

General Education Requirement Committee Agenda

September 16, 2005
ADM 226
12:30 – 1:45 pm

- I. Roll
 - () Ben Curtis
 - () Gail Holtzman
 - () Len Smiley
 - () Jack Pauli
 - () Jackie Cason
 - () Robin Wahto
 - () Caedmon Liburd
 - () Oral Comm. Vacant
 - () Fine Arts Vacant
 - () COE Vacant ?
 - () SOENGR Vacant
- II. Approval of the Agenda
- III. Approval of Meeting Summary for September 9, 2005
- IV. Chair's Report
- V. Course Action Request – Second Reading
- VI. Course Action Request – Second Reading
- VII. Old Business
- VIII. New Business
 - A. Themes for General Education (attached)

General Education Requirement Committee Summary

September 9, 2005

ADM 201

12:30 – 1:45 pm

I. Roll

(*)	Ben Curtis	(*)	Jackie Cason	()	Oral Comm. Vacant
(*)	Gail Holtzman	(*)	Robin Wahto	()	COE Vacant ?
(*)	Len Smiley	()	Christine Erikson	()	SOENGR Vacant
(*)	Jack Pauli	()	Caedmon Liburd		

- ❖ Caedmon has elected Gail Holtzman as the GER Committee Chair for the 05-06 academic year.
- ❖ Gail asked the committee to think about the committee's responsibility regarding proposal requests for deleting courses from the GER listings and also with the double listing of courses, the possible effects if several course deletions within a single list are proposed.
- ❖ Committee discussed the deletion of GERs and would like program chairs to provide to a memo addressing the program and college impacts (course, curricular, and also student) with the deletion of the course.
- ❖ The Committee also discussed that a memo should also accompany the addition of GER courses and that it ought to provide a justification for the addition and also identify how the course address the themes of the various areas.
- ❖ Agenda Items identified for the year include the double slotting of the existing GER courses the committee would also like one theme to be placed on the agenda at a time for discussion and revision.

Section 8 - General Education Requirement (GER)

Overview

When an action involves a change in General Education Requirements (GER), the UAB will refer the action, preferably with recommendations, to the UAB GER Review Committee.

When an action involves a change in the GER, coordination must be done by the initiator with all deans of school/colleges, directors of community campuses, including Prince William Sound Community College. It is the responsibility of the dean/directors to notify the faculty in their units of proposed changes to the GER.

All GER course changes must consider the expected outcomes for that GER category.

The Undergraduate Academic Board General Education Review Committee (UABGERC) is a standing committee of the Undergraduate Academic Board (UAB) reporting to the Undergraduate Academic Board.

The UABGERC Review Process is as follows:

- 1) Department/School/College prepare proposal and coordinate
- 2) UAB Agenda (1st reading)
- 3) GER Committee of UAB
- 4) UAB Agenda (2nd reading)
- 5) Faculty Senate (approved actions of UAB only)
- 6) Administration (approved actions of the UAA Faculty Senate only)

The Committee shall:

(with respect to course actions)

- 1) refine criteria for evaluating courses according to their appropriateness of courses in the General Education curriculum;
- 2) review all requests to add to, delete from, or substantively modify the courses in the General Education curriculum;
- 3) recommend course actions to the Board based on the criteria;
- 4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;
 - 4b. expedite the review of course action requests currently on hold (with respect to policy)
- 5) review all requests to modify General Education Requirements or policies;
- 6) recommend actions to the Board based on the review; (other)
- 7) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding Summer Sessions. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Membership

Pursuant to the December 2002 Faculty Senate Resolution #1, the membership of the UABGERC shall consist of:

- Five (5) to seven (7) members of UAB, no two of whom represent the same College or the extended campuses. One must be an extended campuses' UAB member.
- At least one faculty member from Tier 1 Basic-College Level Skills and Tier 2 Disciplinary Areas in each of the General Education Categories: Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts. Members from these categories will be added if and only if they are not represented among the UAB members selected above.
- At least one faculty representative from each of the UAA colleges and schools: CAS, CBPP, CHSW, Engineering, COE, CTC. Members from these colleges and schools will be added if and only if they are not represented among the UAB members or Tier 1 and Tier 2 members selected above.
- A student representative.

