Gen Ed Committee Meeting

November 18, 2010

2:00 p.m.

Graduate School Conference Room

Present: Sue McLarry (NHP); Rick Clifft (Engr); Bill Humphrey (AG); Phyllis Pobst (HSS); Melissa Jackson (UC); David Levenbach (HSS); Dan Marburger (BUS); Jeff Jenness (SCOM); Dale Miller (FA); Amanda A. Wheeler (ED – proxy for Tom Adams); Tanja McKay (SCOM); Jerry Ball (ENG/PHIL); Jeff Helms (Military Science); Rebecca Oliver (Honors); Chris Collins (Secretary – AAR)

Absent: Lynita Cooksey (AVCAA); Tom Adams (ED); Marci Hayes (COM); Kathryn

Jones (IR)

Meeting was called to order at 2:00 p.m. by Sue McLarry, Chair of Gen Ed Committee.

Minutes were reviewed by committee and corrections were made to the minutes (change ENG to ENGR after Jerry Ball’s name; add Bill Humphrey (AG); and HHS to HSS by David Levenbach’s name). Motion was made by Bill Humphrey to approve minutes with corrections, second by Rebecca Oliver. Motion carried, minutes approved.

Committee reviewed the Outcomes to the Gen Ed Goals for students.

1. Discussed the second bullet – delete “oral”
2. Outcome title should be “Thinking” rather than “Think”. 3rd Bullet – delete “….solution/presentation, etc.”
3. 1st Bullet – change to read: “Interpret and draw inferences from quantitative information (such as, formulas, graphs, tables, models, and schematics).

3rd Bullet – delete

1. Bullet 1 – change to read: “Use appropriate ethical and legal methods to retrieve, generate, interpret, and distribute information”

Bullet 2 – delete

1. Updated version from Bill Humphrey and Phyllis Pobst passed out to committee members at meeting:

Change title of goal “Students should be able to” TO “Students will be able to

Bullet 2 – delete “natural”

Bullet 3 – delete

1. Change title of goal to read “Developing an Appreciation of the Arts & Humanities”

Bullet 1 – Delete “Identify” and put “fine arts” in place of just “arts” so it will read:

“Recognize works of literature and fine arts and place them in their historical, cultural, and social contexts.”

Motion was made by David Levenbach to put “recognize” and leave out “identify”. 2nd by Phyllis Pobst

Gen Ed Committee Meeting

November 12, 2010

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1. Bullet 1 – delete “be able to appropriately”; change “interpret” to “Analyze”; and change “currents” to “current”.

Bullet 2 – delete “understand” and change to “Explain”; delete “.., & the methods by which that understanding is developed”

Bullet 3 – delete “recognize the distinction between the normative and the empirical, and develop” and start with “Demonstrate”.

 Switch Bullet 1 to 2 and 2 to 1.

1. Bullet 2 – delete “and how scientific concepts” and insert “as they”
2. Bullet 2 – Delete “Examine” and replace with “Analyze”
3. Delete Outcome #10. Phyllis Pobst indicated that this was a goal because we were going to have a capstone course. Sue McLarry asked the committee if we needed this as a goal and Bill Humphrey indicated that we should remove it. Motion made by Bill Humphrey to remove this goal and outcome, 2nd from Jerry Ball. Need to remove all colons from each of the goals after the word to.

Sue McLarry indicated that Chris Collins would type up the changes and send out to the committee tomorrow (11/19).

Sue McLarry also indicated that now that we have the outcomes, the matrix may change. She asked the committee members to get with their college/dept regarding the matrix.

The next step is “How are we going to measure this?” Josie Welsh has questionnaire for graduating seniors to fill out. Maybe they can fill this out at graduation.

Next meeting will be held December 2, 2010 at 2:00 p.m. in the Graduate School Conference Room.

Meeting adjourned 3:25 p.m.

Submitted by:

Chris Collins

Assistant to AVCAS

**ASU General Education Goals for Students**

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| **1. Communicating effectively**. Students should be able to communicate effectively and correctly, in writing and in speech, for a variety of purposes, using appropriate forms of discourse, organizational strategies, and vocabulary. |
| **2. Thinking critically**. Students should develop the skills necessary to digest, assimilate, and evaluate critically what they read, see and hear. They should employ rational argument and deduction routinely in their own work. |
| **3. Using mathematics**. Students should be able to use, understand and apply basic mathematical skills in practical applications. |
| **4. Using technology**. Students should be able to use appropriate technologies to locate, process and evaluate information in an effective and ethical manner. |
| **5. Understanding global issues.** Students should be aware of the social, political, economic and cultural dimensions of a diverse national and world community. They should have the intellectual and interpersonal skills needed to participate and succeed in a dynamic global society. |
| **6. Developing a life-long appreciation of the arts and humanities.** Students should develop an appreciation for the arts and humanities. They should be aware of the role of art and literature in human civilization and contemporary culture. |
| **7. Developing a strong foundation in the social sciences.** Students should be aware of the diverse systems developed by humans to manage and structure our relationships with one another. Students should prepare for the full range of public and private roles they are expected to fulfill as citizens, decision-makers and human beings in a democratic America and in a global society. |
| **8. Using science to accomplish common goals.** Students should understand how science is conducted and the criteria for scientific evidence so that they will be able to make informed decisions about the health and well-being of their communities and the natural environment. They should be aware of the ethical and political issues raised by science. |
| **9. Providing foundations necessary to achieve health and wellness.** Students should have a knowledge and appreciation of the scientific bases of physical and mental health and their contribution to overall wellness. |
| **~~10. Understanding interdependence.~~** ~~Students should grasp how the many spheres of human knowledge are interrelated as they address problems and issues in their professional, civil, and personal lives. They should acknowledge the responsibilities of informed citizenship and the impact of their decisions and actions on others.~~ |

