Gen Ed Committee Meeting

December 2, 2010

2:00 p.m.

Graduate School Conference Room

Present: Sue McLarry (NHP); Lynita Cooksey (AVCAA); Rick Clifft (Engr); Bill Humphrey (AG); Phyllis Pobst (HSS); Melissa Jackson (UC); David Levenbach (HSS); Dan Marburger (BUS); Amanda A. Wheeler (ED – proxy for Tom Adams); Tanja McKay (SCOM); Jerry Ball (HSS); Rebecca Oliver (Honors); Marci Hayes (COM); Josie Welsh (Assessment); Chris Collins (Secretary – AAR)

Absent: Tom Adams (ED); Jeff Helms (Military Science); Jeff Jenness (SCOM); Dale Miller (FA); 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. Motion was made by Rebecca Oliver to approve minutes as is, second by Jerry Ball. Motion carried, minutes approved.

Committee reviewed the Outcomes to the Gen Ed Goals for students with the changes made at the last meeting on November 18, 2010.

**Outcome #3** – Make changes as indicated in email from Tanja McKay.

Bullet #1 – Interpret and analyze quantitative/mathematical information (such as formulas, graphs, and tables).

Bullet #2 – Apply mathematical methods to solve problems

Motion made by Jerry Ball to accept changes, second by Phyllis Pobst. Motion carried. Outcome #3 approved with changes.

**Outcome #7** – Discussed and made the following changes:

Bullet #1 – Change to read: “Explain the processes and effects of individual and group behavior”

Bullet #2 – Delete “current”

Bullet #3 – Strike out

Motion made by Phyllis Pobst to accept with changes, second by David Levenbach. Motion carried. Outcome #7 approved with changes.

**Outcome #1** – Motion made by Rebecca Oliver to accept as is, second by Jerry Ball. Motion carried. Outcome #1 approved as is.

**Outcome #2** – Motion made by Jerry Ball to accept as is, second by Phyllis Pobst. Motion carried. Outcome #2 approved as is.

**Outcome #4** – Discussed and made changes as follows:

Bullet #1 – comma after “interpret”

Motion made by Bill Humphrey to accept with change, second by Jerry Ball. Motion carried. Outcome #4 approved with change

**Outcome #5** – Title of outcome to be “Understanding Global Issues - students will be able to:”

Bullet #1 – comma after “environmental” and “regions”

Bullet #2 – Delete comma after “background”, delete “(social, political, environmental or economic)”, delete “for” and replace with “of”.

Motion made by Bill Humphrey to accept with changes, second by Phyllis Pobst. Motion carried. Outcome #5 approved with changes.

**Outcome #6** – Motion made by Bill Humphrey to accept as is and second by Phyllis Pobst. Motion carried. Outcome #6 approved as is.

**Outcome #8** – Change the following in the title: “students will demonstrate the ability to:” TO “students will be able to:”

Bullet #1 – Change “Explain” to “Understand”

Bullet #2 – Change “Explain” to “Understand”, delete “basic”, delete “of society”

Motion made by Rebecca Oliver to accept with changes, second by Jerry Ball. Motion carried. Outcome #8 approved with changes.

**Outcome #9** – Change the following in the title: “students will demonstrate the ability to:” TO “students will be able to:”

Bullet #1 – comma after “activity”

Motion made by Rebecca Oliver, second by Jerry Ball. Motion carried. Outcome #9 approved with changes.

On all other outcomes make sure the title also reads “students will be able to:”

Gen Ed Mission Statement as stated in Bulletin to read: “….to participate “ethically”…..

Dr. Cooksey asked the committee if they could get their college to submit samples of works (artifacts).

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Dr. McLarry indicated that the document would be cleaned up by next week and sent out to the committee and then to the faculty who teach Gen Ed and let committee know if this document meets with their approval.

Meeting adjourned at 3:46 p.m.

Submitted by:

Chris Collins

Assistant to AVCAS

**ASU General Education Goals for Students**

|  |
| --- |
| **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. |

**Learning Outcomes of General Education by Goal**

**1. Communicating Effectively --**students will be able ~~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 presentation**

**2. Thinking Critically** --students will be able ~~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**

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

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

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

* **Use appropriate ethical and legal methods to retrieve, generate, interpret, and distribute information**

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

* 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 Appreciation of the Arts and Humanities**--students will be able ~~demonstrate the ability~~ to:

* **Recognize works of literature and fine arts and place them in their historical, cultural, and social contexts**
* **Interpret works of fine arts and literature**

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

* **Analyze current events in terms of the concepts and relational propositions generated by the social science tradition**
* **Explain the processes and effects of ~~how~~ individuals ~~&~~ and ~~groups~~ group behavior ~~interact to produce their collective experience~~**

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

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

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

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

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

**Mapping of General Education Goals by Course**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 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 |  |
| BIOL 1033 Biology of Sex/BIOL1001 |  | 2 |  |  |  |  |  | 1 |  |
| BIOL 1043 Plants and People/BIOL1001 |  | 2 |  |  |  |  |  | 1 |  |
| BIOL 1063 People and Environment/BIOL1001 |  | 2 |  |  |  |  |  | 1 |  |
| BIO 2013 Biology of the Cell/BIOL2011 |  | 2 |  |  |  |  |  | 1 |  |
| BIO 2103 Microbiology/BIO2101 |  | 2 |  |  |  |  |  | 1 |  |
| ~~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 |