All membership terms are for two academic years.

The UABGERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. The Tier 1 Basic-College Level Skills and Tier 2 Disciplinary Area representatives, as needed, will be selected by the Faculty Senate Executive Board after a call for nominations is made at the first Faculty Senate meeting. The College representatives, as needed, will be chosen internally at the College(s) otherwise lacking membership. The UAB Chair will notify the college(s) and school(s) promptly after the Faculty Senate Executive Board selections are made, if they must supply a member to UABGERC.

A quorum is constituted by a majority of UAB members of the UABGERC. All other regulations of UAB apply to the General Education Review Committee.

General Education Requirements for Baccalaureate Degrees

GER Preamble

The GER is a common requirement that the UAA faculty prescribes (1) to provide a foundation for further study and (2) to broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century (Tier 3).

Tier 1: Basic College-Level Skills

The UAA GER begins with Basic College-Level Skills enhancement in three course areas (12 credits):

- Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.,
- Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life.

Students will complete the 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved courses in these categories, which may also be appropriate to their intended major fields. Faculty in English, Communication and Mathematics provide placement criteria (which may require the completion of preparatory coursework) for Basic College-Level Skills courses.

Tier 2: Disciplinary Distribution Areas

The GER continues with courses in four required distribution areas categorized by course content and academic discipline; these are Fine Arts, General Humanities, Natural Science, and Social Science (22

credits)

- Courses in Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.
- Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.
- Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

There are additional restrictions on a student's Tier 2 selections designed to guarantee a breadth of academic experience.

Tier 3: Integrated Capstone

The GER concludes with an Integrative Capstone, which includes courses involving the interrelationships and synergy of GER disciplines and skills (3 credits). In a productive life characterized by personal growth, it is necessary to combine and integrate lessons learned from diverse experiences. Courses in this category may focus as needed on practice, study, and critical evaluation, but are assumed to include in their goals an emphasis on evolving realities of the 21st Century (e.g. globalization, diversity, scientific or social progress), and the responses of the educated person to these forces. Tier 3 (Integrative Capstone) courses may be taken after the student has completed all Tier 1 (Basic College-Level Skills) requirements.

After completing the General Education Requirement, 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 understanding 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.
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Themes for General Education Areas

Fine Arts and General Education

Courses that fulfill the fine arts requirement introduce the student to the fine arts as academic and creative disciplines. These courses focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art. Each discipline in the fine arts teaches the knowledge and skills needed to comprehend their respective areas; each provides students the means to develop artistic skills; and each contributes to the development of the general intellectual skills of description, categorization, comparative thinking, interpretation, and judicial assessment. At the conclusion of one of the courses in the fine arts requirements, students should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should also be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact on subsequent artistic work.

The Humanities and General Education

The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world's heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to identify texts or objects, to place them in the historical context of the discipline, to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to use a formal technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

Social Sciences and General Education

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and non-empirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

Communication and General Education (excerpt from UAA Course Catalog)

Students will communicate effectively in a variety of contexts and formats. They will orally communicate ideas in an organized fashion and organize and communicate ideas and information through expository writing.

Quantitative Skills and General Education (excerpt from UAA Course Catalog)

Students will reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions. Students will demonstrate problem-solving skills as well as skills in manipulation and evaluation of quantitative data.

Natural Sciences and General Education

The natural sciences (astronomy, biology, chemistry, geology, physical geography, and physics) focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Students completing their natural sciences GER will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines and a knowledge of the discoveries and advances made within that discipline. Students will recognize, measure, and possibly control natural processes that they encounter. Students will also articulate the strengths and limitations of the scientific method; as well as the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Laboratory classes, field work and demonstrations illustrate how scientists develop, test, and challenge scientific theories. These types of classes give students an appreciation for the process and problems involved in the advancement of scientific knowledge. Students completing a laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.