**Learning Outcomes of General Education by Goal**

**1. Communicating Effectively --**students will demonstrate the ability to:

* **produce writing that demonstrates proficiency in standard edited American English to make reasoned, well-organized arguments that are accurately documented**
* **construct and deliver a well-organized, logical, and informative ~~oral~~ presentation**

**2. Thinking Critically** --students will demonstrate the ability to:

* **Interpret and analyze the relevance and quality of information**
* **Make judgments and draw conclusions based on credible evidence**

* **Integrate ideas into a coherent argument~~/solution/presentation, etc~~.**

**3. Using Mathematics**--students will demonstrate the ability to:

* **Interpret and draw inferences from quantitative information (~~i.e.~~ such as, formulas, graphs, tables, models, and schematics) ~~and draw inferences from them~~**
* **use appropriate arithmetical, algebraic, and/or statistical methods to solve a given problem**
* **~~Evaluate logical arguments using quantitative reasoning~~**

**4. Using Technology--**students will demonstrate the ability to:

* **Use appropriate ethical and legal methods to retrieve, generate, ~~and~~ interpret and distribute information**
* **~~Interpret and use information in light of key ethical, legal and social issues related to information technology~~**

**5. Global Issues--** students will be able ~~demonstrate the ability~~ to:

~~● Clearly express an understanding of the major patterns of cultural, political and economic interactions among nations, regions and ethnic groups.~~

~~● Recognize and analyze the diversity and interconnectedness of the world’s competing needs, motives, and interests.~~

~~● Use a variety of appropriate resources to research and analyze global events and problems.~~

* ~~Demonstrate an understanding of the historical background, current and future social, political, environmental or economic implications for the use of natural resources globally.~~
* ~~Demonstrate an understanding of the interconnectedness, differences, and diversity found in countries or regions around the world.~~
* ~~Devise analytical, practical, or creative responses to global problems or issues.~~
* Demonstrate an understanding of the major patterns of social, political, environmental and economic interactions among nations, regions and ethnic groups.
* Demonstrate an understanding of the historical background, and the current and future implications (social, political, environmental or economic) for the use of resources globally.

**6. Developing an ~~Life-Long~~ Appreciation of the Arts and Humanities**--students will demonstrate the ability to:

* **~~Identify/~~recognize works of literature and fine arts and place them in their historical, cultural, and social contexts.**
* **~~Appropriately~~ interpret works of fine arts and literature ~~and express how they enrich life~~**

**7. Developing a Strong Foundation in the Social Sciences** --students will demonstrate the ability to:

* **~~be able to appropriately interpret~~ Analyze current~~s~~ events in terms of the concepts and relational propositions generated by the social science tradition**
* **~~understand~~  Explain how individuals & groups interact to produce their collective experience~~, & the methods by which that understanding is developed~~**
* **~~recognize the distinction between the normative and the empirical, and develop~~ Demonstrate the ability to make normative claims based on empirical evidence**

**Move Bullet 1 to Bullet 2 and Bullet 2 to Bullet 1**

**8. Using Science to Accomplish Common Goals**--students will demonstrate the ability to:

* **Explain the scientific method.**
* **Explain basic concepts of science as they ~~and how scientific concepts~~ apply to contemporary issues of society.**

**9. Providing Foundations Necessary to Achieve Health and Wellness** – students will demonstrate the ability to:

* **Describe the impact of diet, physical activity and lifestyle choices on healthy living.**
* **~~Examine~~ Analyze contemporary health and wellness topics**

**~~10. Understanding Interdependence~~** ~~– students will demonstrate the ability to:~~

* **~~Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)~~**
* **~~Connect issues in a given field to wider intellectual, community or societal concerns using perspectives from two or more disciplines~~**
* **~~Apply critical thinking skills to:~~**
* **~~Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,~~**
* **~~Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards~~**

