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

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:
I. Call to Order
Roll
(x) Suzanne Forster UAB/CAS Humanities
(x) Sue Fallon UAB/CHSW Social Sciences
(x) Utpal Dutta UAB/SOE
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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:
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

<table>
<thead>
<tr>
<th>BOR</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
<th>LEAP</th>
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<tbody>
<tr>
<td><strong>Oral Communication Skills</strong></td>
<td>Communicate effectively in a variety of contexts and formats.</td>
<td>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.</td>
<td>Communication skills: 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.</td>
<td>Intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practice extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</td>
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<td>Written Communication Skills</td>
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<td></td>
<td>Knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, history, languages and the arts, focused by engagement with big questions, both contemporary and enduring.</td>
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<td>Quantitative Skills</td>
<td>Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.</td>
<td>A solid grasp of quantitative reasoning and mathematical application.</td>
<td>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.</td>
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<td>Natural Sciences</td>
<td>Identify ways in which science has advanced the understanding of important natural processes.</td>
<td>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.</td>
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<td>Humanities</td>
<td>Interpret different systems of aesthetic representation and understand their historical and cultural contexts</td>
<td>An understanding of global economic interdependence, sense of historical consciousness and a more critical comprehension of literature and the arts.</td>
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<td>Social Sciences</td>
<td>Investigate the complexity of human institutions and behaviors, better understand interpersonal, group and intercultural dynamics</td>
<td>An appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions.</td>
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<td><strong>Information Literacy</strong></td>
<td>Identify ways in which science has advanced the understanding of important natural processes.</td>
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<td>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.</td>
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<td><strong>Computer Usage</strong></td>
<td>Locate and use relevant information to make appropriate personal and professional decisions.</td>
<td>A better understanding of one’s own values, other value systems and relationships between value systems and life choices.</td>
<td>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.</td>
<td>Personal and Social Responsibility, including civic knowledge and engagement—local and global, personal and social responsibility, ethical reasoning and action, funzations and skills for lifelong learning, anchored through active involvement with diverse communities and real-world challenges.</td>
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<td><strong>Critical Thinking</strong></td>
<td>Integrate knowledge and employ skills gained to synthesize critical thinking, critical judgment, and personal experience in a meaningful and coherent manner.</td>
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<td>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.</td>
<td>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.</td>
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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.