>	Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.	A solid grasp of quantitative reasoning and mathematical application	Quantitative Skills A quantitatively literate person is capable of analytical and mathematical reasoning. The individual can read and understand quantitative arguments, follow logical development and mathematical methods, solve mathematical and quantitative problems, perform mathematical calculations, express functional relationships, and apply mathematical methods. As a minimum, a student should know the mathematical techniques covered in general education mathematical	
Natural Sciences (4 w/ lab) provide students with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.	Identify ways in which science has advanced the understanding of important natural processes	An intellectual comfort with the sciences--including the scientific method, frameworks that have nurtured scientific thought, traditions of human inquiry and the impact of technology on the world's ecosystems		Knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts, focused by engagement with big questions, both contemporary and enduring
Humanities (3) provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of languages, arts, literature, history, and philosophy within the context of their traditions.	Interpret different systems of aesthetic representation and understand their historical and cultural contexts	An understanding of global economic interdependence, sense of historical consciousness and a more critical comprehension of literature and the arts		
Social Sciences (6, from 2 different disciplines) provide the student with exposure to the theory, methods, and data of the social sciences.	Investigate the complexity of human institutions and behavior to better understand interpersonal, group and intercultural dynamics	An appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions		
	Relate knowledge to the historical context in which it developed and the human problems it addresses		Information Literacy Competency in information literacy combines the skills of being able to 1) identify needed information; 2) locate and access information; 3) analyze and evaluate the content; 4) integrate and communicate the information; and 5) evaluate the product and the process. Reading and writing literacies plus traditional library skills provide the foundation to access the vast availability of electronic information.	
			Computer Usage Students should have the knowledge to make efficient use of computers and information technology in their personal and professional lives because basic technological knowledge and skills apply to all fields and disciplines. Necessary skills range from a basic ability to use a keyboard through word processing concepts, spreadsheet and graphics applications to telecommunications, conferencing, and electronic mail technologies.	
	Locate and use relevant information to make appropriate personal and professional decisions	A better understanding of one's own values, other value systems and relationships between value systems and life choices	Professional Behavior Professional behavior is expected of college students. Success in professional life depends on many behaviors, including responsibility, good work habits, ethical decision making, recognition of the value of community service, and successful human relations.	Personal and Social Responsibility, including civic knowledge and engagement--local and global, personal and social responsibility, ethical reasoning and action, foundations and skills for lifelong learning, anchored through active involvement with diverse communities and real-world challenges
	Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner		Critical Thinking Competency in critical thinking reflects proficiency in modes of thought: conceptualizing, analyzing, synthesizing, evaluating, interpreting, and/or applying ideas and information. A critical thinker can approach a concept from multiple perspectives and frames of reference, compare and contrast ideas or models, and demonstrate a willingness to take intellectual risks. A critical thinker knows not only how but also when to apply particular modes of thinking. It should be noted that problem solving and analytical approaches may vary from discipline to discipline.	Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

General Education Requirements Student Outcomes from UAA 2010-2011 Catalog (pg. 80)

After completing the General Education Requirements, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.