**Mapping of General Education Goals by Course**

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| **General Education Goals** |
|  | **Communicating Effectively** | **Thinking Critically** | **Using Mathematics** | **Using Technology** | **Understanding Global Issues** | **Developing a Life-Long Appreciation of the Arts and Humanities** | **Developing a Strong Foundation in the Social Sciences** | **Using Science to Accomplish Common Goals** | **Providing foundations necessary to achieve health and wellness** | **~~Understanding Interdependence~~**  |
| ENG 1003 English Composition I |  1 |  1 |   |   |   |   |   |   |   |   |
| ENG 1013 English Composition II |  1 |  1 |   |  2 |   |   |   |   |   |   |
| MATH 1023 College Algebra |   |  2 |  1 |   |   |   |   |   |   |   |
| PHIL 1103 Intro to Philosophy |  2 |  1 |   |   |   |  1 |   |   |   |   |
| PHIL 1503 Logic and Practical Reasoning |  2 |  1 |   |   |   |   |   |   |   |   |
| SCOM 1203 Oral Communications |  2 |  1 |   |   |   |   |   |   |   |   |
| AGRI 2243 Feeding the Planet |   |  2 |   |   |  1 |   |   |   |   |   |
| ANTH 2233 Introduction to Cultural Anthropology |   |  2 |   |   |  1 |   |   |   |   |   |
| GEOG 2613 Introduction to Geography |   |  2 |   |   |  1 |   |   |   |   |   |
| HIST 1013 World Civilization to 1660 |  2 |  2 |   |   |  1 |   |   |   |   |   |
| HIST 1023 World Civilization since 1660 |  2 |  2 |   |   |  1 |   |   |   |   |   |
| HIST 2763 The U.S. to 1876 |  2 |  2 |   |   |   |   |  1 |   |   |   |
| HIST 2773 The U.S. since 1876 |  2 |  2 |   |   |   |   |  1 |   |   |   |
| JOUR/RTV 1003 Mass Communications in Modern Society |  2 |   |   |   |   |   |  1 |   |   |   |
| POSC 1003 Introduction to Politics |  2 |  2 |   |   |   |   |  1 |   |   |   |
| POSC 2103 Introduction to U.S. Government |  2 |  2 |   |   |  2 |   |  1 |   |   |   |
| PSY 2013 Introduction to Psychology |  2 |  1 |   |  2 |   |   |  1 | 1 |  2 |   |
| SOC 2213 Principles of Sociology |  2 |   |   |   |   |   |  1 |   |   |   |
| ECON 2313 Principles of Macroeconomics |   |  1 |  2 |   |  2 |   |  2 |   |   |   |
| ECON 2333 Economic Issues and Concepts |   |  1 |  2 |   |  2 |   |  2 |   |   |   |
| BIOL 1003 Biological Science/BIOL1001 |   |  2 |   |   |   |   |   |  1 |   |  2 |
| BIOL 1033 Biology of Sex/BIOL1001 |   |  2 |   |   |   |   |   |  1 |   |  2 |
| BIOL 1043 Plants and People/BIOL1001 |   |  2 |   |   |   |   |   |  1 |   |  2 |
| BIOL 1063 People and Environment/BIOL1001 |   |  2 |   |   |   |   |   |  1 |   |  2 |
| BIO 2013 Biology of the Cell/BIOL2011 |   |  2 |   |   |   |   |   |  1 |   |  2 |
| BIO 2103 Microbiology/BIO2101 |   |  2 |   |   |   |   |   |  1 |   |  2 |
| ~~GEOL 1003 Environ. Geology/GEOL1001~~ |   |   |   |   |   |   |   |   |   |   |
| PHSC 1203 Physical Science/PHSC1201 |   |  2 |  2 |   |   |   |   |  1 |   |   |
| PHSC 1014 Energy and the Environment |   |  2 |  2 |   |   |   |   |  1 |   |   |
| PHYS 1103 Intro to Space Science/PHYS1101 |   |  2 |  2 |   |   |   |   |  1 |   |   |
| CHEM 1013 General Chemistry I/CHEM1101 |   |  2 |  2 |   |   |   |   |  1 |   |   |
| CHEM 1043 Fund of Chemistry/CHEM1041 |   |  2 |  2 |   |   |   |   |  1 |   |   |
| PHYS 2034 University Physics I |   |  2 |  2 |   |   |   |   |  1 |   |   |
| PHYS 2054 General Physics I |   |  2 |  2 |   |   |   |   |  1 |   |   |
| MUS 2503 Fine Arts Musical |   |  2 |   |   |  2 |  1 |   |   |   |   |
| THEA 2503 Fine Arts Theater |  |  2 |   |   |  2 |  1 |   |   |   |   |
| ART 2503 Fine Arts Visual |  2 |  2 |   |  2 |  2 |  1 |   |   |   |   |
| ENG 2003 Intro to Lit of Western World I |  2 |  2 |   |   |   |  1 |   |   |   |   |
| ENG 2013 Intro to Lit of Western World II |  2 |  2 |   |   |   |  1 |   |   |   |   |
| PHIL 1103 Introduction to Philosophy |  2 |  1 |   |   |   |  1 |   |   |   |   |
| PE 1002 Concepts of Fitness |   |   |   |   |   |   |   |   |  1 |   |
| NRS 2203 Basic Human Nutrition |  2 |  2 |  2 |  2 |  2 |   |   |  2 |  1 |   |